

Inside Front Cover



National **A**ssociation of **S**chools of **A**rt and **D**esign



Handbook

2003
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Foreword

The National Association of Schools of Art and Design is composed of schools and individuals representing the highest traditions and aims in the education of the artist and designer. These members have proven, by the fact of their membership and activity in the organization, their deep interest in fostering high standards for art and design education. Through its annual meetings, NASAD provides a national forum for discussion of the broadest considerations involving the education of the artist and designer. NASAD is the only accrediting agency covering the whole field of art and design recognized by the U.S. Department of Education.

A Brief History of the Association

In 1944, representatives of art schools met in New York at the Metropolitan Museum of Art by invitation of Mr. Richard F. Bach, then the museum's Dean of Education. Mr. Bach's intention was to focus attention primarily upon the new field of industrial design through the schools that had or could develop design education programs. In his first letter to the schools, he referred to the occasion as a "conference of schools of design." Because of the enthusiastic response of the schools, the meetings were continued on a conference basis until 1948. In that year, it was decided to establish a firm organizational structure and to use the meetings as opportunities to visit schools as well as to exchange ideas and consider the broad problems of art and design education.

The organization thus formed was called the National Association of Schools of Design with the following 22 schools as charter members: Auburn University, University of Alabama, Akron Art Institute, School of the Boston Museum of Fine Arts, Carnegie Institute of Technology, School of the Art Institute of Chicago, Cincinnati Art Academy, University of Cincinnati, Cleveland School of Art, Cooper Union, University of Illinois (Urbana), Kansas City Art Institute and School of Design, Maryland Institute, Massachusetts School of Art, Minneapolis School of Art, Moore Institute of Art, Pratt Institute, Rhode Island School of Design, School of Industrial Art, Syracuse University, Washington University, and School of the Worcester Art Museum.

The name of the Association was changed in 1966 to the National Association of Schools of Art, and in 1981, to the National Association of Schools of Art and Design, to reflect more accurately the broad interests of the growing organization. The membership now consists of leading art and design schools, college and university art/design departments, and artists and designers from all regions of the United States. This group has assumed increasing responsibility for the development of educational standards in art and design, and has contributed greatly to the feeling of mutual understanding and respect which now exists among schools and departments of art and design throughout the country.

The Association is governed by an elected Board of Directors representing the public interest and all the interests of the Association.

The Aims and Objectives of the Association

Broadly stated, the aims and objectives of the National Association of Schools of Art and Design are as follows:

1. To establish a national forum to stimulate the understanding and acceptance of the educational disciplines inherent in the creative arts in higher education in the United States.
2. To establish reasonable standards centered on the knowledge and skills necessary to develop academic and professional competence at various program levels.
3. To foster the development of instruction of the highest quality while simultaneously encouraging varied and experimental approaches to the teaching of art and design.
4. To evaluate, through the process of accreditation, schools of art and design and programs of studio instruction in terms of their quality and the results they achieve, as judged by experienced examiners.
5. To assure students and parents that accredited art and design programs provide competent teachers, adequate plant and equipment, and sound curricula, and are capable of attaining their stated objectives.
6. To counsel and assist schools in developing their programs and to encourage self-evaluation and continuing studies toward improvement.
7. To invite and encourage the cooperation of professional art and design groups and individuals of reputation in the field of art and design in the formation of appropriate curricula and standards.
8. To establish a national voice to be heard in matters pertaining to the visual arts, particularly as they would affect member schools and their stated objectives.

Artistic and Academic Quality

In the context of educational institutions, artistic and academic quality are:

- Developed primarily by individual students, faculty, and administrators.
- Produced by focusing on one or more disciplines, bodies of content, or processes.
- Enabled by fundamental capabilities, clear purposes, high aspirations, and sufficient time and supporting resources.
- Exemplified in a work or works in one or more disciplines.
- Evaluated in terms of past and current exemplary work in one or more fields.
- Present institutionally and programmatically when individuals achieve at high levels consistently over long periods.

Accreditation and other services of NASAD support artistic and academic excellence with:

- Threshold standards that define the fundamentals of quality and thus provide a framework supporting specific institutional and individual purposes.

- Review procedures that evaluate relationships among purposes, art/design and other disciplines, capabilities, aspirations, and resources, all in the context of each institution's mission and achievements.
- An approach that encourages connections and integrations between artistic and academic achievement.
- A philosophy that promotes creativity in the definition, pursuit, and evaluation of artistic and academic quality.

The Association's Role as a Specialized, Professional Accrediting Agency

NASAD recognizes the need to find ways of clarifying and maintaining standards in art and design through the responsible education of artists and designers. By means of accreditation, it can encourage those institutions which consistently give students a sound basis for significant future accomplishments in art and design. Accreditation also imposes on those institutions the responsibility for continual effort to strengthen art and design education in general-in both accredited and not-yet-accredited schools. In addition, it provides a basis for public recognition of an institution's quality.

The acceptance of NASAD as the only recognized accrediting agency covering the whole field of art and design has placed upon the Association the following responsibilities: maintenance of high educational standards; safeguarding the profession against inadequately prepared educators and practitioners; dissemination of information on accreditation to institutions, counselors, teachers, parents and students; guarding against improper noneducational pressures of individuals and institutions; and consideration of other important educational problems and issues. The Association recognizes and accepts these responsibilities.

In 1970, two divisions of accredited membership were organized. Division I membership included degree-granting schools and departments whose predominant purpose and enrollment was professional education in the studio arts and/or design. Division II membership included degree-granting schools and departments whose predominant purpose and enrollment was quality education in the studio arts and/or design as a curricular major within a general liberal arts program.

In 1980, Division III was added for non-degree-granting schools whose predominant purpose and enrollment was professional education in the studio arts and/or design.

In 1985, the membership voted to eliminate divisional status. Institutions are now categorized as not-for-profit or proprietary, private or public, and degree-granting and/or non-degree-granting.

The Association also maintains categories of affiliation for non-accredited institutions, individuals, and professional organization affiliates.

Constitution

Adopted: Kansas City, Missouri, June 18, 1948

*Revised and Amended: October 1975, October 1976, October 1977,
October 1978, October 1979, October 1981,
October 1984, October 1986*

Article I/Name

The name of the Association shall be “National Association of Schools of Art and Design.”

Article II/Object

The Association is established to develop a closer relationship among schools and programs of art and design for the purpose of examining and improving practices and professional standards in art and design education.

Article III/Membership and Affiliation

Accredited institutional membership and professional organization affiliation shall be open to institutions and organizations in the United States meeting the qualifications and requirements of the Association. Individual membership and non-accredited institutional affiliation shall be available to institutions and individuals who meet the qualifications and requirements of the Association.

Each accredited institutional member and each professional organization affiliate shall have one vote and shall designate a voting delegate to the Association.

Article IV/Dues

To meet the expenses of the Association, an annual fee shall be paid by each member, the amount to be determined by the Board of Directors.

Article V/Government

The government of the Association shall be vested in the Board of Directors, its Officers, and the Executive Committee of the Board of Directors. The officers shall be the President, Vice President, Secretary, Treasurer, and the Executive Director, ex officio. The Board shall have a minimum of nine members including the officers.

Article VI/Commissions and Committees

Section 1. There shall be a Commission on Accreditation.

Section 2. Other Committees and Commissions may be established to carry on the programs of the Association.

Article VII/Elections

There shall be an annual election with a slate of officers to be prepared by a Nominating Committee.

Article VIII/Meetings

There shall be an Annual Meeting of the Association and an annual meeting of the Board of Directors, and such special meetings of the Association, its Board of Directors, its Executive Committee, and its Commission on Accreditation as may be deemed appropriate.

Article IX/Legal Status of the Association

NASAD is incorporated as a not-for-profit corporation in the State of New York.

The Association was granted corporate status by the State of New York on June 26, 1970, which Certificate of Incorporation is on file in the NASAD National Office in Reston, Virginia.

Tax-exempt status under section 501(C)(3) of the Internal Revenue Code was awarded the Association by the Department of the Treasury, Internal Revenue Service, in correspondence dated August 27, 1974. Under this exemption, donors may deduct contributions to NASAD as provided in section 170 of the Internal Revenue Code, and bequests, legacies, devises, transfers or gifts to NASAD are deductible for federal estate and gift tax purposes relative to sections 2055, 2106 and 2522 of the Code.

Article X/Disposition of Assets

In the event that this Association should ever be dissolved and cease to exist, the Officers shall have the power and are hereby authorized to dispose for cash of all property and securities belonging to the Association. The amount of such cash less necessary expenses shall be added to any existing bank balance on hand. The total sum shall, at the discretion of the Officers holding office at the time of dissolution, be spent for some educational project in the field of art, this action to be taken within approximately one year from date of dissolution. If during this period of one year, one or more of the Officers should cease to function for any reason, the remaining Officers are hereby authorized and directed to elect a new Officer or Officers from representatives of member institutions at the time of said dissolution.

Article XI/Amendments

The Constitution of the Association may be amended by a two-thirds vote of the delegates present at an annual meeting at which a quorum is present, provided a written notice of the proposed amendment, with Board review and recommendation, be sent to all institutional members at least four weeks before said meeting.

Bylaws

Article I/Membership

Section 1. Membership. Institutions meeting Association standards for accreditation shall be accorded Membership following review under applicable NASAD procedures.

It is the policy of the Association to re-examine accredited institutional members on a regular cycle, the period of which shall not exceed ten years. However, the Commission on Accreditation has the authority to require re-examination at any time upon prior notification to the institution.

Institutions eligible to apply for Membership include independent art schools, colleges, universities, two-year institutions, and institutions offering graduate work only. Institutions may be degree- and/or non-degree-granting.

A. Associate Membership. Associate Membership may be granted to baccalaureate and/or graduate degree-granting institutions, community/junior colleges, and non-degree-granting institutions applying for the first time that meet all curricular standards and a substantial portion of all other standards of the Association, and show promise of being able to meet completely the Association's standards applicable to art/design curricula offered by the institution. Accreditation with Associate Membership is valid for up to five years. At the end of this period, such institutions will be required to satisfy all criteria for Membership in the Association.

B. Membership. Membership is granted to institutions meeting all of the standards of the Association. Institutions approved for Membership are granted five-year periods of accreditation. At the end of five years, such institutions are expected to apply for renewal of Membership. Institutions approved for renewal of Membership are granted ten-year periods of accreditation.

Section 2. Special Statuses.

A. Administrative Warning Status. Institutions failing to (1) pay dues or meet other financial commitments, (2) file annual reports, (3) apply for accreditation re-evaluation after due notice, (4) provide any timely response to requests of the Commission on Accreditation or the Committee on Ethics, or (5) maintain administrative requirements of the NASAD Code of Ethics or the NASAD Rules of Practice and Procedure may be placed on administrative warning by the Commission on Accreditation. Before this action is taken, the Commission shall send a show-cause letter requesting (1) remediation of the problem, or (2) an explanation of why administrative warning should not be invoked. Administrative warning status may extend from one to twelve months, and is removed as soon as the administrative issue is resolved. Failure to resolve the issue may result in revocation of Membership.

Administrative warning status is not a negative action and is not published. Institutions with administrative warning status retain accredited institutional Membership and thus do not lose their voting or other rights and responsibilities.

B. Probationary Status. Any accredited member (1) failing to maintain the required standards, (2) failing to respond satisfactorily to the requests of the Commission on Accreditation, or (3) found to be in violation of qualitative aspects of the Code of Ethics or Rules of Practice and Procedure may be placed on probation with notice of right to request reconsideration. The probationary period shall extend not fewer than five months or more than five years, the specific period to be determined by the Commission at each time such action is taken. A self-evaluation and visitation may be required for the removal of probation. Probationary status is not published until the probationary period extends beyond one year; however, notice of probation is forwarded to the U. S. Secretary of Education within 30 days, and thus becomes public in cases where NASAD serves as the designated institutional accreditor. Institutions on probation do not lose their accredited status, nor their voting or other rights and responsibilities.

C. Suspension of Accreditation Status. This status can be applied only to independent institutions of higher education for which NASAD is the designated institutional accreditor. It cannot be applied to institutions with regional or other nationally recognized institutional accreditation. Automatic suspension of accreditation will occur under the following circumstances:

1. The filing of Chapter 11 or Chapter 7 bankruptcy proceedings by the institution;
2. Change in ownership or major change in control without previous notice as stipulated in NASAD policies, standards, and procedures for such institutions;
3. The establishment without prior notice of a branch campus or other entity offering degrees and programs eligible for accreditation by NASAD, or significant expansion of affiliative uses of the institution's name without prior notice.

Following automatic suspension, accreditation may be reinstated only upon application to, and approval by, the Commission on Accreditation. Because this suspension results without action or prior approval on the part of the Commission, this change in status does not constitute formal withdrawal of accreditation, and thus, is not a negative action that is subject to review of adverse decision or to appeal.

It is expected that institutions with automatic suspension status will regain their accredited status at the earliest feasible time, or resign from the Association. Failure to move expeditiously, or to establish an appropriate timeline for renewing accredited status, will result in revocation of Membership. Revocation of Membership is not automatic and must be approved by the Commission on Accreditation. Failure to move from suspended accreditation status to regular accreditation status within a period not to exceed the earlier of six months or the expiration of the institution's current accreditation period will cause the Commission to consider revocation of Membership.

When evidence concerning remediation of the reasons for automatic suspension is submitted and judged adequate by the Commission, reinstatement of accreditation is made, along with time and other stipulations for future

reviews. If Commission action is not taken by the expiration of the previous grant of accreditation, the institution must then follow procedures for initiating accreditation.

Automatic suspension is not published, but notice is forwarded to the U.S. Secretary of Education if the suspension lasts more than 29 days. Institutions with automatic suspension status are suspended as members of the Association and thus lose their voting rights during the suspension period.

Section 3. Automatic Review. If any accredited member institution of the Association is dropped from the approved list by the U.S. Department of Education, the state Board of Education, or the accredited list of its regional or other institutional accrediting agency, it shall have its status reviewed by the Commission on Accreditation. Additional conditions for automatic review applied to institutions for which NASAD is the designated institutional accreditor are found in Appendix I.A, "Specific Operational Standards for All Institutions of Higher Education for Which NASAD Is the Designated Institutional Accreditor." If, as the result of such automatic review, Membership in the Association is revoked, the institution may be reinstated only after an application has been approved by the Commission on Accreditation through regular NASAD procedures for renewal of Membership.

Section 4. Revocation of Membership. Member institutions failing to maintain the required standards, or failing to respond appropriately to administrative warning status, suspension of accreditation status, or probationary status, may have their Membership revoked by vote of the Commission on Accreditation, with notice of right to request for reconsideration and right to appeal. Such schools may apply for reinstatement through the usual Membership procedures of the Association. A request for readmission to Membership will not be considered until two years have elapsed and until any previous financial obligations of the applicant institution to the Association have been satisfied. Final action to revoke Membership is published and notice is forwarded to the U.S. Secretary of Education within 30 days of final action.

Section 5. Requests for Reconsideration and Appeals. The Association shall provide recourse procedures for accreditation and other decisions as outlined in Articles VIII-X of the Rules of Practice and Procedure.

Section 6. Professional Organization Affiliation. Professional organizations meeting the following criteria as determined by the Board of Directors shall be accorded affiliate status with the Association.

Professional organizations shall be:

- a. not-for-profit organizations representing individual professionals in art, design, or art/design related disciplines;
- b. national in scope and nationally representative of a field or fields in the visual arts and/or design;
- c. committed to the education of professionals in a professional field of art and/or design;

d. operated by a duly elected voluntary board empowered to speak on behalf of its membership.

Professional organization affiliates shall agree:

a. to maintain in all of their education and other activities a posture in support of the mission, objectives, and autonomy of NASAD, including its role as the comprehensive accrediting agency for the field of art and design;

b. to avoid using the term “accreditation” in the names of their standing committees and commissions;

c. to conduct negotiations and reconcile policy questions on a board-to-board basis;

d. to designate one voting representative and as many as four alternate representatives eligible to participate regularly and fully in NASAD meetings, committees, accreditation work, and other activities. The official representative or one of the alternates shall be a member of the professional organization’s board of directors;

e. to execute a specific agreement with NASAD about the relationship of the two organizations;

f. to pay dues assessed to NASAD professional organization affiliates as determined by the NASAD Board of Directors.

Section 7. Non-Accredited Institutional Affiliation. Postsecondary institutions offering programs in the visual arts and/or design who are not yet ready to apply for accredited status, or who may not wish to seek accreditation, may become non-voting institutional affiliates.

Section 8. Individual Membership. Individuals, artists, or educators who, through their teaching and professional activity or through their interest in membership for their institutions, may both derive benefit from the Association and contribute to its effective operation, shall be accorded Individual Membership upon completion of the application process and the payment of the membership fee. Such members may serve on committees. Individual members have no vote.

The designation “Fellow” may be conferred as an honor upon an individual who has made a distinguished contribution to the work of the Association. Fellows will hold lifetime Individual Membership, with the privileges of such Membership, but may hold office or vote only if they are official representatives of member schools. The selection of the Fellows shall follow procedures determined by the Board of Directors.

Article II/Dues

Section 1. Annual dues for all members and affiliates, except Fellows, are payable immediately upon notification of election and thereafter annually on July 1.

Section 2. 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 February 15 next following, said membership or affiliation shall automatically cease. Resignation shall not be accepted from delinquents.

Section 3. The fiscal year of the Association shall be from July 1 of one year through June 30 of the following year.

Article III/Governance

Section 1. Officers. The Officers shall be a President, Vice President, Secretary, Treasurer, and the Executive Director, ex officio. Except for the Executive Director, the officers shall be the official representatives from institutions with membership as defined in Article I, Section 1, of the Bylaws.

Section 2. Duties of Officers.

A. President. The President shall act as the chief executive officer of the Association, shall have power to appoint committees not otherwise provided for by the Constitution and Bylaws, and shall preside at all general meetings of the Association, the Board of Directors, and the Executive Committee. The President, with the advice of the Board, shall appoint annually a Publications Design Consultant for the Association. The consultant may serve no more than six consecutive years.

B. Vice President. The Vice President shall, in the event of death or resignation of the President, immediately become the President and shall serve as such and shall exercise all the powers and authority of the President until the next annual meeting. The Vice President shall assume the office and duties of the President for any period during which the President is temporarily unable to fulfill the function of his office. The Vice President shall be responsible for the program of the Annual Meeting. Normally, the Vice President shall be nominated for the Presidency at the expiration of the term as Vice President.

C. Secretary. The Secretary shall be responsible for the minutes of membership meetings, Board of Directors meetings, and Executive Committee meetings of the Association. The Secretary shall perform all other duties specified by and inherent in the provisions of the Constitution, Bylaws, and Rules of Practice and Procedure.

D. Treasurer. The Treasurer shall be responsible for proper stewardship of the funds of the Association. The Treasurer shall be bonded and shall present a report based on the past fiscal year to the Association at each Annual Meeting or at any other time a report may be requested by the Executive Committee or the Board of Directors. In conjunction with the Executive Director, the Treasurer shall prepare the proposed annual budget, arrange for a yearly audit of the books by a Certified Public Accountant, and be responsible for an itemized account of all receipts, expenditures, and investments. The Treasurer shall perform all other duties pertaining to this office.

The Treasurer shall serve with the President and Executive Director as a Finance Committee to act for the Executive Committee in any financial emergency requiring prompt settlement.

Section 3. Board of Directors.

A. Unless otherwise stipulated by the Bylaws, Board members shall be elected by the voting members and affiliates of the Association from among the official representatives of institutions with Membership in the Association as defined in Article I, Section 1, of the Bylaws, and from among individuals officially representing organizations with professional organization affiliation in the Association as defined in Article I, Section 6, of the Bylaws. The Board shall be appropriately balanced to represent a variety of backgrounds and perspectives in the visual arts.

B. The Officers, the Immediate Past President, the Chair of the Commission on Accreditation, six at-large Directors elected by the membership, and two appointed public members shall constitute the Board of Directors. Of the twelve elected Directors, at least

1. one shall represent an institution with an emphasis on professional degree programs such as the Associate of Fine Arts, Bachelor of Fine Arts, or Master of Fine Arts;
2. one shall represent an institution with an emphasis on liberal arts degree programs such as the Associate of Arts, Bachelor of Arts, or Master of Arts;
3. one shall represent an institution that does not grant degrees;
4. one shall represent an institution with research and scholarship programs such as the Master of Arts and Doctor of Philosophy degrees.

Of the six at-large Directors, four shall represent institutions with Membership in the Association, and two are from among official representatives of institutions and organizations with voting powers in NASAD.

The Executive Director of the Association shall be an ex-officio, non-voting member of the Board of Directors.

The public members of the Board shall represent the public interest. During meetings of the Board, public members shall have full privileges of the floor and full voting powers. Public members shall be appointed by the President in consultation with the Executive Committee. The terms of public members shall be one year and may be renewed upon the recommendation of the Executive Committee. Public members shall serve no more than six consecutive years.

C. Although the above procedure ensures a broad range of individual, institutional, and organizational perspectives, once elected, members of the Board shall act as individuals in accordance with the policies, procedures, protocols, interests and autonomy of the Association. In conducting the business of the Board, members shall not serve as representative of types of institutions or other organizations, however defined. They shall hold in confidence matters before the Board according to NASAD procedures or as determined by the Board.

D. A majority of the members of the Board of Directors shall constitute a quorum thereof. Action of the Board of Directors shall be by majority vote of those present at all meetings at which a quorum exists.

E. The Secretary of the Association shall be the Secretary of the Board of Directors.

F. The Board of Directors shall:

1. establish policies of the Association as stipulated by the Bylaws and serve as the review and oversight body for the activities of the Association;
2. act in an advisory capacity to the Executive Committee in its jurisdiction over and responsibility for the executive functions of the Association;
3. establish and approve the Rules of Practice and Procedure;
4. establish dues and fees;
5. review the annual audited report of the Association's financial position as prepared by the Association's official auditors;
6. vote on reports, actions, and suggestions concerned with Association policies, procedures, and accreditation standards proposed by various committees before they are presented to the Association for final action;
7. establish written procedures for hearing an appeal of a decision by the Commission on Accreditation if that decision denies or revokes or terminates accredited institutional Membership;
8. act on requests for affiliation from professional organizations as outlined in Article I, Section 6, of the Bylaws.

Section 4. Executive Committee.

A. The executive body of the Board of Directors shall be the Executive Committee composed of the President, Vice President, Treasurer, Secretary, and the Chair of the Commission on Accreditation. The Executive Director shall be an ex-officio, non-voting member of the Executive Committee.

B. The Executive Committee shall:

1. implement the policy recommendations of the Board of Directors utilizing the executive functions of the Association;
2. monitor the effectiveness of the Constitution, Bylaws, Code of Ethics, Rules of Practice and Procedure, and Standards for Accreditation, and approve procedures for their revision as appropriate from time to time;
3. approve the annual budget and engage in long-range financial planning for the Association;
4. fix the time and place of meetings not otherwise provided for and approve Annual Meeting programs presented by the Vice President;
5. fill vacancies in the roster of officers and Board of Directors, with the exception of the office of President, which shall be filled by the Vice President, such appointees to hold office until the next annual meeting election;
6. appoint and prescribe the duties of the Executive Director.

Section 5. Responsibilities. The Board of Directors and the Executive Committee shall recognize the diversity of and shall implement the needs of the membership, emphasizing the unity of purpose and objectives that binds all members.

Article IV/Commission on Accreditation

Section 1. Membership. The Commission on Accreditation shall consist of a Chair, two public members, eight delegate members, and two at-large members. With the exception of the public members, the Commission shall be appropriately balanced to represent a variety of backgrounds and perspectives in the visual arts.

With the exception of public members, Commission members shall be elected by the voting members of the Association from a slate prepared by the Committee on Nominations. Commission members should have had experience as NASAD visiting evaluators.

A. Chair. The Chair shall be the official representative of an institution with Membership in the Association as defined in Article I, Section 1, of the Bylaws. The Chair shall be elected for a three-year term. The Chair should have served one or more terms on the Commission, and the term as Chair should be in addition to time already served as a Commission member.

B. Public Members. There shall be two public members to represent the public interest. The public members shall have full privileges of the floor and full voting powers. The public members shall be appointed annually by the President in consultation with the Executive Committee. Once appointed, public members have no reporting responsibility to the President or to the Executive Committee regarding the work of the Commission. The public members must keep the confidentiality required of all Commission members (see subparagraph F [Protocols] below). An individual shall serve no more than six consecutive years as a public member.

C. Delegate Members. The eight delegate members of the Commission on Accreditation shall be individuals who are the official representatives of institutions with Membership in the Association as defined in Article I, Section 1, of the Bylaws. The Committee on Nominations shall take into consideration representation of various types of educational institutions with balances between institutions offering professional and liberal arts baccalaureate degrees being consistent with their proportional representation in the membership as a whole. Members shall be elected for three-year terms. A member may serve a maximum of two consecutive terms. The two-term limitation applies only to consecutive terms.

D. At-Large Members. The two at-large members of the Commission shall be the official representatives of institutions with Membership as defined in Article I, Section 1, of the Bylaws, or individuals representing professional organization affiliates of NASAD. Members shall be elected for three-year terms. A member may serve a maximum of two consecutive terms. The two-term limitation applies only to consecutive terms.

E. Recorder. The Executive Director or his agent shall serve as the Recorder of the Commission. The Recorder of the Commission shall have no vote.

F. Protocols. Although the above procedure ensures a broad range of individual, institutional, and organizational perspectives, once elected, members of the Commission shall act as individuals in accordance with the

standards, policies, procedures, and autonomy of the Association. In conducting the business of the Commission, they shall not serve as representatives of types of institutions or other organizations, however defined. They shall hold in confidence the actions of the Commission and the discussions leading to them.

Section 2. Vacancies. A vacancy in the office of Chair of the Commission shall be filled by majority vote of the Executive Committee. A vacancy occurring elsewhere in the Commission shall be filled by Presidential appointment. Any incumbent so elected or appointed shall serve until the next annual meeting election.

Section 3. Authority. The Commission shall apply the accreditation standards of the Association. It shall determine qualifications of institutions desiring accreditation or reaccreditation, and, after thorough examination in accordance with Association procedures, take action on behalf of the Association. It also shall have the power to investigate the maintenance of standards and the observance of published commitments in any member institution. The Commission shall cooperate with regional and national accrediting associations and other agencies concerned with accreditation.

Article V/Standing Committees

The Standing Committees of the Association shall be as follows:

- A. Committee on Nominations
- B. Committee on Ethics

Section 1. Committee on Nominations. The Committee shall consist of five voting members as follows: (1) a Chair and two other voting members appointed by the Board of Directors, and (2) two voting members elected by the membership. The Chair shall serve for one year. Members shall serve for two years with one to be elected by the membership and one to be appointed by the Board each year. Voting members of the Committee on Nominations must be official representatives of member institutions and shall be representative of different geographical areas and types of institutions. The Committee shall prepare a slate of nominees for offices to be filled each year and present the slate for vote by the membership at the annual meeting of the Association.

Members of the Committee are ineligible for nomination to elected office by the Committee on which they are serving.

The Committee, in consultation with the Board of Directors, shall nominate persons to be considered for election as Fellows of the Association. Further, the Committee shall nominate persons to be considered as recipients of Citations from the Association. The Committee shall seek nominations from the membership.

Section 2. Committee on Ethics. The Committee shall consist of a Chair and two members, each of whom shall serve three-year terms. The Chair shall be elected at an Annual Meeting by majority vote of those eligible to vote as defined in Article III of the Constitution. The other two members shall be appointed by the Board of Directors. The Executive Director or his agent

shall be the Recorder for the Committee on Ethics. The Recorder shall have no vote. The Committee shall act on all questions regarding any violations and penalties for violations of any Article of the Code of Ethics by members of the Association, it being understood that before any final action or penalty can be imposed upon a member, the action of the Committee on Ethics must be approved by the Commission on Accreditation, this as outlined in Article VII, Section 1, of the Rules of Practice and Procedure.

The infraction of any Article of the Code of Ethics shall be reported to the Executive Director, such report including specific charges and evidence in support thereof. The Executive Director shall then follow the Procedures for Reviewing Complaints Against Member Institutions of the National Association of Schools of Art and Design (Article VII, Rules of Practice and Procedure).

Article VI/Elections and Appointments

Section 1. Duties of the Nominating Committee. Each winter, prior to the election, recommendations for nominees to office shall be solicited from the membership and forwarded to the Chair of the Nominating Committee. The Nominating Committee shall take all advice into account, but having done so, shall have the independence and responsibility to develop a proposed slate based on its best judgment. In advance of the Annual Meeting, the Nominating Committee shall submit a slate of nominees to the Executive Director. The Executive Director shall forward the slate to institutional representatives providing an opportunity for anonymous write-in nominations. Between the opening of the Annual Meeting and the election itself, opportunity will be provided for additional nominations. Write-in nominations received at the Annual Meeting shall be considered valid only if signed by an institutional representative. Write-in nominations for any given post from five percent of the membership will cause the name to appear on the ballot. The Chair of the Nominating Committee shall conduct the election.

Section 2. Terms of Office. With the exception of Committee on Nominations personnel, all elected positions in the Association carry three-year terms. Terms begin following the close of each Annual Meeting. All office holders may succeed themselves for a second term with the exception of the following who may serve one term only: President, Vice President, Chair of the Commission on Accreditation, Chair of the Nominating Committee, Members of the Nominating Committee. An office holder may be re-elected to the same office after a lapse of at least one term.

Article VII/Meetings

Section 1. The Annual Meeting of this Association normally shall be held during the third week of October. The Board of Directors is empowered to designate a different date if such seems to be to the best interest of the Association. An appropriate registration fee may be assessed, the amount to be approved by the Board.

Section 2. The NASAD Annual Meeting is primarily concerned with the provision of a national forum for the consideration of standards, techniques, and policies relevant to the organization and operation of art and design institutions and programs. The Annual Meeting is controlled solely by the Association; the Association does not provide commercial exhibit space, condone presentations or other public activities promoting the welfare or programs of any specific institution, nor approve of other activities which might reduce the professional and autonomous character of the meeting. The Association welcomes with appreciation the interest of institutions and industry representatives who wish to communicate with attendees by hosting social functions consistent with the Annual Meeting policies of the Association.

Section 3. A member institution failing to send an official representative to two (2) successive Annual Meetings may be placed on probation or have its Membership revoked by majority vote of the Commission on Accreditation. Written appeal may be made to the Commission, which shall have discretionary power, after hearing, to reinstate the institution whose Membership has been revoked.

Section 4. The annual meeting of the Board of Directors shall take place prior to the Annual Meeting of the Association.

Section 5. A special meeting of the Board of Directors may be called at any time and place by the President, or on the request of a majority of the Board upon not less than two weeks notice to each member thereof.

Section 6. The Executive Committee of the Board of Directors shall meet twice annually and, in addition, may meet at the request of the President or at the request of two members of the Executive Committee.

Section 7. At special meetings of the Board of Directors, Commissions, or Committees, only such business may be transacted as has been stated in the call for the meeting.

Section 8. A majority of the members of the Board of Directors or of the Commission or any Committee shall constitute a quorum thereof.

Section 9. A quorum at any regular meeting of the Association shall consist of a majority of official representatives of accredited member institutions holding Membership or Associate Membership.

Section 10. Attendance at all business meetings of the Association may be restricted, by decision of the presiding officer, to official representatives and alternates.

Section 11. A conference telephone call may be recognized as an approved meeting of the Board of Directors, the Executive Committee, the Commission on Accreditation, and other committees of the Association.

Article VIII/Executive Director

Section 1. The Executive Director shall be appointed by the Executive Committee.

Section 2. The Executive Director shall be the chief staff officer of the Association. It shall be the primary duty of the Executive Director to carry out the policies established by the Association and to operate the National Office of the Association. He shall serve as archivist for all minutes and records of the Association.

Section 3. The Executive Director shall conduct the official correspondence of the Association and send out official notices. He shall notify all members thirty days in advance of the date and place of Annual Meetings, and also notify all members of committees, the Commission on Accreditation, and the Board of Directors of the date and place of meetings, whenever called. He shall notify all officers, directors, and members of the Commission and committees of their election or appointment.

Section 4. The Executive Director shall prepare the agenda of the Executive Committee, Board of Directors, and the Commission on Accreditation and the dossiers of institutions being reviewed by the Commission, and shall make other arrangements for meetings of the Commission and committees. He shall be responsible for the records of the Commission. The Executive Director or his agent shall serve as recorder for meetings of the Executive Committee, the Board of Directors, and the membership.

Section 5. The Executive Director shall prepare for the Annual Meeting of the Association in coordination with the Vice President.

Section 6. The Executive Director shall maintain the financial records of the Association and shall coordinate with the Treasurer the preparation of an annual budget proposal and the arranging of the annual audit.

He shall receive applications for Membership and present them to the Commission for action. He shall bill and process dues and examination fees, sending proper auditing information to the Treasurer.

He shall be bonded in an amount determined by the Board of Directors and shall serve as an authorized signer of Association checks. He shall constitute, with the President and Treasurer, a Finance Committee to act for the Executive Committee in any financial emergency requiring prompt settlement.

Section 7. The Executive Director shall represent NASAD at meetings of other educational associations in consultation with the President and shall establish liaisons with other educational associations and related governmental agencies.

He shall answer inquiries about NASAD and shall gather and disseminate to the membership and appropriate agencies information, statistical and otherwise, about art in higher education.

Section 8. The Executive Director shall be an officer of the corporation and shall be an ex-officio, non-voting member of the Executive Committee and Board of Directors. The Executive Director shall receive instructions from both of these bodies consistent with provisions of the Bylaws.

Article IX/Audits

A professional audit of the Association's financial records shall be conducted by a Certified Public Accountant prior to each Annual Meeting. The Accountant's statement regarding the audit shall be incorporated in the Treasurer's Report to the Association and shall become part of the permanent record of the Association. The Board of Directors has the right to appoint an audit committee to examine the books at any time.

Article X/Accreditation Standards

Section 1. The accreditation standards of the Association shall be established and amended by a majority vote of the membership present and voting at any Annual Meeting at which a quorum is present, provided that written notice of the proposed changes, with Board review and recommendation, be sent to all accredited members at least four weeks prior to said meeting.

Section 2. The procedure for developing proposals to establish and amend the Standards shall be approved by the Executive Committee from time to time in a manner appropriate to the nature and scope of such projected changes. Such procedures shall include the establishment of appropriate comment periods in addition to the legal notice required in Article X, Section 1.

Section 3. The Executive Director shall be authorized to accept comment on a continual basis for review by the Executive Committee.

Section 4. Institutional members of NASAD are responsible for participating in all revisions and additions to the standards as well as maintaining compliance with all standards as they are developed.

Article XI/ Council of Arts Accrediting Associations

Section 1. NASAD shall be a member of the Council of Arts Accrediting Associations, a not-for-profit Virginia corporation. The other members are the National Association of Schools of Dance, the National Association of Schools of Music, and the National Association of Schools of Theatre.

The President and Vice President of NASAD shall be NASAD's voting delegates to the Council's Board of Trustees. The Executive Director of NASAD shall be an officer of the Council, the Executive Director of the Council, and a non-voting Trustee.

Section 2. The Council facilitates cooperative efforts among the four member associations on matters of common concern. It also operates the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS) to review institutions and programs that offer arts study for children, youth, and adults not associated with postsecondary degrees or credentials. Normally, these institutions offer programs in more than one arts discipline. ACCPAS accredits schools but is not a membership organization. The Council establishes the standards used by ACCPAS consistent with standards for non-degree-granting institutions approved by the NASAD membership and

by the other member associations for their respective disciplines. The Council also appoints the voting members of ACCPAS.

Section 3. The Council and its Board of Trustees shall have the authority to carry out the purposes of the Council, but no authority to compel the internal decisions of any of its organizational members or the accrediting commissions or other entities thereof. Each organizational member retains its own authority as an autonomous organization.

Article XII/Code of Ethics

A Code of Ethics shall be established by the membership to define standards of professional conduct for member institutions, their employees and representatives.

Article XIII/Citations

The Association may award Citations to individuals who have had distinguished careers in the visual arts or in the education of visual artists. The awarding of such Citations, which normally takes place at the Annual Meeting, shall be at the discretion of the Executive Committee, which shall select the annual recipient(s) in consultation with the Committee on Nominations.

Article XIV/Parliamentary Authority

The meetings of this Association and its commissions and committees shall be governed by Robert's Rules of Order (newly revised) in all cases where said rules do not conflict with the Constitution and Bylaws of the Association. The President shall have the power to appoint a parliamentarian as appropriate.

Article XV/Amendments

These Bylaws may be amended by a majority vote of the delegates present at an Annual Meeting at which a quorum is present, provided a written notice of the proposed amendment, with Board review and recommendation, be sent to all institutional members at least four weeks prior to said meeting.

Code of Ethics

Article I

Each institution is expected to impress upon its faculty the importance of personal and professional integrity.

Article II

Discussion with an individual who is employed by another institution concerning a new full-time academic appointment is permissible at any time. However, after April 1, no offer of employment for the ensuing academic year shall be made to such an individual without the prior approval of the chief administrative officer of the institution at which the individual is currently employed.

Article III

Policies concerning admission, financial aid, curriculum, schedules, and all other areas affecting the education and well-being of students shall be honestly and clearly stated in the literature published concerning the school.

Article IV

All brochures, publications, advertisements, and information—printed, written, and/or spoken—shall be true. Procedures, dates, and requirements for application, admission, financial aid, and other responsibilities and opportunities directly affecting students shall be clearly stated and generally available to prospective students and current students.

Catalogs, advertising, and promotion shall clearly differentiate existing and approved programs from those which are prospective or hypothetical.

Article V

No member institution may actively recruit a student presently enrolled in another institution, unless the student will complete the normal program of study prior to the proposed time of transfer. It is ethical, of course, to accept for transfer a student who applies for admission to the new school of his or her own volition.

Article VI

The rights of all students must be protected to the fullest extent possible by the institution. Neither undergraduate nor graduate students shall be exploited, either with or without compensation, for the benefit of the institution or individual members of the faculty thereof.

Having informed a student of the curriculum, standards, and procedures for obtaining the degree, certificate, or diploma for which he is enrolling, the institution shall not impose, *ex post facto*, a revision of the curriculum,

standards, or procedures for the degree, certificate, or diploma, to the detriment of the student's normal academic progress.

Article VII

Member institutions are responsible for attempting to safeguard the health and safety of their students to the fullest extent of their ability. This involves providing suitable facilities, adequate staffing, and safe, well-maintained equipment.

Article VIII

No member institution shall tolerate illegal discrimination against an individual or group on the basis of race, creed, color, religion, sex, or national origin.

Article IX

If the parties involved cannot resolve an alleged violation, an appeal, in the form of a detailed letter, shall be filed with the NASAD Executive Director, who shall then institute the process outlined in the Procedures for Reviewing Complaints Directed Against Member Institutions of the National Association of Schools of Art and Design (See Rules of Practice and Procedure, Article VII).

Article X

The Code of Ethics may be amended by a majority vote of the delegates present at an Annual Meeting at which a quorum is present, provided written notice of the proposed amendment, with Board review and recommendation, be sent to all institutional members at least four weeks before said meeting.

Rules of Practice and Procedure

Article I/Institutional Membership

Section 1. Accreditation. Associate Membership and Membership in the National Association of Schools of Art and Design signify accreditation.

Accreditation is a process whereby an association or agency recognizes an institution as having met certain qualifications or standards. This process focuses on two principal concerns: educational quality and institutional probity.

The review of educational quality is made according to nationally recognized standards developed by the Association with the full participation of its member institutions. These standards are applied as appropriate to the objectives of the institution. The appropriateness of the institution's objectives is also considered.

The review of probity is made by judging whether the institution is indeed providing the educational services it says it is offering to the public and whether its own stated operational procedures are being followed.

The two processes basic to all accreditation are institutional self-study and peer evaluation, both occurring on a regular cycle.

The self-study is designed to produce comprehensive effort on the part of the institution to evaluate its own program while considering its objectives, publicly or otherwise stated.

Peer evaluation provides professional, objective judgment from outside the institution and is accomplished through on-site visitation, a formal visitors' report and Commission review.

The basic goals of accreditation are:

- § to foster excellence in education through the development of criteria, standards, and guidelines for assessing educational effectiveness;
- § to encourage improvement through continuous self-study and planning;
- § to assure the educational community, the general public, and other agencies or organizations that an institution or program has both clearly defined and appropriate objectives, maintains conditions under which their achievement can reasonably be expected, appears in fact to be accomplishing them substantially, and can be expected to continue to do so;
- § to provide counsel and assistance to established and developing institutions and programs;
- § to encourage the diversity of American education, and allow institutions to achieve their particular objectives and goals;
- § to endeavor to protect institutions against encroachment which might jeopardize their educational effectiveness or academic freedom.

Section 2. Determination of Readiness for Application. All institutions are advised to determine their readiness to apply for Membership by

consulting Article I of the Bylaws and the Basic Criteria for Membership, and by self-evaluation in terms of the appropriate curricular standards published by NASAD.

Each applicant must agree to abide by the Constitution and Bylaws, the Operational and Curricular Standards, the Code of Ethics, and the Rules of Practice and Procedure adopted by the Association.

Members and affiliates of the Association are responsible for annual dues as stipulated in Article II of the Bylaws.

Section 3. Curricular Requirement. The Commission will grant Membership or renewal of Membership only when every curricular program in the art and design unit of the applicant institution (including graduate work, if offered) meets the standards and guidelines of the Association. In applying this requirement, the Commission considers the extent to which program content is visual arts-based, irrespective of program title. The particular administrative structure used to manage art and design curricula in multipurpose institutions has no effect on the applicability of this rule. In order to ensure consistent treatment under this rule, the NASAD accreditation process will consider for possible inclusion in the NASAD accreditation purview (a) every curricular program administered in the art and design unit(s); (b) every curricular program in art and design in the same college or school administered by the dean responsible for the art and design unit; (c) every art or design major program for which the art and design unit provides at least 25% of the required curriculum; and (d) every art and design major program in which studio or studio-related art and design and/or art teaching course work occupies at least 25% of the total curriculum requirement.

In a field of specialization where NASAD has a professional organization affiliate, NASAD will review for accredited status single professional undergraduate degree programs (B.F.A. or equivalent structure) or graduate programs with majors in that specialization occurring in not-for-profit, multidisciplinary colleges and universities where all other NASAD eligibility conditions are met. Accredited status will be awarded only when all major programs in that specialization, undergraduate or graduate, meet NASAD standards and guidelines. Eligibility and membership rules for such situations will be approved and published by the NASAD Board of Directors to supplement policies, standards, and procedures applicable to all member institutions. The NASAD *Directory* will show a distinction between accreditation of specific programs institution-wide as outlined in Paragraph 1 of this section of the Rules, and accreditation of single programs as described under Paragraph 2 of this section of the Rules.

Some institutions have degree-granting and non-degree-granting units. A common example is a postsecondary degree-granting unit with administrative responsibility for an affiliated program or unit that does not grant degrees but that offers pre-professional and/or avocational work in the visual arts to children, youth, and adults in the surrounding community. All such programs are reviewed as functional parts of the total curricular effort of the art/design unit. After action by the Commission on Accreditation, such non-degree-granting program operations are listed in the NASAD *Directory* indicating the

title of the administrative component (i.e., community education program, preparatory program, laboratory school, etc.). Such programs are thus included in the institution's accredited institutional membership.

Section 4. Accreditation and Institutional Autonomy. The National Association of Schools of Art and Design has established standards for accreditation that are applied only at the invitation of institutions. These standards are developed and approved by accredited Member institutions acting autonomously. The standards provide benchmarks for reviewing the extent to which operational, curricular, and evaluative functions associated with particular degree programs and areas of study are being fulfilled.

As they evolve, NASAD standards for accreditation are continuously designed to allow considerable variation within broad principles applicable to degree programs and areas of study. Failure to meet the exact provisions of a specific standard will not preclude accreditation if it can be shown that artistic, intellectual, educational, and developmental functions indicated by the standard are and can continue to be fulfilled by appropriate means.

NASAD standards are applied with profound respect for the rights and responsibilities of institutions and programs to identify, designate, and control (a) their missions, goals, and objectives; (b) artistic, educational, and philosophical principles and methodologies used to pursue functions implicit in their various missions, goals, and objectives; (c) specific works, texts, and other teaching materials utilized for study and presentation; (d) agendas and areas of study pursued through scholarship, research, criticism, and policy development; (e) specific personnel choices, staffing configurations, and other operational decisions; and (f) content and methodologies of tests, evaluations, and assessments.

Section 5. Withdrawal. Any institution holding any accredited institutional Membership has the right to withdraw from such membership at any time.

Article II/Application for Membership and Renewal of Membership

Section 1. Application Materials. The Association publishes documents providing detailed descriptions of all aspects of the application process. These and the appropriate application forms are available from the National Office.

Section 2. Application Fees. An application for Membership or renewal of Membership, accompanied by the application fee in the form of a check made payable to the Association, should be filed with the National Office.

The application fee covers the cost of the accreditation process. NASAD evaluators receive no compensation.

In addition to the application fee, all institutions are responsible for reimbursement to the Association of expenses incurred by the visiting evaluators. Expense reimbursement is due and payable when requested by the National Office.

Application fees for institutional Membership are \$500 for each of the first two evaluations. Application fees for each subsequent visit are \$400 for

institutions with graduate programs and \$300 for all other institutions. However, should an institution renewed for a ten-year period request an evaluation visit in fewer than seven years following the previous visitation, or should a visitation be required for the removal of probation, the \$500 application fee will be assessed. There is no application fee for non-accredited institutional affiliation, professional organization affiliation, or for individual membership.

Section 3. NASAD Evaluators Serving Other Agencies. When an institution specifically requests an NASAD visitor as part of a visitation (i.e., with regional and/or specialized accrediting agency) in which NASAD Membership or renewal of Membership is not involved, the agency served will be responsible for all arrangements.

Section 4. Application Procedure. Institutions making application for Membership or renewal of Membership shall follow the procedures outlined by the Association, including preparation of a Self-Study Report and arranging for an on-site evaluation.

At least two visiting evaluators are required for each on-site visit.

An institution has the right to seek legal counsel during all phases of the accreditation process.

Associate Membership or Membership shall become effective after positive action by the Commission and payment of annual dues.

Article III/Institutional Procedures

Section 1. NASAD Objectives and Standards. Member institutions must support the objectives of the Association and maintain in their daily operations the curricular, ethical, and operational standards of the Association as outlined in the *NASAD Handbook*.

Section 2. Degree Titles. The practices of member institutions support the system of academic currency that allows degrees to be broadly understood and widely accepted. Member institutions serve students, higher education, and the public by ensuring that degree and program titles are consistent with content. Standard academic degree rubrics and titles of degrees and emphases should be used unless the degree or program has a significant emphasis on unique content. Enrollment levels, public relations, and resource availability are important elements in determining an institution's program offerings, but they are not appropriate criteria for assigning degree titles.

Section 3. Institutional Code of Ethics. Although only federal and state governments shall have legal jurisdictional powers and responsibilities in matters of public law, institutional members of the Association should develop an appropriate code of ethical standards governing institutional and programmatic practices that recognizes social concerns relevant to quality education.

Section 4. Honorary Degrees. Members of the Association shall not grant honorary degrees to members of their own faculties, except upon the retirement of the candidate from active service.

Section 5. Disclosure of Professional Certification, Registration, and Licensure Requirements. Members of the Association having degree programs in art education and/or art therapy shall state in their catalogs the registration, certification, and licensure to which their curricula will lead.

Section 6. Catalogs. Members of the Association shall provide in their institutional catalogs complete descriptions of each course offered.

Section 7. Credit for Short-Term Workshops. For specific references to NASAD policies on credits, see “Standards for Degree-Granting Institutions,” item II.Q. Normally, a semester hour of credit represents three hours of work each week, on the average, for a semester of fifteen to sixteen weeks. Correspondingly, a quarter hour of credit represents three hours of work each week for a period of ten or eleven weeks. Credit for short-term workshops should be computed on the same basis as other course work during the academic year.

Institutional members of NASAD should not award credit for short-term workshops or attendance at meetings sponsored by themselves, other institutions, or organizations unless such credit is acceptable toward specific undergraduate or graduate degrees in art/design at their own institutions.

Section 8. Annual Report. Members of the Association shall complete and file with the National Office the Annual Report Form provided by the Association.

Failure to return a completed form for three consecutive years will cause the membership status of the institution to be reviewed by the Commission under the Bylaws, Article I, Sections 2 and 4.

Section 9. Closing an Institution or Program. Members of the Association shall advise NASAD as far in advance as possible prior to the closing of an accredited institution or an accredited art/design unit within an institution. Advance notice allows the development of appropriate procedures to protect the accreditation status of degrees received by former and current students and to provide for safekeeping of important records.

Article IV/Association Procedures

Section 1. Association Policies and the Public Interest. The National Association of Schools of Art and Design has established standards and guidelines for educational programs in the visual arts, a Code of Ethics, Rules of Practice and Procedure, Bylaws, and other policy statements to govern its activities conducted on behalf of member institutions, students, and the public.

While the policies, standards, and procedures of the Association (a multi-state organization) have been recognized by the federal government for its purposes, the Association is a voluntary, nongovernmental agency. As such, it does not have the responsibility or the staff to exercise the regulatory control of state and federal governments, or to apply their mandates regarding collective bargaining, affirmative action, and the like. Nor does the Association substitute for or replace the function of the civil or criminal courts.

Institutions may wish to review the publications and policies of other governmental and nongovernmental agencies; however, NASAD does not enforce the standards of other accrediting agencies, other associations, nor of other governmental or nongovernmental organizations.

NASAD works strictly according to its own rules and standards and expects that institutions and those involved in the accreditation process on behalf of the Association will apply these with integrity, imagination, and an attitude of humane concern for student and public interests.

Section 2. Conflict of Interest. NASAD works to avoid conflict of interest or the appearance of conflict of interest in any aspect of its accreditation activities and in its other operations. The Association expects all individuals involved in any relationship with NASAD to declare potential conflicts of interest as they appear. In the accreditation process, potential conflicts of interest may arise based on personal associations, past or projected affiliations, past or current financial relationships, geographic proximity, or for other reasons. Questions concerning conflicts of interest should be addressed to the office of the Executive Director.

No member of the NASAD Commission on Accreditation should participate in any way in accrediting decisions in which he or she has a pecuniary or personal interest (or the appearance of same) or with respect to which, because of present institutional or program association, he or she has divided loyalties or conflicts (or the appearance of same) on the outcome of the decision. This restriction is not intended to prevent participation and decision-making in a general run of cases which do not directly or substantially affect the institution or program with which the Commission member is associated or its competitive position with a neighboring institution or program under review.

If a conflict of interest issue arises, the matter shall be forwarded to the Executive Director, who shall gather information, solicit advice as appropriate, and attempt to resolve the matter to the satisfaction of all concerned, consistent with the published policies and procedures of the Association and with consideration of standard practice within the postsecondary accreditation community. Should the Executive Director be unable to achieve resolution, he or she shall bring the matter to the Executive Committee. The Executive Committee shall seek resolution through procedures developed to address the specifics of each case.

Section 3. Non-Discrimination Policy. It is the policy of the National Association of Schools of Art and Design that no person shall be subject to discrimination in whatever relationship with the Association because of sex, race, color, creed, religion, or national origin.

Section 4. Consulting Service. Upon request, the Association will supply a consulting service to schools and departments (members and non-members) having questions relative to their future development or to assist in the resolution of problems.

Resource persons to provide information about NASAD are also available on the same terms as those for consultants.

In special circumstances, and at its discretion, the Association may suggest to a member school that it take advantage of the consulting service to assist in the resolution of troublesome problems.

Requests for this service should be sent to the NASAD National Office.

Section 5. Commission Policy Concerning Continuous Deferrals. After the second consecutive deferral of an application of a member institution for failure to meet a specific standard, the Commission on Accreditation shall adopt one of the following motions upon third consideration of the application:

- a. to approve the application;
- b. to approve the application with a request for a progress report;
- c. to require a response for the next Commission meeting showing cause why the institution
 - 1) should not be placed on probation, or
 - 2) should not have membership revoked;
- d. to place the institution on probation;
- e. to revoke membership.

Section 6. Procedures If An Institution Closes. If an institution NASAD accredits closes, NASAD works with the U.S. Department of Education and the appropriate State agency, to the extent feasible, to ensure that students are given reasonable opportunities to complete their education without additional charge.

This expression of intent to provide assistance does not indicate or constitute a financial or educational obligation on the part of NASAD to institutions, students, or their representatives.

Section 7. Commission Procedures in Extreme Matters of Institutional Ethics and Integrity. When the Commission has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to students or public, it will investigate the matter and provide the institution an opportunity to explain the alleged abuse. If, on the basis of such an investigation, and after notice to the institution and opportunity for institutional response, the Commission finds that an institution has engaged in unethical conduct or that its integrity has been seriously undermined, the Commission will:

- a. With regard to an institution which is an applicant, but is not yet a member, break off relations.
- b. With regard to an accredited member institution:
 - 1) issue a show cause order with a time stated, or
 - 2) in extreme cases, immediately sever NASAD's relationship with the institution by denying or terminating accreditation.

The institution may appeal the decision of the Commission in accordance with NASAD appeal procedures.

Article V/Substantive Change

Section 1. Procedure. Institutions are required to gain prior approval of substantive change occurring between regular accreditation visits. Substantive changes occurring during accreditation review periods are reported and considered as part of the Self-study, on-site visit, and Commission review. The Association also offers the opportunity for member institutions to receive an optional consultative review of proposed substantive changes by the Commission on Accreditation prior to submission of an official request for substantive change. Procedures and forms for substantive change may be obtained from the National Office.

Under certain conditions, on-site visits may be required by NASAD *Handbook* provisions or at the discretion of the Commission.

Section 2. Definition. “Substantive change” includes but is not limited to:

- A.** Any fundamental change in the established mission, goals, or objectives of the institution or art/design unit.
- B.** Any change in the legal status or form of control of the institution.
- C.** The addition or 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: these programs are normally considered in the Plan Approval process described in Article VI below. 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 above that included in the institution’s current accreditation or preaccreditation: these programs are normally considered in the Plan Approval process described in Article VI below.
- E.** A change from clock hours to credit hours or vice versa. [*Explanatory note: clock-hour systems measure course length in terms of the total number of hours devoted to face-to-face instruction. Credit-hour systems, on the other hand, assign numerical credit to courses based both on the number of instructional hours per week over a standard academic term (semester or quarter) and the amount of preparatory time per week that students must spend outside the classroom. For NASAD standards on computing credit hours, see page 71 (degree-granting institutions) or pages 140–141 (non-degree-granting institutions) of this Handbook.*]
- F.** A substantial increase or decrease in
 1. The number of clock or credit hours awarded for successful completion of a program; or
 2. The length of a program.
- G.** Starting a branch campus or extension program.
- H.** Other major changes that would impact continuing compliance with NASAD standards applicable to degrees and programs being offered.

Article VI/New Curricula—Plan Approval and Final Approval for Listing

Section 1. Procedure. When instituting new or substantially revised 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. Submission procedures and forms may be secured from the National Office.

The Association also offers the opportunity for member institutions to receive an optional consultative review of new curricula by members of the Commission prior to the submission of an official request for Plan Approval. Procedures and forms regarding new curricula may be secured from the National Office.

The Commission does not ordinarily send visitors to examine a new curriculum, but may request the art/design executive concerned to meet with it to discuss the program in detail. However, an on-site evaluation is strongly recommended as part of the Plan Approval process when an institution offers an art/design degree at a new level (associate, baccalaureate, initial master's, terminal master's, doctorate) 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 data concerning the faculty, library, equipment, and/or other resources necessary for its support.

When a degree has received Plan Approval, the program is listed in the *NASAD Directory* 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. The format for submitting transcripts consistent with Plan Approval documentation should be secured from the National Office.

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

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

NASAD occasionally receives complaints against member institutions. The Association does not respond to, or take any action on, any unwritten or unsigned complaint or on any allegations concerning the personal lives of individuals connected with its affiliated institutions. The Association assumes no responsibility for adjudicating isolated individual grievances, nor will it act as a court of appeals in matters of admission, granting or transfer of credits, fees, disciplinary matters, collective bargaining, faculty appointments and dismissals, or similar matters. If the complaint includes matters that are currently the subject of, or directly related to, litigation in which the NASAD member institution is a principal, NASAD will not proceed with consideration

of the complaint until such litigation is settled. NASAD may weigh the results of such litigation in its deliberations. Complaints will be considered only when the reported conditions are substantially documented and reflect conditions within an institution that jeopardize the quality of the educational program and/or the general welfare of the art/design unit. Unless the situation suggests the kind of capricious or unprofessional action which impairs attainment of the institution's stated objectives, or suggests direct violation of NASAD standards, procedures, or Code of Ethics for member institutions, the Association will not intervene.

The procedures for reviewing complaints are not judicial; they serve only as a method or means to communicate the allegations, determine the facts, and resolve the issues within the stated purposes of accreditation.

The Executive Director shall have the authority to stop the complaint process at any point or at any time upon the appearance of evidence that would disqualify the complaint under policies outlined above, or in Article IV, Section 1, of the Rules of Practice and Procedure, or if the complaint otherwise moves beyond the scope or jurisdiction of the Association.

The Association will resolve complaints against member institutions in a timely manner, moving as quickly as feasible from step to step in the complaint procedures. The Executive Director shall have the authority to establish timelines for each specific step of the process. In normal circumstances, (a) thirty days is the maximum period for each step; (b) business to come before the Committee on Ethics or the Commission on Accreditation will be scheduled at regular meetings of these groups.

Section 1. Noncompliance with the Code of Ethics.

- A.** The complaint in writing is received by the Executive Director of NASAD.
- B.** The Executive Director acknowledges receipt of the complaint in writing and requests of the complainant whatever additional information is deemed necessary. If a matter has not been pursued through the proper channels of appeal within the institution, the complainant is advised to follow this course of action. The Executive Director shall determine whether the complaint is within the scope and jurisdiction of the Association, and shall so inform the complainant.
- C.** The Executive Director contacts the art/design executive of the institution against which the complaint has been lodged to advise of the complaint.
- D.** The Executive Director of NASAD, in discussion with the institution and the complainant, attempts to mediate a resolution of the complaint without further formal action.
- E.** If a resolution is not forthcoming, the Executive Director of NASAD develops a dossier containing the following:
 - 1. the formal complaint with complete documentation;
 - 2. information obtained from the institution(s) involved regarding the circumstances surrounding the complaint;
 - 3. the relevant section(s) of the NASAD Code of Ethics.

F. The Executive Director of NASAD alerts the Committee on Ethics that a complaint has been made, and places the dossier on the agenda of the Committee.

G. The Committee on Ethics reviews the dossier and formulates a decision concerning the case. Possible decisions are:

1. The institution is found to be in compliance with the NASAD Code of Ethics.
2. The institution is found to be generally in compliance with the NASAD Code of Ethics, but the complaint has merit in this particular circumstance.
3. The institution is found to be in noncompliance with the NASAD Code of Ethics.

H. If the decision is G.1. above, the complainant and the institution are so informed by the Executive Director of NASAD.

J. If the decision is G.2. or G.3. above, the NASAD Committee on Ethics may require the institution to submit a response within a specified time showing satisfactory resolution of the complaint and compliance with the Code of Ethics. The response may require the report of an on-site consultant. The basic procedure for establishing and operating such consultancy shall be that in effect for on-site accreditation visits.

The Committee on Ethics shall review the response when received and take one of the following actions:

1. Accept the response and consider the complaint resolved. The institution and complainant are notified; the action is not made public.
2. Accept the response and consider the complaint resolved, but request a progress report(s) to determine future compliance with the Code of Ethics. The institution and complainant are notified; the action is not made public.
3. Acknowledge receipt of the response, but consider the complaint unresolved and the institution to be in noncompliance with the Code of Ethics. In this case, the Committee on Ethics may recommend to the Commission on Accreditation that the institution must submit a probationary response to the Committee on Ethics within a specified time. Upon receipt of the probationary response, the Committee on Ethics recommends that the Commission either remove probation or revoke Membership. Revocation of Membership is made public through appropriate Association printed materials.
4. If the initial response is not received within the specified time, the institution is placed on probation; the action is not made public. The institution is required to submit a probationary response within a specified time.
5. If a probationary response is not received within the specified time, the Membership of the institution is revoked and the action is made public through appropriate NASAD printed materials.

K. Any decision of the Committee on Ethics and/or the Commission on Accreditation may be appealed by either the complainant or the institution by

following the applicable procedures outlined in Articles VIII-X of the NASAD Rules of Practice and Procedure.

Section 2. Noncompliance with the Standards of the Association

- A.** The complaint in writing is accepted by the Executive Director of NASAD.
- B.** The Executive Director acknowledges receipt of the complaint in writing and requests of the complainant whatever additional information is deemed necessary. If a matter has not been pursued through the proper channels of appeal within the institution, the complainant is advised to follow this course of action. If the complaint does not seem to be within the scope or jurisdiction of the Association, the Executive Director shall so inform the complainant.
- C.** The Executive Director contacts the art/design executive of the institution against which the complaint has been lodged to advise of the complaint.
- D.** The Executive Director of NASAD, in discussion with the institution and the complainant, attempts to mediate a resolution of the complaint without further formal action.
- E.** If a resolution is not forthcoming, the Executive Director of NASAD develops a dossier containing the following:
 - 1. the formal complaint with complete documentation;
 - 2. information obtained from the institution(s) involved regarding the circumstances surrounding the complaint;
 - 3. the relevant section(s) of the NASAD Standards.
- F.** The Executive Director of NASAD alerts the Commission on Accreditation that a complaint has been made, and places the dossier on the agenda of the Commission.
- G.** The Commission reviews the dossier and formulates a decision concerning the case. Possible decisions are:
 - 1. The institution is found to be in compliance with the standards.
 - 2. The institution is found to be generally in compliance with the standards, but the complaint has merit in this particular circumstance.
 - 3. The institution is found to be in noncompliance with the standards.
- H.** If the recommendation is G.1. above, the complainant and the institution are so informed by the Executive Director of NASAD.
- J.** If the recommendation is G.2. or G.3. above, the Commission may require the institution to submit a response within a specified time showing satisfactory resolution of the complaint and compliance with the standards. The response may require the report of an on-site consultant. The basic procedure for establishing and operating such consultancy shall be that in effect for on-site accreditation visits.

The Commission shall review the response when received and take one of the following actions:

- 1. Accept the response and consider the complaint resolved. The institution and complainant are notified; the action is not made public.

2. Accept the response and consider the complaint resolved, but request a progress report(s) to determine future compliance with the standards. The institution and complainant are notified; the action is not made public.
3. Acknowledge receipt of the response, but consider the complaint unresolved and the institution to be in noncompliance with the standards. In this case, the Commission may place the institution on probation. If placed on probation, the institution must submit a probationary response to the Commission within a specified time. Upon receipt of the probationary response, the Commission either removes probation or revokes Membership. Revocation of Membership is made public through appropriate NASAD printed materials.
4. If the initial response is not received within the specified time, the institution is placed on probation; the action is not made public. The institution is requested to submit a probationary response within a specified time.
5. If a probationary response is not received within the specified time, the Membership of the institution is revoked and the action is made public through appropriate NASAD printed materials.

K. Any decision of the Commission may be appealed by either the complainant or the institution by following the applicable procedures outlined in Articles VIII-X of the NASAD Rules of Practice and Procedure.

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

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 renewal of Membership, revocation of Membership or termination of a new application for Membership, the placing of an institution on probation, continuing denial of a request for approval of new curricula, or continuing deferral of action on an application for Membership.

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.

Section 2. Grounds for Reconsideration. In the event of a decision by the Commission on Accreditation in the categories outlined in Section 1 which cannot be resolved through normal procedures, the grounds for reconsideration shall be allegations concerning bias, injustice, departure from stated procedures, factual error of such magnitude as to warrant reconsideration in this manner, failure to consider all the evidence and documentation presented in favor of an application, or new evidence that would affect the decision.

Section 3. Procedures for Reconsideration

A. Not later than thirty (30) days from the date of the Commission action letter, the institution shall notify the Executive Director of NASAD in writing of its

intention to seek reconsideration of the decision, and not later than sixty (60) days from the same date, it shall submit written documentation supporting its request.

B. The Executive Director shall determine whether the request for reconsideration meets criteria necessary to proceed as outlined in this Article, and so inform the institution.

C. If the request meets the criteria, the Executive Director places the request for reconsideration on the next agenda of the Commission on Accreditation.

D. 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. The status of any institution shall remain unchanged during the reconsideration. There shall be no public notice of the decision until the review is completed and a final determination in the matter is reached.

Article IX/Appeals of Adverse Decisions Concerning Accredited Institutional Membership

Section 1. Definition. An adverse decision shall be defined as a decision of the Commission on Accreditation that denies or revokes or terminates accredited institutional Membership. (*For purposes of this statement, "accredited institutional Membership" includes Associate Membership and Membership, both of which carry accreditation status.*)

Section 2. Procedural Authority. Consistent with Article III, Section 3.F.7 of the Bylaws, the Board of Directors shall adopt written procedures for the Association to consider the appeal of an adverse decision of the Commission on Accreditation. These procedures shall be consistent with and supportive of all sections of Article IX of the Rules of Practice and Procedure.

Section 3. Disclosure and Confidentiality. The appeals process operates under the NASAD Rules of Practice and Procedure statement on Disclosure and Confidentiality. NASAD considers the appeals process to be confidential and, at all times during the course of the appeal, will maintain complete confidentiality of all documents and information supplied or reviewed during the appeal, as well as the deliberations and decision-making process relating to the appeal or the decision under appeal. However, should a potential or actual appellant publicly disclose a pending or actual appeal or appeal decision, or publicly characterize or make misleading or inaccurate representations about the appeals process, the decision that may be, or is subject to, an appeal, or the appeals decision, whether before, during, or after the appeal, 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 appeals procedures.

Section 4. Grounds for Appeal. The grounds on which an institution may appeal a decision of the Commission which denies or revokes or terminates accredited institutional Membership shall be (a) that the Commission's decision was not supported by substantial evidence in the record upon which the decision was based; and/or (b) that the Commission in making its decision departed significantly from its written procedures.

Section 5. Meaning of Appeals Decisions. Decisions on appeals concern only matters outlined in Section 4 (a) and (b) above. After the appeals process is complete, decisions concerning accredited institutional Membership remain the responsibility of the Commission on Accreditation. Decisions on appeals are made only on evidence available at the time of the decision being appealed.

Section 6. Time of Filing an Appeal. An institution wishing to appeal a decision of the Commission on Accreditation shall file with the Executive Director of the Association either in person or by certified mail not later than thirty (30) days following the date of the Commission's action letter a notice of intent to appeal, which shall be the official action of the governing board of the institution, along with the required filing fee determined as policy by the Board of Directors and published in the written procedures for appeals noted in Article IX, Section 2, of the Rules of Practice and Procedure. The institution shall file with the Executive Director of the Association either in person or by certified mail not later than thirty (30) days following the date of its notice of intent to appeal a written appeal document setting forth evidence and argument in support of its appeal. Failure of an institution to file notice of intent to appeal, the required filing fee, or its appeal document in a timely fashion shall void the appeal.

Section 7. Initial Response. The Executive Director of NASAD shall ensure that the institution's appeal document meets all preconditions for review by an appeals committee. Immediately upon receiving an appeal document that meets all preconditions for review, the Executive Director shall forward to the Chair of the Commission on Accreditation a copy of the document and shall acknowledge receipt of the document in writing to the art/design executive and the chief executive officer of the institution. Within thirty (30) days of receipt of the appeal documents, the Chair of the Commission shall provide a written response to the appeal stating the reason for the decision. The response shall be sent to the Executive Director, who forwards copies to the art/design executive and the chief executive officer of the institution filing the appeal.

Section 8. Appeals Committee

A. The Executive Director, with the approval of the President, Vice President, Secretary, and Treasurer, shall appoint the chair and members of an appeals committee comprising three persons, none of whom shall be members of the Commission.

B. Each person invited to participate in the appeals committee shall be asked to consider whether any conflict of interest arises from service on the committee. Conflict of interest includes, but is not limited to, participating in any way in the process leading to the decision being appealed; coming from the same state as the institution appealing; having any prior or projected alumni, employment, or financial relationship, or having any other prior or projected relationship with the appealing institution that could influence or be construed as influencing the outcome of the appeal. If conflict of interest is found, that person may not serve on the appeals committee. In addition, appeals committee members are subject to NASAD policies concerning conflict of interest.

C. The appeals committee shall receive from the institution making the appeal written materials detailing its appeal and from the Chair of the Commission a written response to the appeal, and will hear in person representatives of the institution and of the Commission who choose to appear.

Section 9. Decision on an Appeal. After following procedures established by the Board of Directors (see Section 2 of this Article, above), the appeals committee shall render a final decision, either to (a) deny the appeal and sustain the decision of the Commission or (b) sustain the appeal and remand the decision to the Commission for correction of errors or omissions and for reconsideration. The final decision of the appeals committee shall be distributed to the art/design executive and the chief executive officer of the institution and to the Chair of the Commission on Accreditation.

An institution's continuing disagreement with the final decision of the appeals committee shall be settled by arbitration in accordance with the Rules of the American Arbitration Association. Arbitration considers only items (a) and (b) of the Grounds for Appeal outlined in Section 4 of this article.

Section 10. Reconsideration by the Commission. If the appeal is denied, the Commission has no power to consider new evidence produced since the original decision.

If the appeal is sustained and the decision remanded to the Commission, the Commission in making a new decision shall take into account changes made by or occurring in the institution since the original decision. The Commission in its reconsideration shall utilize written materials submitted by the institution, and may utilize a team visit to the institution and such other procedures as are appropriate in correcting the errors and omissions identified by the appeals committee and in reaching a new decision on the institution's Membership. The institution may be assessed such fees as are established by the Association for such procedures, except that the institution may not be assessed fees for Commission actions taken solely to correct errors and omissions identified by the appeals committee. The institution is responsible, however, for reimbursing the expenses of any NASAD visitors according to NASAD procedures.

Section 11. Effective Date of Action. Until the final decision of the appeals committee, the decision under appeal shall not be in effect, and the

accredited institutional Membership status of the institution shall remain as it was before the decision under appeal was made.

If the appeal is denied, the Commission decision under appeal shall become effective on the date of final adoption by the appeals committee of the recommendation that the appeal be denied and the decision be sustained.

If the appeal is sustained, the decision being appealed is void, and until the Commission takes a new action, the accredited institutional Membership status of the institution shall remain as it was before the decision under appeal was made.

Article X/Procedures Regarding Petition for Review of Decisions

Section 1. Actions Eligible for Review. A petition for review of decisions may be filed with the Executive Director of NASAD regarding the following: any action by the Board of Directors, the Executive Committee, or the Committee on Ethics affecting relationships between institutions or individuals and the Association in areas outside accreditation.

Section 2. Grounds for Petitions. In the event of a decision by any of the entities outlined in Section 1 which cannot be resolved through normal procedures, the basis for such petitions shall be allegations concerning bias, injustice, departure from stated procedures, factual error of such magnitude as to warrant reconsideration of the matter, failure to consider all the evidence and documentation presented, or new evidence that would affect the decision.

Section 3. Procedures for Petition.

A. Not later than thirty (30) days from the date of the letter outlining the decision, the institution or individual shall notify the Executive Director of NASAD in writing of its intention to seek reconsideration of the decision, and not later than sixty (60) days from the same date, it shall submit written documentation supporting such petition.

B. The Executive Director shall determine whether the petition meets criteria necessary to proceed as outlined in this Article, and so inform the petitioning party.

C. If the request meets the criteria, the Executive Director places the petition on the next agenda of the body against whose decision the petition was filed.

D. The body in question acts on the petition using its normal procedures, and the petitioning party is informed of the body's response within thirty (30) days after the body completes its response.

E. If the above procedure fails to reach a resolution of the matter, the Executive Director, with approval of the other officers, shall have the power to appoint a review panel comprising three persons, none of whom shall be members of the body against whose decision the petition is filed.

The work of the hearing panel shall be conducted in such a manner to minimize costs to the petitioner and to the Association. If necessary, the

review panel may conduct hearings either in person or by conference telephone call. All work of the review panel shall be conducted in accordance with due process and according to the Constitution, Bylaws, Code of Ethics, and Rules of Practice and Procedure of NASAD.

If circumstances require the review panel to meet at a time other than the NASAD Annual Meeting, the Finance Committee of NASAD shall designate a procedure for equitable distribution between the petitioning institution or individual and NASAD of all costs for such a meeting or hearing.

The review panel may either recommend affirming the decision, or recommend that the body in question reconsider the decision, giving reasons in either case.

F. The petitioning institution or individual shall bear the cost of any transcript requested.

G. The Board of Directors of NASAD, except for those involved in the disputed decisions or those with conflicts of interest, shall have the power to make final determination regarding petitions for review of decisions.

H. Any appeal from the final ruling of the Board of Directors, either by an institution or an individual, shall be settled by arbitration in accordance with the Rules of the American Arbitration Association.

Article XI/Publication of Accreditation Actions by NASAD

Section 1. After official notification in writing to institutions considered by the Commission of Accreditation, the Association forwards a summary report of each Commission meeting with the next regularly scheduled *Report to Members*. This report includes all final actions concerning accredited membership status in the Association, including voluntary withdrawal from accredited institutional membership.

Section 2. The Executive Director shall notify the U.S. Secretary of Education within thirty days of any final decision to withdraw accreditation status from an institution or program.

Section 3. For the benefit of Association members, art organizations, educational institutions, and the general public, the Association publishes annually a *Directory* of NASAD member schools. Such listings of accredited schools are revised subsequent to annual Association meetings. The *Directory* is available to educational institutions and administrators, and other interested agencies, organizations, and individuals upon request and upon payment of an appropriate fee. NASAD *Directory* listings of member institutions must include the following information:

- a. the name and address of the institution;
- b. the indication "Associate Member" (if applicable);
- c. dates indicating the first year of NASAD Membership, the year of the last visit for accreditation, and the academic year of the next NASAD visitation;
- d. a statement of institutional characteristics indicating whether or not the institution is degree-granting and/or non-degree-granting, proprietary

or not-for-profit, public or private, and a description of the administrative structure of the institution or unit being accredited;

- e. the names of appropriate administrative officers and NASAD representatives;
- f. telephone number;
- g. degrees and programs approved by the NASAD Commission on Accreditation.

Section 4. While the Association hopes that the chief administrators and the art administrators of educational institutions will make NASAD evaluation reports available to the faculty members and others directly concerned, disclosure of information obtained during evaluation visits or from discussions held during Association meetings is not authorized for visiting team members, nor for Association members. The extent to which public access may be given to the contents of evaluation reports is determined by the chief administrator of the educational institution in consultation with the administrator of the art and design program offered by the institution.

Section 5. The use of excerpts from accreditation materials in advertising or promotional contexts is considered to be a violation of Articles III and IV of the Code of Ethics and Article XII of the Rules of Practice and Procedure.

Article XII/Printed Recognition of Membership and Use of the Association's Name, Initials, and Acronym

Section 1. Accredited Membership.

A. When an accredited member institution publishes a composite list of agencies that accredit it, NASAD must be included.

B. Clear distinctions must be made between NASAD accreditation and other organizational memberships or affiliations or approvals. Only NASAD accredits art and design curricula.

C. Statements regarding accredited membership must be present in the institution's catalog or other publications. These statements shall be factual, not editorial, and brief — such as:

“... is an accredited institutional member of the National Association of Schools of Art and Design (or of NASAD)”;

“... is accredited by NASAD”;

“... is accredited by NASAD since [date]”.

D. The institution shall publish in one or more official documents concerning its art and design program, or otherwise make available upon request, the name, address, and telephone number of NASAD.

Section 2. Advertising. In any advertising by an institutional member of the Association, statements concerning the accreditation status shall be factual, not editorial, and brief. The examples presented in Section 1.C. above should be used as guidelines.

Article XIII/Disclosure and Confidentiality

Section 1. NASAD provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public for a fee. Upon request, NASAD will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

Section 2. Upon request, NASAD will make publicly available all information about an institution that is published in the *NASAD Directory* (See Article XI, Section 3.). NASAD will also indicate whether or not an institution holds or has held accredited membership.

Section 3. NASAD will not make publicly available any information supplied by the institution or by representatives of NASAD in the course of the accreditation process. This includes Self-Studies, Visitors' Reports, and correspondence. While NASAD encourages institutions to make publicly available information about their accredited status and to share accreditation materials with individuals and agencies having legitimate claim to information beyond that available to the general public, the Association regards all accreditation materials as the property of the institution. Therefore, release of these materials is either through the institution or by its permission.

Section 4. If an institution releases information that misrepresents or distorts any action by NASAD with respect to any aspect of the accreditation process, or the status of affiliation with NASAD, the chief executive officer of the institution and the program director, where applicable, will be notified and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASAD, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

Section 5. Certain relationships yield information which legally cannot be disclosed without the consent of the person who provides it—for example, the relationship between physician and patient, between attorney and client, between clergy and penitent, etc. Should such information, or other information that is protected under law by a comparable privilege or safeguard, come into the hands of NASAD or an NASAD evaluation team, its disclosure to persons other than the immediate recipients is forbidden.

Article XIV/Payment of Dues

The annual dues for accredited institutional members are based on the number of full-time equivalent (FTE) students served by the unit to be accredited. From the base of the previous year, annual dues increases in each category above will be based on the Higher Education Price Index (HEPI). However, upon recommendation from the Treasurer after consultation with the Finance Committee, the Executive Committee shall have the power to set the dues no less than one percent below the HEPI and no more than two percent above the HEPI.

Current dues and fees schedules for all categories of membership are available from the NASAD National Office, and also may be found online at www.arts-accredit.org/NASAD under the section titled “Dues, Fees, Meetings.”

Annual Membership dues are payable upon notification of Membership and annually thereafter on July 1, and are subject to change by vote of the Board of Directors.

Article XV/Amendments

The Rules of Practice and Procedure may be amended by majority vote of the Board of Directors.

Standards and Guidelines for Accredited Institutional Membership

In presenting the following Standards and Guidelines statements, NASAD affirms its special commitment to those principles of voluntary accreditation which encourage diversity among institutions and respect for operational integrity within institutions.

As has been the case since the founding of the Association, these Standards and Guidelines are presented as a synthesis of current thought about education and professional training in the visual arts to be used as part of the peer-review process of accreditation, not as a set of rules and regulations to be enforced through rigid procedures.

In this process, the Standards and Guidelines provide a basis for (1) the dialogue within the institution as part of the self-study process, (2) the institution's interaction with the visiting team, and (3) the exchange of views between the institution and the NASAD Commission on Accreditation.

Therefore, the Standards and Guidelines statements must be viewed along with the NASAD Bylaws, Code of Ethics, Rules of Practice and Procedure, and accreditation procedures if a comprehensive picture of the NASAD accreditation process is to be obtained.

The Standards and Guidelines are also intended to provide the public at large with a comprehensive document outlining the attributes of education and training programs in the visual arts. These attributes are presented as a framework within which each institution develops the specifics of its unique program. *In no case should "standards and guidelines" be construed as indicating standardization.*

The accreditation of schools and departments of art/design is based upon:

- (1) the goals and objectives set forth by the individual school;
- (2) the manner in which these goals and objectives relate to standards for accreditation generally characteristic of educational institutions;
- (3) the comprehensive presentation of the educational philosophy and concepts that determine these goals and objectives;
- (4) the degree to which these goals and objectives have been achieved.

Standards are applied recognizing that:

- (1) a unique relationship exists in each art/design unit between operations (goals, objectives, resources, policies, etc.) and programs (curriculum, presentations, research, scholarship, etc.), and
- (2) evaluation and management of this relationship are crucial to the effectiveness with which the art/design unit shapes its programs, relates them to the mission and goals of the institution, and produces educational results.

Standards concerning operations and those concerning academic programs are used in the context of this relationship as the institution undertakes self study, as on-site visitors review the program, as the Commission reaches the accreditation decision, and as the institution continues working on its own terms to develop and evaluate its art/design programs.

The standards below address content and competencies for various degree and other programs in art/design. Accreditation evaluations are conducted on the basis of content and competencies rather than on course titles. Identification of specific content or competencies in the standards text does not indicate the necessity of a specific, separate course dedicated to that area.

Percentages appearing in curricular standards indicate the normal time necessary to develop (1) competence in specific areas of study and (2) the range of competencies expected of those who receive various specific degrees and credentials. Percentages are benchmarks, not calipers. Content, time, competence, and their interrelationships are the primary issues. Percentages are indicators about, not substitutes for, the development of competence.

Criteria and provisions in the following texts are applied with careful attention to distinctions among standards, guidelines, and recommendations. Statements using terms such as “shall,” “must,” and “essential” outline threshold standards. Statements using the word “normally” indicate one or more of the numerous conditions usually present when there is compliance with a threshold standard. Statements using the word “should” represent guidelines. Statements using the terms “recommendation” or “suggestion” indicate advice based on consensus of the profession. Accreditation is based on assurance that an institution meets the threshold standards agreed upon by the Association. Guidelines and advice, while related to fulfillment of functions required by the standards, are not themselves threshold standards.

Standards for Degree-Granting Institutions

NASAD accreditation standards for degree-granting institutions begin with general requirements for all degree programs and proceed in cumulative increments to specific programs. While this format prevents unnecessary repetition in the text, the length of the Standards statement as a whole may obscure the accumulation of requirements that apply to specific degree programs.

The following charts are designed to depict the applicability of the Standards to various degree programs. Standards statements are referenced to pages of the *Handbook*.

Fig. 1 STANDARDS APPLICABLE TO UNDERGRADUATE PROGRAMS

(Numbers in parentheses refer to *Handbook* pages.)

Liberal Arts Track

Professional Track

All Baccalaureate and Graduate Degree-Granting Programs

- Basic Criteria for Membership (53-54)
- Operational Standards (54-72)
- Visual Arts in General Education (125)

and

and

All Undergraduate Programs

- Requirements for Admission to Undergraduate Programs (72)
- General Standards for All Undergraduate Degree Programs in Art and Design (73-75)
- Types of Undergraduate Degrees (75-76)

and

and

All Liberal Arts Degrees

All Professional Baccalaureate Degrees in the Visual Arts

- Standards and Guidelines for Liberal Arts Degree Programs in the Visual Arts (105-107)
- Two-Year Programs (76-79)

- General Standards and Guidelines for All Undergraduate Professional Degree Programs in the Visual Arts and Design (79-81)

and

and the separate standards statements applicable to each of the following major programs offered by the institution as *liberal arts degrees*.

and the separate standards statements applicable to each of the following major programs offered by the institution as *specific professional undergraduate degrees in the visual arts and design*.

- Studio Art or Design (106)
- Art History (106-107)
- Museum Studies (107)
- Art Education (107-110)
- Preparation for Advanced Professional Study
 - Art Therapy (110-111)
 - Medical Illustration (111-112)
 - Art Conservation (112)

- Ceramics (82-83)
- Drawing (83)
- Fashion Design (83-84)
- Film/Video (84-86)
- General Crafts (86-87)
- General Design (87-88)
- General Fine Arts (88-89)
- Glass (89-90)
- Graphic Design (90-92)
- Illustration (92-93)
- Industrial Design (93-94)
- Interior Design (94-96)
- Jewelry/ Metals (96-97)
- Painting (97)
- Photography (97-98)
- Printmaking (98-99)
- Sculpture (99-100)
- Textile Design (100-101)
- Theatre Design (101-102)
- Weaving/Fibers (102-103)
- Woodworking (103-104)
- Art Education (107-110)
- Preparation for Advanced Professional Study
 - Art Therapy (110-111)
 - Medical Illustration (111-112)
 - Art Conservation (112)
- Combination Degrees in Studio and Art History (104-105)
- Art/Design in Combination with an Outside Field (112)
- Business (157-161)

Fig. 2 STANDARDS APPLICABLE TO INITIAL GRADUATE DEGREES

(Numbers in parentheses refer to *Handbook* pages.)

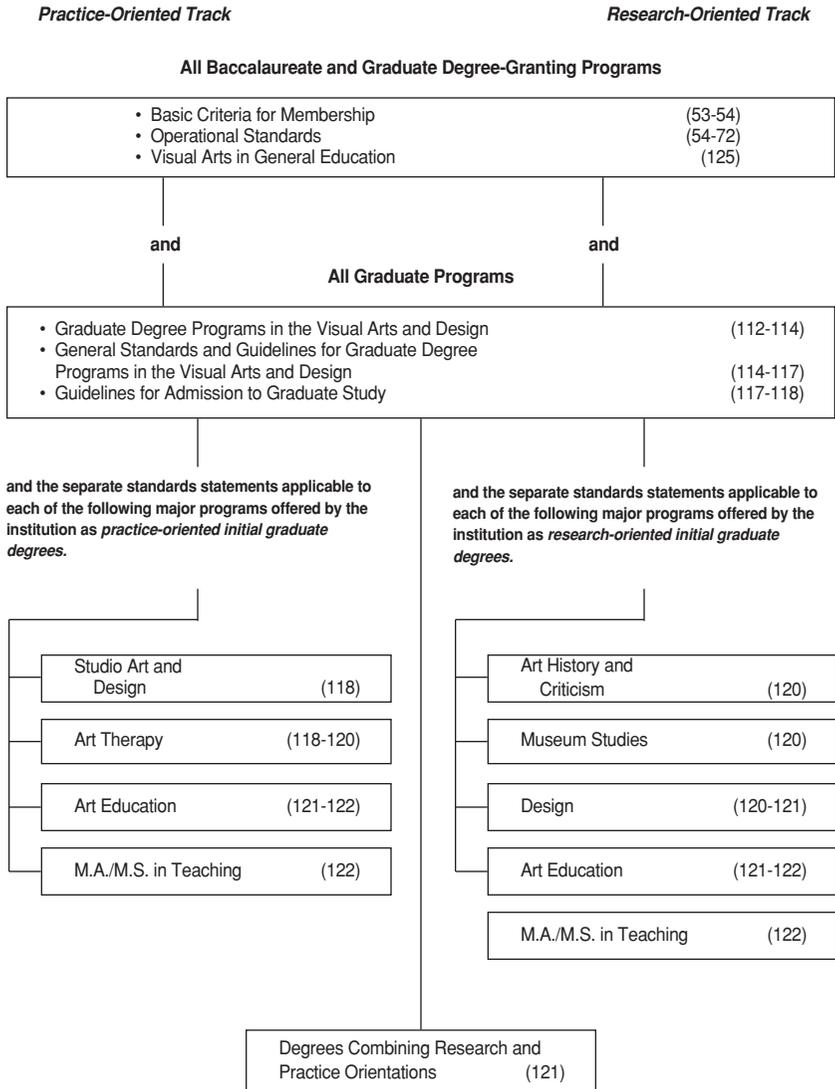
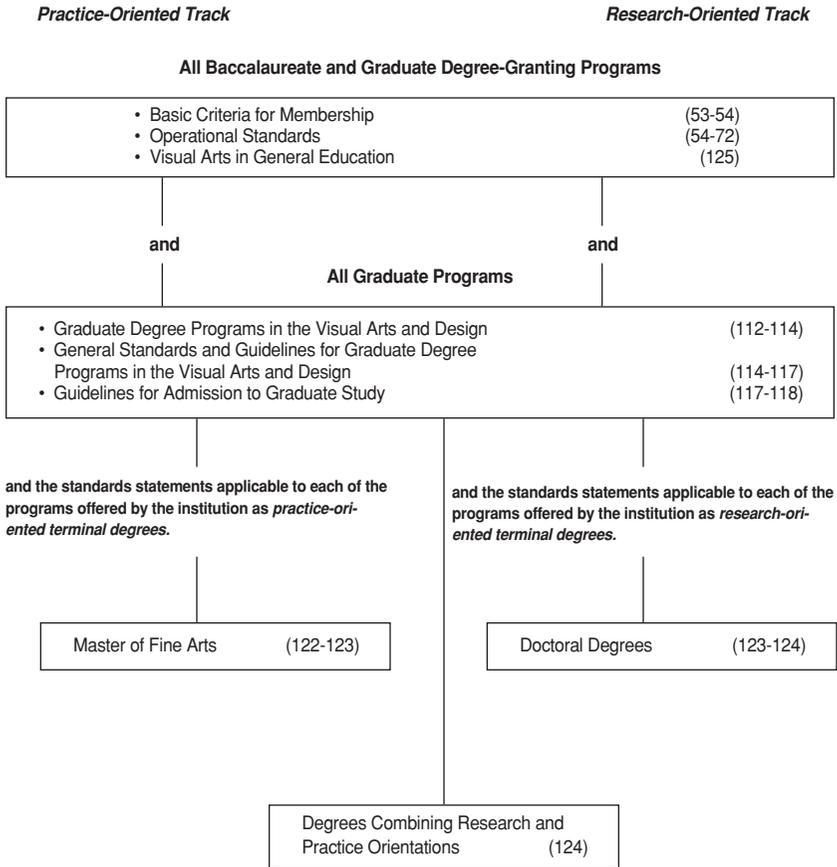


Fig. 3 STANDARDS APPLICABLE TO TERMINAL GRADUATE DEGREES

(Numbers in parentheses refer to *Handbook* pages.)



I. Basic Criteria for Membership

The National Association of Schools of Art and Design recognizes many types of programs in degree-granting institutions. The primary purpose for all institutions, whatever types of programs they offer, should be to provide the best possible environment for education and training in the visual arts. Such an environment should foster an understanding of the arts and an attitude of respect for their potential contribution to society.

Applicants for accreditation as degree-granting members are two-year, four-year, or five-year undergraduate or graduate level institutions. Accredited institutions shall meet the following basic criteria for Membership:

- (1) The institution shall maintain a curricular program of education and training in the visual arts or design.
- (2) The institution shall offer at least one complete degree program, e.g., Bachelor of Fine Arts, Bachelor of Arts with major in art, et al., or shall provide the visual arts component of a degree program offered in conjunction with an accredited degree-granting institution.
- (3) The institution shall have graduated at least one class of students who have been through the institution's own program from beginning to final year and another class shall be in readiness subject to examination.
- (4) An institution offering graduate programs must have graduate students enrolled and have clearly defined residency requirements.
- (5) The institution's legal authority shall be clearly stated in its published materials as identified by its charter, authority to grant degrees, structure of control, profit or non-profit status, and any affiliation with a parent institution.
- (6) All policies regarding admission and retention of students, as well as those pertaining to the school's evaluation of progress shall be clearly defined in literature published by the institution.
- (7) All tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution's published literature.
- (8) Faculty members shall be qualified by educational background and/or professional experience for their specific teaching assignments. The institution shall list its faculty in its published literature.
- (9) The institution shall have facilities and equipment commensurate with the needs of its educational program.
- (10) The institution shall have library space and resources commensurate with the needs of its educational program.
- (11) The institution demonstrates commitment to a program of continuous self-evaluation.
- (12) The institution shall be licensed or chartered to operate as required by local and state legal codes. The institution shall meet all legal requirements to operate wherever it conducts its activities. Multipurpose institutions offering degrees in art and design and in other disciplines shall be accredited by the appropriate regional or institutional accrediting agency.

(13) The institution shall provide (or, in the case of foreign studies programs, be responsible for) all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency.

II. Operational Standards

A. Mission, Goals, and Objectives

Each art/design unit must have clear statements of mission, goals, and objectives that define its special, perhaps unique, function in the larger context of advanced educational and artistic endeavor. There are numerous specific definitions, but normally, mission statements articulate broad connections between the institution's efforts in the visual arts and the world of art and intellect; goals are broad statements of aim, the specific needs toward which efforts are directed; and objectives are the specific steps for reaching goals. Goals usually imply something less remote and more definitive than mission, while objectives are components measurable in time, numbers, dollars, or specific activities.

Statements of mission, goals, and objectives must be appropriate to institutions of higher education, appropriate to the field of art and design, compatible with NASAD standards, and must demonstrate that the fundamental purposes of the institution and art/design unit are educational. Areas normally covered include but are not limited to specific art/design and art/design-related fields, students to be served, teaching, creative work and research, service, exhibition, and the policies and resources needed for effectiveness in these areas. Choices of particular sets of mission, goals, and objectives bring specific educational, artistic, and resource obligations.

In multipurpose institutions, the mission, goals, and objectives of the art/design unit must have a viable relationship to the mission, goals, and objectives of the institution as a whole. Each art/design unit must demonstrate that its mission, goals, and objectives have guiding influence on all aspects of its work; for example, as (1) the basis for making educational and artistic decisions; (2) the basis for long-range planning, including the development of new curricula, innovative activities, expansion or reduction of programs or enrollments; and (3) the basis for operational decisions, including admission practices, selection of faculty and staff, allocation of resources, evaluation, and administrative policies. Significant programmatic components of the art/design unit such as degree programs and research institutes shall also have clearly defined goals and objectives: these shall have a viable relationship to the goals and objectives of the art/design unit as a whole.

Statements concerning mission, goals, and objectives must be published and made available to various constituencies in order to create a common conceptual framework for achieving the program's aspirations. While the level of detail may vary with the particular constituency, statements should be basically consistent among all publications.

Mission, goals, and objectives have a critical relationship with all operational matters. Operational policies and activities exist to serve the operational, artistic, and intellectual programs of each art/design unit. This condition creates interrelationships among various operational elements and between the entire set of operational elements and curricular programs. Institutions and art/design units must develop and manage these interrelationships so that policies, practices, resources, and programs are mutually supportive and demonstrably effective in achieving mission, goals, and objectives. The institution and the art/design unit must have mechanisms for evaluating the viability of its set of interrelationships and priorities as conditions and contexts evolve, and for making changes as appropriate.

B. Size and Scope

Institutions are expected to demonstrate a positive relationship among the size and scope of art and design programs, the goals and objectives of these programs, and the human, material, and fiscal resources available to support these programs. Institutions are expected to maintain: (1) sufficient enrollment to support the size and scope of programs offered; (2) an appropriate number of faculty and other resources to support the size and scope of programs offered; and (3) sufficient advanced courses in art and design appropriate to major areas of study at degree levels being offered.

C. Finances

Financial resources shall be adequate in terms of (1) mission, goals, and objectives, and (2) the size and scope of the art/design unit. The audited financial statements of the institution shall reveal sound financial management in support of the educational program. Evidence of past and potential financial stability and long-range financial planning must be demonstrated. Budget allocations for personnel, space, equipment, and materials must be appropriate and sufficient to sustain the programs offered by the art/design unit from year to year. Evidence must be provided demonstrating that financial support is sufficient to ensure continued operation of the art/design unit in accordance with NASAD standards applicable to the art/design unit and its programs for the projected period of accreditation.

The institution shall maintain accurate financial records according to legal and ethical standards of recognized accounting practice. For privately supported institutions, this involves an annual audit with opinion prepared by an independent certified public accountant. Such audit is normally completed within 120 days, and must be completed within 180 days, after the close of each fiscal year. For tax-supported institutions, this involves a periodic audit with opinion as mandated by the legislative or executive branch of the government entity supporting the institution.

The institution shall publish all regulations and policies concerning tuition, fees, and other charges, and shall develop a tuition refund policy which is equitable to both the institution and the student.

D. Governance and Administration

The purpose of governance structures and administrative activities shall be to serve the mission, goals, and objectives of the institution and the art/design unit. Operations of the governance system shall assure educational, artistic, administrative, and financial continuity and stability, and show evidence of long-range planning. The governance structure of the institution shall include a board of trustees with legal and financial responsibilities and adequate public representation.

The governance relationships of each organizational component of the institution, including the process by which they function and interrelate, shall be stated clearly in written form and should be publicly available. Administrators, faculty, and staff shall understand their duties and responsibilities and know the individuals to whom they are responsible. The art/design unit shall have reasonable and sufficient autonomy commensurate with its mission, goals, and objectives. In multipurpose institutions, the art/design unit must have adequate representation to deliberative bodies whose work has an impact on the educational and artistic endeavors and results of the art/design unit.

The governance relationships among trustees, administration, faculty, staff, and students shall demonstrate a primary focus on support of the teaching and learning process: (1) the board is legally constituted to hold the property, assets, and purposes of the institution in trust with responsibility for sustaining the institution and exercising ultimate and general control over its affairs; (2) the administration is empowered to operate the institution, provide optimum circumstances for faculty and students to carry out these purposes, and provide effective communications channels both inside and outside the institution; (3) the faculty has a major role in developing the academic program and in evaluating and influencing the standards and conditions that pertain directly to instruction, creative work, and research; and (4) student views and judgments are sought in those matters in which students have a direct and reasonable interest.

The institution must maintain an effective administrative organization and set of administrative personnel commensurate with its size and scope, and empowered by its trustees to direct and support the institution and its art and design programs toward the achievement of their mission, goals, and objectives. The administration of the art/design unit must provide mechanisms for communication among all components of the unit.

The institution shall provide the art/design executive and other administrators of specialized areas sufficient time and staff to execute the required administrative and/or teaching duties effectively. The executive's responsibilities shall be clearly delineated and executive authority shall be commensurate with responsibility.

The art/design executive should exercise leadership in program evaluation and planning, encourage faculty development, and promote among all faculty and staff a spirit of responsibility, understanding, and cooperation. The art/design executive should also nurture an environment that contributes to the art/design unit's pursuit of its mission, goals, and objectives.

E. Faculty and Staff

1. Qualifications

The institution shall maintain faculties and staff whose aggregate individual qualifications enable the art/design unit to accomplish its mission, goals, and objectives. Faculty members (including part-time faculty and graduate teaching assistants) shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence. All must be able to guide students and to communicate personal knowledge and experience effectively. Standard II.E.1 applies to studies and course work taken at the institution or under cooperative arrangements with another educational or artistic institution, or in any other third-party arrangement.

NASAD recognizes the Master of Fine Arts as the appropriate terminal degree for studio faculty. At the same time, some artist-teachers may hold other degrees; some may not hold any academic degrees. In such cases, institutions should make appointments for studio faculty on the basis of experience and training at least equivalent to those required for the Master of Fine Arts degree.

A person's qualifications to teach any studio subject are significantly revealed by the individual's past and/or present involvement as a practicing artist or designer. In teaching these subjects, it is of overriding importance that the teacher be or have been deeply and currently involved as a practicing artist or designer in the particular discipline and be able to communicate personal knowledge and experience effectively.

Academic degrees are a pertinent indicator of the teacher's qualifications for instructing in theoretical, historical, and pedagogical subjects. In general, the Ph.D. and comparable doctorates are the appropriate terminal degrees in these fields.

Evidence of continuing creative work, research, and publication is the primary indicator of a teacher's qualifications, productivity, professional awareness, and contribution to various aspects of art/design and art/design-related fields.

2. Number and Distribution

The number of full- and part-time faculty positions and their distribution among the specializations must be sufficient to achieve the art/design unit's mission, goals, and objectives, and appropriate to the size and scope of the art/design unit's programs. Some relationship, with respect to numerical proportion and mechanisms for interaction, must be maintained between full-time faculty involved in the continuing business of the program and part-time or adjunct faculty, who may be less involved but who provide compensating professional strengths. This relationship will be appropriate to each institution and each art/design unit. The institution must have clear, published definitions of faculty classifications (for example, tenured, graduate, full-time, part-time, adjunct, and visiting).

An institution shall distinguish in its printed literature between curricular and "workshop" faculty. For these purposes, curricular faculty shall be

defined as those employed to teach on a regularly scheduled basis throughout an academic program of study.

Multiple faculty involved in various areas of specialization should represent a diversity of background and experience in their field of expertise.

3. Appointment, Evaluation, and Advancement

The institution and art/design unit must have procedures for appointing, evaluating, and advancing art and design faculty that promote objectivity and that ensure appropriate connections between personnel decisions and mission, goals, and objectives, especially as aspirations and purposes concern teaching, creative work, exhibition, research, scholarship, and service. Effective and fair evaluation is based on clear and accurate statements regarding responsibilities and expectations. The particular arrangement of elements and perspectives used to determine the quality of faculty work should be considered and articulated as clearly as possible for each faculty and staff member, especially at the time of appointment.

The institution must have procedures for the regular evaluation of all faculty.

Art and design faculty holding appropriate credentials and having full-time appointments are entitled to full faculty status and should be given treatment comparable to that for faculty members in other disciplines on a given campus with regard to appointment, tenure, increases in salary, and advancements to higher academic rank. Creative production and professional work should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions. Such equivalency must be present when the institution has goals and objectives for the preparation of professional artists and designers.

4. Loads

Faculty loads shall be such that faculty members are able to carry out their duties effectively. Faculty members shall have adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in service activities expected by the institution. The teaching loads of those having administrative and consultative duties should be appropriately reduced.

Institutions use a variety of methods for calculating teaching loads. The choice of method is the prerogative of the institution. Policies concerning loads should be clearly developed and published with regard to the variety of educational, artistic, and administrative duties undertaken by art and design faculty, and any conversions between clock hours and credit hours.

For additional standards regarding faculty contact time, see below under R.2., "Awarding Credit." Statistical information regarding current faculty load practices is published and available from NASAD.

5. Student/Faculty Ratio

Some balance, appropriate to each institution and each art/design unit, must be maintained between the numbers of full-time equivalent students and full-time equivalent faculty. The institution must demonstrate that its

student/faculty ratio is consistent with the size, scope, goals, and objectives of the programs offered. Statistical information regarding current practice is published and available from NASAD.

6. Class Size

Class size shall be appropriate to the format and subject matter of each class, with regard to such considerations as materials and equipment requirements, safety, and the balance between student and faculty time necessary to accomplish the goals and objectives of the class. When individual faculty attention to individual student work is required during class, class size shall be such that students can receive regular critiques of meaningful duration during the regular class period.

7. Graduate Teaching Assistants

The art/design unit must carefully select, train, supervise, and evaluate graduate teaching assistants whenever they are employed. Mentoring programs are encouraged.

8. Faculty Development

Institutions and art/design units must encourage continuing professional development, even if funding is limited. Sabbatical or other professional leaves; participation in activities that foster exchanges of ideas; cooperative activities and research, scholarship, and course preparation are encouraged and should be provided for art and design faculty consistent with support provided to comparable units in the institution. Whatever the institution's faculty development policies and mechanisms, the primary initiative for professional growth rests with each faculty member.

9. Support Staff

Support staff shall be provided commensurate with the art/design unit's mission, goals, objectives, size, and scope. It is recommended that these positions be administered by the art/design unit.

F. Facilities, Equipment, and Safety

Facilities, equipment, and technology must be adequate to support faculty needs, all curricular offerings, and all students enrolled in them, and be appropriately specialized for advanced work. Space, equipment, and technology allotted to any art/design unit function must be adequate for the effective conduct of that function.

Budget provisions shall be made for adequate maintenance of the physical plant, equipment, and technology. Ventilation and safety treatments appropriate to art/design facilities shall be provided. Art/design units with goals and objectives in areas that require constant updating of equipment must demonstrate their capacity to remain technologically current.

Provision should also be made for students to have access to adequate studio facilities in other than scheduled class times.

Space should be provided to enable the faculty and administration to carry out their duties in such areas as advising, reviews of student projects, and research related to curricular and professional development.

It is the obligation of the institution that all students in studio programs be fully apprised of health and safety hazards and procedures inherent in the use of materials and equipment appropriate to specific disciplines and be instructed in their proper handling and operation. The institution shall have a plan by which it addresses health and safety issues on a continuing basis.

All instructional facilities shall be accessible, safe, and secure, and shall meet the standards of local fire and health codes.

All facilities and equipment should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors. Each art/design unit should maintain a plan for the regular upkeep of its facilities and upkeep and replacement of equipment. The plan should be developed consistent with goals and objectives, the size and scope of the art/design unit, and prospective changes.

G. Library

The institution shall place importance on the development and maintenance of library, learning, and information resources to support its undergraduate and graduate curricula in art and design. Holdings in art/design may be part of the general institutional library, or they may be a separate library unit. Whatever the structure, the art/design library or collection should be considered an integral part of the art/design program of the institution. The art/design unit shall have library and information resources necessary to fulfill its mission, goals, and objectives, and appropriate for the size and scope of its operations.

The institution shall have policies concerned with but not limited to the following aspects of library operation: governance, collections and their development, personnel services and access, facilities, and finances. These policies should support both the number and scope of curricular objectives and should be developed in a manner which demonstrates coordination between the library staff and the art/design faculty.

1. Governance

The functional position of the art/design collection within the total library structure shall be clearly identified, and the responsibilities and authority of the individual(s) in charge of the art/design library shall be defined.

There should be a close administrative relationship among all libraries within the institution so that art/design students and faculty may make the best use of library resources.

2. Collections

The institution must maintain library holdings and/or electronic access to holdings in art and design of sufficient size and scope to complement the total instructional program in art/design, to provide incentive for individual learning, and to support research appropriate for its faculty. This includes availability or accessibility to materials in other disciplines essential to preparation in specific fields of art/design.

There shall be evidence that a systematic acquisitions, preservation, and replacement program compatible with appropriate needs has been planned,

and that some form of faculty consultation and review is a continuing aspect of this program. Materials in all formats required for the study of art and design — books, slides, periodicals, microforms, audio and video recordings, and electronic access to other databases within and beyond the institution — shall be the basis of the acquisitions, preservation, and replacement program.

Whenever possible, cooperative arrangements should be established with information sources outside the institution to augment holdings for student and faculty use. (The books, slides, and audio and video recordings held by the libraries of municipalities, museums, historical societies, and other schools, and access to various electronic databases, can often provide a breadth of coverage far beyond that of the institution.)

Information about current practice regarding quantities of holdings is found in Appendix II.B.

3. Personnel

The art/design library shall be staffed by professionally qualified personnel sufficient to meet the various needs of the art and design unit. Institutions are encouraged to engage specialized personnel whenever feasible to organize and maintain the art and design holdings.

4. Services

The institution shall maintain appropriate hours of operation for the library.

There must be convenient access to the library holdings in art and design through complete and effective catalogs, indexes, and other appropriate bibliographical tools.

There must also be access to the holdings of other institutions through union catalogs, cooperative network facilities, photoduplication, and inter-library loan.

Instruction in the use of the art/design library shall be provided.

5. Facilities

The institution shall provide an effective environment for study. Facilities should provide convenient access to all library holdings devoted to the study of art and design.

The institution shall provide and maintain equipment that allows reasonable access to the resources of the library, including but not limited to video equipment, microform units, and computer terminals.

6. Finance

Budgetary support shall be adequate to provide appropriate services, carry out necessary operations, and satisfy stated requirements of the programs offered.

Although fiscal policies may vary among institutions, it is desirable that the allocation for the art/design library be an explicit element in the

institution's library budget. The management of this allocation should be the responsibility of a designated staff person.

An organized system of involvement by art/design faculty and students should exist to advise the librarian in planning short- and long-range fiscal needs most effectively.

H. Recruitment, Admission-Retention, Record Keeping, and Advisement

Communications with prospective students and parents must be accurate and presented with integrity. As a matter of sound educational practice, institutions recruit and admit students only to programs or curricula for which they show aptitudes and prospects for success.

Recruitment goals, policies, and procedures shall be ethical, controlled by the institution, compatible with the goals and objectives of the art/design unit, and free of practices that compensate recruiters directly on an individual or aggregate per-student-yield basis or otherwise create conflicts of interest for recruitment personnel or the institution.

Admissions evaluation procedures and counseling services also must be clearly related to the goals and objectives of the institution's art and design programs.

Admission to particular programs of art/design study must be correlated to the institution's ability to provide the requisite course work and experiences at the appropriate level for all students enrolled.

Retention policies must be (1) appropriate to the goals and objectives of the institution's curricular programs, (2) clearly defined, (3) published for students and faculty, and (4) applied with rigor and fairness.

The institution shall maintain accurate, up-to-date records of each student's educational progress, including courses taken, grades and/or credits earned, and the results of other appropriate evaluations.

Institutional members shall maintain documents pertinent to the awarding of graduate degrees, including theses, scripts, dissertations, and portfolios.

Students should be engaged in a continuous advisement program related to their area of specialization. Advisement should reflect concern for the student's goals and should provide assistance with the selection of courses that serve as appropriate preparation for advanced study. Students should have access to information concerning specialization at the graduate level and available career options in art and design.

J. Published Materials

Published materials concerning the institution and the art/design unit shall be clear, accurate, and readily available. Published materials include Internet Web sites and any other forms of information distribution. A catalog or similar document(s) shall be published at least biennially and shall cover mission, goals, and objectives; size and scope; curricula; faculty; administrators and trustees; locale; facilities; costs and refund policies; rules and regulations for conduct; all quantitative, qualitative, and time requirements for

admission, retention, and completion of degrees and other credentials; academic calendar; policies and procedures for due process; and accreditation status with NASAD and other appropriate accrediting agencies.

Catalogs and other documents shall distinguish clearly among various program offerings. Relationships among length and curricular emphasis on the visual arts or design, level and purpose, and projected results must be clear for each program. Titles of visual art and design specializations must be used accurately with regard to majors and areas of emphasis and to the liberal arts, pre-professional or professional orientations of specific programs. Program and degree titles shall be consistent with content. When an institution or program offers work that is given academic credit by another institution, the source of the credit and any credential it leads to must be clear.

Members of the Association having degree programs in K-12 art education and/or art therapy shall state in their catalogs the registration, certification, and/or licensure to which their curricula will lead. Costs; qualitative, quantitative and time requirements; and academic calendars shall have an appropriate relationship to mission, goals, objectives, curriculum, and subject matters taught.

In addition to a standard catalog, the art/design unit should maintain published documents of sufficient clarity and detail to facilitate understanding about all aspects of its work among administrators, faculty, students, parents, and other constituencies.

Through means consistent with its mission, goals, objectives, and resources, (1) the institution or (2) the art/design program, either separately or in conjunction with the institution, shall routinely provide reliable data and information to the public concerning the achievement of its purposes. The institution and the art/design unit shall have readily available valid documentation for any statements and/or promises regarding such matters as program excellence, educational results, success in placement, and achievements of graduates or faculty.

Published materials must clearly indicate those programs, courses, services, and personnel not available during a particular academic year. Publications should not list as current any courses not taught for two consecutive years which will not be taught during the third consecutive year.

K. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

The institution shall protect the use of its name and by doing so, protect the integrity of its accredited status. Various terminologies are used to describe affiliated entities and activities. The terminology used in this section designates functions and organizational structures. NASAD policies and standards are applied according to these functions and organizational structures, irrespective of the terminology used to designate them.

A branch campus is normally considered a separate institution within the same corporate structure as the main campus. A branch normally offers a complete program leading to an academic credential or provides community

education services, and has a significant amount of local responsibility for administrative control and academic affairs. Branch campuses must have and advertise the same name as the main campus, and must be identified in the catalog or catalog supplement and in other publications of the main campus. The branch may publish its own catalog. It is not necessary for the branch to offer all of the programs that are offered at the main campus; however, the catalog of the main campus must clearly identify the programs offered only at the branch campus.

An extension ordinarily does not offer a complete program of study leading to an academic credential. Extension activities may include courses in programs offered for credit off-campus or through continuing education, evening, or weekend divisions. Extension programs may be affiliated with either the main campus or branch campus, and, as appropriate, must be identified in the catalog of either the main or the branch campus.

The institution must ensure that all branch campus, extension, or similar activities are considered integral parts of the institution as a whole, that they maintain the same academic standards as courses and programs offered on the main campus; and that they receive sufficient support for instructional and other needs. Students involved in these programs must have convenient access to all necessary learning resources. The institution must maintain direct and sole responsibility for the academic quality of all aspects of all programs and must ensure adequate resources. In extension and similar services, on-campus faculty have a substantive role in the design and implementation of programs. If programs or courses use special instructional delivery systems such as computers, television, video, or audio tape, appropriate opportunities must be provided for students to question and discuss course content with faculty.

The nature and purpose of any use of the institution's name must be clearly and accurately stated and published.

Accreditation in art/design does not automatically transfer when a branch campus becomes independent or if an extension facility becomes a branch campus. Institutions must keep NASAD informed of discussions and actions leading to the establishment of branch campuses or extensions or to any expanded affiliative uses of the institution's name when art/design programs for majors or professionals are involved.

L. Distance Learning

Distance learning involves programs of study conducted entirely or partially away from regular face-to-face interactions between teachers and students in studios, classrooms, tutorials, and laboratories associated with course work, degrees, and programs on the campus. The distance aspect of these programs may be conducted through a variety of means, including teaching and learning through electronic systems. Distance 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 learning mechanisms predominate in the total delivery system. Programs in which more than 40 percent of their

requirements are fulfilled through distance learning will be designated as distance learning programs in the *NASAD Directory*.

Mission, goals, and objectives shall be clear. The institution must demonstrate that such purposes can be delivered through proposed systems of distance learning.

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 mechanisms.

The institution must determine and publish for each distance learning program or course (1) requirements for technical competence and (2) 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.

The institution shall publish information regarding the availability of academic and technical support services.

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. Specific evaluation points shall be established throughout the time period of each course or program.

When an identical program, or a program with an identical title, is offered through distance 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.

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

The institution must provide financial and technical support commensurate with the purpose, size, scope, and content of its distance learning programs.

M. Disciplines in Combination (Inter-, Multi-, Co-Disciplinary Programs, etc.)

To some extent, every curriculum represents a combination of modes of thought and inquiry, and thus, some combination of disciplinary perspectives. However, when an institution decides to offer any study program or degree which is explicitly designated as a multi- or interdisciplinary combination and in which art/design is either the primary or home discipline or constitutes over 25% of program content, the following operational standards apply in addition to those applicable to all other visual arts programs:

1. Specific coherent goals and objectives shall be developed and published that include, but are not limited to, (a) subject matter, issue, or problem to be addressed; (b) content, techniques, and perspectives used to consider

subject matter, issue, or problem; (c) expectations regarding breadth and depth; (d) aspirations for specific intellectual, disciplinary, or artistic engagement; (e) aspirations for juxtaposing, combining, applying, integrating, or synthesizing the disciplines involved.

2. Operations shall reveal coherent achievement of goals and objectives.

3. Terminology shall reflect accurately the type(s) of disciplinary combinations represented or used.

4. Titles shall be consistent with content. Published materials shall be clear about the status of any curricular program with respect to constituting a major, a minor, or field for independent study, etc.

5. Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines that are to be combined.

6. There must be clear descriptions of what students are expected to know and be able to do upon completion.

7. Guidance, counseling, and mentoring shall be adequate to support the achievement of purposes.

8. Evaluation mechanisms shall be consistent with the goals defined for specific courses, projects, programs, or curricula, and to the collaborative approach(es) involved.

N. Majors in or Based on Electronic Media

Computers and associated electronic media have expanded possibilities for the education of artists and designers. Institutions have a large number of options for establishing goals for curricula and course work. Choices include, but are not limited to, the following categories:

1. **Disciplinary Goals.** Programs may concentrate in, represent combinations of, or integrate studies in such areas as the standard visual art and design disciplines, computer science, engineering, music, languages, the psychology of perception, and many others. Within the art and design disciplines, new technologies may develop additional fields. Computer graphics, digital photography, computer animation are a few examples.

Programs may seek to use electronic media and technology as a tool to do work in a pre-existing field. Programs may also combine fields in various ways to develop new sets of knowledge and skills for various applications. Institutions may also seek to create new fields, or to address emerging niches in particular job markets.

2. **Technology Goals.** These range from how a technology works, to how to work it, to how to work with it, to how to do work with it, to how to understand it, to how to integrate it. Programs may concentrate on one or more technologies. Technology goals may also include how to build technologies, how technologies evolve, or the impacts of technology.

3. **Problem Solving Goals.** Each program represents a particular set of goals and objectives for identifying and solving problems. The level, nature, and complexity of the problems to be solved delineate the program's character and the projected accomplishments of its graduates.

4. **Delivery System Goals.** A wide variety of practices work as long as within each program or curriculum delivery systems are consistent with the achievement of other goals. In addition to traditional formats, team-based teaching, learning, projects, and evaluations are common in electronic media programs.

5. **Specialization Goals.** The range here includes programs that provide a broad foundation as the basis for future specializations to programs that are specifically focused on a particular field or subparts thereof. Connections and specializations involving the design fields, illustration, photography, animation, film and video, and Web/Internet applications are among the most usual areas of focus.

6. **General Basic Art and Design Education Goals.** Each program makes a choice regarding the extent to which it addresses foundation principles and techniques in and of themselves or in some combination with a more specialized purpose.

7. **General Liberal Education Goals.** A determination is made regarding the extent to which elements or composite goals for education in the humanities, sciences, social sciences, and other arts are included in the program.

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 and 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. Programs with goals and objectives centered on new approaches and combinations will be reviewed by the standards in this section and, as applicable, by those that address distance learning and disciplines in combination.

All curricula must meet applicable operational standards and general standards for education and training programs. In addition:

1. Specific coherent goals and objectives shall be developed and published that include, but are not limited to (1) subject matter, techniques, technologies, disciplines, or issues to be addressed; (2) content, methods, and perspectives used to consider subject matter, techniques, technologies, disciplines, or issues to be addressed; (3) expectations regarding breadth and depth, including the degree of specialization; (4) expectations regarding problem setting and solving capabilities; (5) aspirations for specific artistic, intellectual, scientific, or other disciplinary engagement.

2. Curriculum and other program requirements shall be consistent with goals and objectives.

3. Title shall be consistent with curriculum content.

4. Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines or technologies central to the artistic or educational purposes and content of the program. The institution must have means for assessing the extent to which prospective students meet these requirements before they are accepted or enrolled.

5. The institution must determine and publish any technical equipment requirements for each program or course. The institution must have means for assessing the extent to which prospective students meet these requirements before they are accepted or enrolled.

6. There must be clear descriptions of what students are expected to know and be able to do upon completion, and effective mechanisms for assessing student competencies against these expectations. Normally, expectations and competencies can be related to all or several of the seven goals areas outlined above. The level of the competency expected shall be consistent with the level of the degree or program offered.

7. The institution must be able to substantiate any claims for preparation of students for entry into specific vocations or professions.

Information required in items 1, 4, 5, and 6 above must be presented in catalogs and promotional materials available to the public.

As in the case with all curricula, the institution must provide adequate resources and demonstrate that programs are meeting their artistic and educational goals in terms of student competencies.

O. Community Involvement and Articulation with Other Schools

Although degree-granting institutions will vary in the intensity of their community involvement according to their various objectives and types of program offerings, it is expected that all degree-granting art/design units will cooperate with local schools, presenting organizations, and arts agencies.

It is expected that baccalaureate degree-granting art/design units will assume joint responsibility for working cooperatively to facilitate the articulation of community/junior college and senior college programs: for example, the development of validation examinations, state and/or regional articulation committees, and procedures for maintaining current information regarding credit and admission policies.

P. Non-Degree-Granting Programs for the Community

Degree-granting art and design units may offer non-degree-granting programs of study for children, youth, and adults in their communities. These range from private lessons with collegiate instructors to large, institutionalized programs with specialized professional faculty and administration. Community art school, preparatory program, laboratory school, and community division are among the many titles used to designate such programs when they have a specific published identity.

When a degree-granting institution offers non-degree-granting programs—with a specific published identity and at least one specifically

designated administrator—that serve individuals in their communities in a pre-professional or avocational context, the part of the art and design unit so designated and the programs it offers must meet the following standards in order to protect the institution's name and its accreditation status as an art and design unit:

1. Specific goals and objectives, correlated with those of the degree-granting art and design unit and the institution as a whole, must be developed and published.

2. Goals and objectives for separate programs and the effort as a whole must clarify priorities among visual arts and other important purposes.

3. Operations must reveal coherent achievement of goals and objectives (a) within each specific pre-professional or avocational program, (b) among pre-professional and avocational programs as a group, and (c) between the pre-professional and avocational program and degree-granting programs.

4. Functional principles in the NASAD operational standards for degree-granting art and design programs (section II of these standards) shall be visible in the organizational and management relationships between the degree-granting and non-degree-granting elements of the total art and design effort, and shall support the achievement of educational results as specified by programmatic goals and objectives.

5. Titles of programs and terminology must be consistent with content and programmatic focus. For example, use of the term “community” implies open opportunity for all; the term “laboratory” implies units or programs that involve intern teachers from art education programs.

6. A review of each instructional program demonstrates that:

- a. students are achieving a measurable degree of technical mastery in at least one of the traditional or innovative techniques which are appropriate to their area of study;
- b. students are developing an effective work process and a coherent set of ideas and goals appropriate to their level of study;
- c. students are developing a significant body of skills sufficient to produce work consistent with the goals of their programs.

7. The offering of non-degree-granting credentials such as certificates and diplomas shall be consistent with NASAD standards for such programs.

Q. Evaluation, Planning, and Projections

Evaluations provide analyses of current effectiveness; planning provides systematic approaches to the future; and projections create understanding of potential contexts and conditions.

The art/design unit shall evaluate, plan, and make projections consistent with and supportive of its mission, goals, and objectives, and its size

and scope. Techniques, procedures, time requirements, and specific methodologies used for evaluation, planning, and projections shall be developed by the art/design unit appropriate to the natures of the visual arts disciplines offered at the institution. The art/design unit shall ensure that appropriate individuals are involved and appropriate information is available to accomplish the goals and scope of each evaluation, planning, and projections project. For example, students normally have regular opportunities to evaluate formally the curricular experiences in which they participate.

Evaluation, planning, and making projections are a set of activities that relate to all aspects of an art/design unit's work. Each art/design unit must determine the scope, breadth, and degree of formal systematic attention to this set of interconnected activities as it makes decisions about (1) mission, goals, and objectives; (2) present and future operational conditions; (3) resource allocation and development; and (4) specific programs and services.

Evaluation, projection, and planning associated with adding, altering or deleting curricula must address multiple, long-term programmatic and resource issues.

The art/design unit shall demonstrate that the educational and artistic development of students is first among all evaluative considerations. Regular, systematic attention shall be given to internal and external indicators of student achievement. Internal evaluation and reporting of evaluation of student achievement differentiates among levels of quality and among attainments. When various levels of programs are offered in the same field of study, differences in expectations about achievement must be specified.

Art/design units have available a broad range of evaluation techniques such as juries, critiques, course-specific and comprehensive examinations, institutional reviews, peer reviews, analysis by practitioners and the performance of graduates in various settings. The indicators chosen shall be analyzed and organized to produce a composite picture of the extent to which the educational and artistic goals and objectives of the art/design unit are being attained. In turn, this information is used as an integral part of planning and projection efforts. The art/design unit shall be able to demonstrate that students completing programs have achieved the artistic and educational levels and competencies outlined in applicable NASAD standards.

Evaluation, planning, and projection must be pursued with sufficient intellectual rigor and resource allocations to be effective. However, the institution and the art/design unit should ensure and make clear that evaluation, planning, and projection development exists to serve the art/design unit's programs, rather than the reverse.

Evaluation, planning, and projection should contribute to general understanding about the relationships of parts to wholes, both for the art/design unit and its component programs. They should result in successful management of contingencies, opportunities, and constraints. They should produce realistic short- and long-term decisions. They should ensure a productive relationship between priorities and resource allocations.

R. Credit and Time Requirements

1. Program Lengths

Associate degrees require a minimum of 60 semester or 90 quarter credit hours and the equivalent of two academic years.

Baccalaureate degrees require a minimum of 120 semester or 180 quarter hours and the equivalent of four academic years.

Post-baccalaureate degrees require a minimum of 30 semester or 45 quarter hours and the equivalent of one academic year and must meet additional credit and time requirements according to degree level and title.

Non-degree-granting programs in degree-granting institutions have semester, quarter, clock hour, and/or other time requirements commensurate with the subject matter taught and the goals and objectives of specific programs.

The total time requirement for any program must be commensurate with the number of credit hours required to complete the program. Reasonable total time requirements must be formulated and published.

2. Awarding Credit

Credit shall be awarded consistently according to the published credit policies of the institution and in compliance with NASAD standards. Normally, a semester hour of credit represents at least three hours of work each week, on the average, for a period of fifteen to sixteen weeks. Correspondingly, a quarter hour of credit represents at least three hours of work each week for a period of ten or eleven weeks. Credit for short-term offerings must be computed on the same basis.

In lecture-discussion courses requiring outside preparation, one hour of credit represents one hour each week of the term in class and two hours of work outside class.

In studio/laboratory courses, normally three hours of studio/laboratory time and space per credit hour are required. Faculty contact must be sufficient to ensure the development of knowledge and skills required by each course. Normally, faculty contact is greater at the foundation or introductory level.

When institutions offer programs and courses for abbreviated time periods, or in independent study, they must ensure that students completing such programs or courses acquire levels of knowledge, competence, and understanding comparable to that expected of students completing work in the standard time period. For example, in order to earn one hour of credit during a summer session, students must attend approximately the same number of class hours and make the same amount of preparation as they would in a one-credit-hour course during a regular academic term.

3. Transfer of Credit

In granting course credit to transfer students, the receiving institution

shall maintain policies to assure that the overall educational experience of the transferring student is at least equal in quality to that of the student taking all of his or her work at the member school.

Transfer credit should be granted for courses taken at another institution only when the course work involved and the level of the transfer applicant's achievement in it permit the student to complete the remaining course work successfully.

Membership in the Association carries with it no obligation to accept, without examination, art or design credits from other member schools.

4. Published Policies

The institution must publish clear policies concerning program length and credit-granting policies, including indications of courses that carry or do not carry credit in specific circumstances.

S. Operational Standards for All Institutions for Which NASAD Is the Designated Institutional Accreditor

Additional operational standards that apply to institutions for which NASAD is the designated institutional accreditor may be found in Appendix I.A. Such institutions do not have regional or other institutional accreditation; they may be degree- or non-degree-granting; they may be not-for-profit or proprietary.

T. Operational Standards and Procedures for Proprietary Institutions

Additional operational standards that apply to proprietary institutions may be found in Appendix I.B.

III. Requirements for Admission to Undergraduate Programs

A. Initial Admission

1. *Admission Policy.* Policies for degree candidacy should be clearly stated with reference to students entering from high schools, to transfer students, and to students who have been admitted under an open admissions policy. In college and university settings, general admission standards for art/design programs should be equivalent to those for the institution as a whole.

2. *Visual Arts Aptitudes.* The applicant is expected to exhibit creative ability and potential in the visual arts.

3. *Design Aptitudes.* The applicant is expected to exhibit problem-solving ability and potential. Math and science aptitudes are important for some specializations.

4. *Presentation of Art Work or Design Project.* Member institutions are urged to include the presentation of art works or design projects as part of the admission requirements.

B. Advanced Standing

Students who are able to demonstrate proficiency beyond that required for admission may be exempted from one or more college-level courses in

the subject or subjects covered by entrance evaluations.

IV. General Standards for All Undergraduate Degree Programs in Art and Design

A. Studies in Art and Design

Every artist or designer must be, to some extent, a viewer, creator, analyst, critic, communicator, problem solver, theorist, and historian. For this reason, certain subject matter areas and learning processes are common to all baccalaureate-level education in art and design. The precise format and curricular patterns to achieve the desired breadth of skill and understanding are best determined by individual institutions in ways that are commensurate with their unique goals and resources.

Undergraduate studies in art and design should prepare students to function in a variety of roles. In order to achieve this goal, instruction should prepare students to:

1. become visually literate, including competence with the non-verbal languages of art and design;
2. develop visual, verbal, and written responses to visual phenomena, and organize perceptions and conceptualizations both rationally and intuitively;
3. develop the capacity to identify and solve problems within a variety of physical, technological, social, and cultural contexts;
4. become familiar with and develop competence in a number of art or design techniques;
5. become familiar with the major achievements in the history of art/design, including the works and intentions of leading artists/designers in the past and present;
6. understand and evaluate contemporary thinking about art or design;
7. make valid assessments of quality and effectiveness in design projects and works of art, especially their own.

Consequently, undergraduate studies in art and design focus on:

1. conceptual understanding of components and processes integral to work in the visual arts and design;
2. continued practice in creating, interpreting, presenting, analyzing, and evaluating the visual arts and design;
3. increasing understanding across a broad range of cultures and history;
4. acquiring capabilities to integrate art and design knowledge and skills; and
5. accumulating capabilities for independent work in the art and design professions.

Students should have opportunities in studio and academic studies to work with, study, and/or experience the visual arts from diverse cultural

sources, historical periods, and media. While emphases and balances appropriate for particular degree programs are best determined by the institution, each institution has the responsibility of ensuring attention to this area.

For all these reasons, certain subjects, learning processes, and approaches to creativity are common to all baccalaureate programs in art and design. The particular format and details of the curricula utilized to achieve such breadth are the responsibility of each institution. Goals, objectives, size, scope, and resources shape the means used to fulfill this responsibility. Specific means will vary from institution to institution.

B. General Studies

Artists and designers must develop an understanding of other areas of human achievement. The principal goals of general education are:

1. The ability to think, speak and write clearly and effectively.
2. An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences and with the main forms of analysis and the historical and quantitative techniques needed for understanding the workings and developments of modern society.
3. An ability to address culture and history from a variety of perspectives.
4. Basic understanding of and experience in thinking about moral and ethical problems.
5. The ability to respect, understand, and evaluate work in a variety of disciplines.
6. The capacity to explain and defend one's views effectively and rationally.
7. Understanding of and experience in art forms other than the visual arts and design.

Achieving such goals for each student implies effective pre-college and collegiate-level study, regular testing and counseling, and flexibility in course requirements. Students should be given opportunities for study in English and foreign languages, natural and physical sciences, social sciences, communications, business and the humanities. Individuals should be encouraged to select offerings which will equip them to function and interact with the total society, to adapt to changes in the society, and to fulfill roles as public advocates for the arts. Within curricular options, flexibility should be available to accommodate the professional orientations and career goals of students. Institutions are encouraged to experiment with innovative ideas in curricular design. The selection of courses in general studies appropriate to each particular area of art or design concentration is best determined by the faculty and students of each individual institution.

C. Relationships Between Visual Arts and Design Studies and General Studies

The combined influence of visual arts and design studies and general

studies is profound and far-reaching in establishing a foundation for artistic and intellectual development. Ideally, this foundation enables students to acquire:

1. an awareness of differences and commonalities regarding work in artistic, humanistic, and scientific domains, including an awareness of how these domains may be mixed in one or more art/design specializations;
2. a personal artistic/intellectual mission associated with one or more fields of art and design; and
3. a sense of individual responsibility for cultural development as a whole and for development in the visual arts and design in particular.

D. Residence

No degree shall be granted unless the student has fulfilled the established residence policy of the institution.

V. Types of Undergraduate Degrees

NASAD recognizes two principal types of undergraduate degrees. In order to be consistent with general academic practice and to distinguish their basic orientations, these are defined as “professional” and “liberal arts” degrees. Each of these degrees has distinct overall goals and objectives reflected in the curricular time accorded to art/design studies and to other curricular components. The liberal arts degree focuses on art and design in the context of a broad program of general studies. The professional degree focuses on intensive work in art or design supported by a program of general studies. Normally, the intent is to prepare for professional practice.

Percentages of total curricular time devoted to specific areas define the goals, objectives, character, titles, and academic currency of degree programs. Variation from percentages specified at various points throughout the standards will not necessarily preclude accreditation, but logical and convincing reasons must be presented that address (1) the development of student competencies required by the standards for each degree program, and (2) consistency of degree titles, goals and objectives, content, and character of each degree program. Institutions must establish and apply curricular requirements that maintain the integrity of degree types and titles.

In calculating curricular structures, the Association uses a four-year degree program of 120 semester hours or 180 quarter hours as the basis for determining percentages of various components. For institutions with program requirements beyond 120 semester hours or 180 quarter hours, the combined percentage of components will exceed 100%.

A. “Professional” Degrees

Degrees in this category include Bachelor of Fine Arts and Bachelor of Science in Design, and normally require that at least 65% of the course credit be in the creation and study of art and design. The Associate of Fine Arts or Associate of Applied Science, if requiring 65% of the course credit in the creation and study of art and design, and if otherwise structured to transfer to a

professional baccalaureate, may be considered a pre-professional degree.

B. “Liberal Arts” Degrees

Degrees in this category include Associate of Arts or Bachelor of Arts with a major in art or design and Associate of Science or Bachelor of Science with a major in art or design. They normally require that 30-45% of the total course credit toward the degree be in the creation and study of the visual arts.

C. Majors/Areas of Emphasis

The term “major” is used to indicate the field of study constituting the focus of a particular degree program, the name of this field normally being appended to the generic degree title. For example, in the titles “Bachelor of Fine Arts in Painting,” “Bachelor of Fine Arts in Graphic Design,” “Bachelor of Arts in Art History,” and “Bachelor of Science in Art Education,” Painting, Graphic Design, Art History, and Art Education are the requisite majors.

In order to be designated a “Major” in a B.F.A. studio program, a field of specialization must be accorded no less than 25% of the total credits required for the B.F.A. degree. In order to be designated a “major” in a liberal arts program, a comprehensive field such as art, design, or art history must be accorded no less than 30% of the total credits required for the liberal arts degree.

Within specific majors, institutions may designate the possibility of areas of emphasis. For example, a Bachelor of Arts with a Major in Art may have painting, printmaking, art history, etc., as areas of emphasis; a Bachelor of Fine Arts in Design may allow areas of emphasis in various design specializations.

NASAD recognizes many successful models for organizing undergraduate curricula in art and design; however, clarity with respect to distinctions between majors and areas of emphasis is essential in the publications of the Association and its member institutions.

As institutions are reviewed by the Commission, distinctions will be made between majors and areas of emphasis. In the NASAD *Directory*, majors will be listed as unique terms appended to generic degree titles. If applicable, areas of emphasis will be placed in parentheses following the term designating the major. Member institutions are responsible for determining the appropriate means of making distinctions between majors and areas of emphasis in their own published materials.

It is recognized that the concepts discussed above under the terms “major” and “area of emphasis” are expressed with other terminology at various institutions. NASAD is more concerned that the concept of distinction be present than that terms be consistent with NASAD’s usage.

VI. Specific Guidelines for Two-Year Degree-Granting Colleges

A. Objectives

Two-year colleges offer art or design courses within the following general

contexts:

1. programs providing instruction in art or design as an element of liberal education, without the intention of training for art or design occupations;
2. programs intended to prepare students for continuing study toward either liberal arts or professional baccalaureate degrees in art or design;
3. programs which have a technical occupational emphasis.

B. Standards for Transfer Programs

1. Operations and Curricular Programs

a. Associate degree programs offering art or design courses in a two-year program of liberal studies follow the standards and guidelines for degree-granting institutions offering liberal arts degrees.

b. Associate degree programs offering art or design courses in a curriculum intended to lead, by transfer, to baccalaureate degree programs follow the standards and guidelines for degree-granting institutions offering liberal arts degrees or professional degrees, this as appropriate to the objectives of the program.

c. Institutions offering two-year degree-granting programs in art or design with objectives outlined in items a. and b. above shall be reviewed by standards equivalent to the first two years of a four-year baccalaureate program. At least three semester hours of art/design history are required; six semester hours are strongly recommended.

2. Published Materials

a. For clarity in the interpretation of transcripts, institutions offering programs designed to transfer to a four-year art/design major shall distinguish by course numbers and other appropriate means among the following categories:

- (1) Principal studio subject—for students majoring in studio. (This level is not expected to be offered by all schools).
- (2) Principal studio subject—for non-studio majors. (The major studio area for students working for degrees in art education, general degrees in art, etc.)
- (3) Secondary studio area—college level. (For study in a studio area which is not the primary studio area or area of study.)
- (4) Principal or secondary studio area—college preparatory level. (A remedial program to prepare the student for the first semester of college-level instruction offered in a. and b. above, or to provide instruction for any interested college student.)
- (5) Non-credit. (As part of community service programs, either for adults or pre-college students.)

b. The institution and art/design unit shall maintain and publish clear, valid information about any vocational connections or career or job place-

ment agreements claimed by the institution.

3. Articulation

Two-year colleges preparing students for continuing study in four-year colleges should maintain close liaison with those institutions to which their students may transfer. It is expected that community/junior colleges and senior colleges and universities will assume joint responsibility for working cooperatively to facilitate the articulation of community/junior college and senior college programs; for example, the development of validation examinations, state and/or regional articulation committees, means for relating courses in terms of content rather than numbers or titles, and procedures for maintaining current information regarding credit, transfer, and admissions policies.

The liberal arts components of transfer programs shall be selected according to the requirements of each state for the specific colleges to which students will transfer, taking into consideration the NASAD standards and guidelines for general studies listed under the standards for the various baccalaureate degrees in art and design.

C. Standards for Two-Year Vocational Programs

1. General Standards

The awarding of a diploma for a two-year vocational degree implies the successful completion of a prescribed course of study oriented to the achievement of specific results.

All such programs must meet applicable operational standards. In addition:

- a. Specific coherent goals and objectives shall be developed and published that include, but are not limited to, (1) subject matter, techniques, or issues to be addressed; (2) content, methods, and perspectives used to consider subject matter, techniques, or issues; (3) expectations regarding breadth and depth; (4) aspirations for specific artistic, intellectual, or disciplinary engagement.
- b. Operational assessments shall reveal consistent achievement of goals and objectives.
- c. Title shall be consistent with content. Published materials shall be clear about the level and length of any degree program.
- d. Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines central to the artistic or educational purposes and content of the degree.
- e. Guidance, counseling, and mentoring shall be adequate to support the achievement of purposes.
- f. There must be clear descriptions of what students are expected to know and be able to do upon completion and effective mechanisms for assessing student competencies against these expectations.
- g. Evaluation mechanisms shall be consistent with the goals defined for

specific courses, projects, programs, or curricula, and to the specific approach(es) involved.

- h. The institution and art/design unit shall maintain and publish clear, valid information about any vocational connections or career or job placement agreements claimed by the institution.

2. Program Standards

A review of each two-year vocational degree program for purposes of accreditation must demonstrate that consistent with published goals, objectives, and expectations:

- a. Students are achieving a measurable degree of technical mastery in at least one of the traditional or innovative techniques which are appropriate to their craft;
- b. Students are developing an effective work process and a coherent set of ideas and goals which are embodied in their work;
- c. Students are developing a significant body of skills, sufficient for evaluation, and a level of artistry and/or technical proficiency and/or analytical competence acceptable for public presentation by the school;
- d. Institutional performance with respect to the operational standards in Section II above supports achievements of the general and program standards of Sections VI.C.1. and 2.

To attain these objectives, it is assumed that work at the introductory/foundation level will be followed by increasingly advanced work.

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

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 skills, concepts, and sensitivities 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.

While admission to a program leading to the professional degree may be subject to general institutional admission policies, the emphasis should be on evidence that the candidate possesses requisite visual talent, art/design sensitivities, academic capacity, and, particularly, a strong sense of commitment.

The necessary components of a program leading to the professional undergraduate degree are as follows:

A. Studio

Studio studies and experiences 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.

Students must become familiar with the major issues, processes, and directions in their chosen field(s). Students should achieve the highest possible level of expertise in the practice of their field(s). Studio work should begin at the freshman level and extend with progressively greater intensity throughout the degree program, with opportunities for independent study at the advanced level. Independent study should include appropriate supervision and evaluation upon completion. Students must be afforded opportunities to exhibit their work and to have it critiqued and discussed.

B. Art/Design History

Through comprehensive courses in the history of art/design, students must learn to analyze works of art/design perceptively and to evaluate them critically. They must develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis. They must be able to place works of art/design in historical and stylistic context and have some understanding of the cultural milieu in which they were created.

In certain areas of specialization, it is advisable to require that students study the historical development of works within the specialization.

Normally, studies in art and design history and analysis occupy at least 10% of the total curriculum.

C. General Academic Studies

Undergraduate curricula must include requirements in general academic studies. Such studies need not necessarily be taken at the institution, but may be taken at other accredited postsecondary institutions. While liberal arts studies should include courses in English, the humanities, social sciences, and natural sciences, specific courses and proportions of distribution should be related to the specific program goals and objectives of a particular concentration.

D. Technology

Through study and laboratory experience, students should be made familiar with the capabilities of various technologies as they relate to creative work, analysis, teaching, and research in the art/design fields.

E. Synthesis

While synthesis is a lifetime process, by the end of undergraduate studies students should be:

1. Working independently on a variety of art and/or design problems by combining their capabilities in studio, analysis, and history.
2. Forming and defending value judgments about art and design.

3. Acquiring the knowledge and skills to work comprehensively in their chosen field(s).
4. Understanding basic interrelationships and interdependencies among the various professions and activities that constitute or relate to the composite visual arts and design enterprise, including capacities to work collaboratively as appropriate to area(s) of specialization.

VIII. Standards and Guidelines for Specific Professional Degree Programs

History has demonstrated the validity of a wide variety of curricular structures within the framework for the professional undergraduate degree outlined in item VII above. For example, some institutions offer general undergraduate programs in such areas as crafts, design, and fine arts with opportunities for emphasis in specific media. Other institutions offer specific majors in various areas of specialization. Others offer creative variations and alternatives. Also of vital importance are those institutions taking experimental approaches in order to work with emerging concepts in art/design and/or professional training. These differing approaches are reflected in degree title and curricular content as outlined in the NASAD standards concerning majors and areas of emphasis in undergraduate programs. (See V.C. above.)

Recognizing the significance and necessity of preserving and enhancing these various approaches, the following sections are presented for common reference and as points of departure.

Although the statements are made concerning most specializations currently offered in professional undergraduate programs, the list is neither exclusive nor exhaustive. For example, interdisciplinary courses and experimental curricula, while encouraged by the Association, are not necessarily included.

Institutions will relate and/or react to these statements according to institutional and programmatic objectives. This is expected as part of the accreditation process.

Regardless of their objectives or formats, all professional undergraduate degree programs must:

§ meet the operational and curricular standards presented in the *NASAD Handbook* that are applicable to all programs of their type;

§ ensure that curricular programs with majors in specific areas of specialization are represented and taught by faculty with appropriate training and experience in that area of specialization;

§ attend to the needs of students for working knowledge of the technological developments applicable to their area(s) of specialization.

The areas of specialization presented below share certain common objectives. Upon completion of a specific program:

§ students should have achieved significant mastery in at least one of the traditional or innovative approaches or techniques appropriate to their work;

§ students should have been introduced to broadly based examples of excellent professional accomplishment at both national and international levels;

§ students should have developed a significant sense of what constitutes a serious design project or work of art and a relatively coherent set of ideas and goals which are embodied in their work;

§ students should demonstrate their competency by developing a body of work for evaluation.

§ students should have the knowledge and skills to enter their chosen field.

A. Ceramics

The title normally used to identify professional undergraduate programs with a major in this field is Bachelor of Fine Arts in Ceramics.

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 ceramics. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in ceramics comprise 25-35% of the total program; supportive courses in art, design, and crafts, 20-30%; studies in art and craft history, 10-15%; and general studies and electives, 25-35%. Studies in the major area; supportive courses in art, design and crafts; 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 undergraduate degree programs)

Ceramists benefit from studies that develop communication and business skills.

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

a. Understanding of basic design principles, particularly as related to ceramics. Advanced work in three-dimensional design. The development of solutions to design problems should continue throughout the degree program.

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

c. Understanding of the industrial applications of ceramics techniques.

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

4. Essential Opportunities and Experiences

a. Preparation of clay bodies and glazes, kilns stacking procedures, and

firing processes. Special firing methods such as salt glaze and raku are recommended.

- b. Easy and regular access to materials, equipment, and library resources related to the study of ceramics.
- c. Completion of a final project related to the exhibition of original work.

B. Drawing

The title normally used to identify professional undergraduate programs with a major in this field is Bachelor of Fine Arts in Drawing.

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 drawing. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in drawing comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 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. Essential Competencies (in addition to those stated for all professional degree programs)

- 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.
- b. Understanding of the possibilities and limitations of the drawing medium.
- c. Skill in the use of basic tools and techniques to work from concept to finished product. This includes mastery of the traditional technical and conceptual approaches to drawing.
- d. Functional knowledge of the history of drawing.

3. Essential Opportunities and Experiences

- a. Extensive exploration of the many possibilities for innovative imagery and the manipulation of techniques available to the draftsman.
- b. The completion of a final project related to the exhibition of original work.

C. Fashion Design

Fashion design addresses the visual and technical aspects of wearing apparel. Fashion design services and products consciously integrate aesthetics and technology, with the goal of enhancing function and value.

The title normally used to identify professional undergraduate programs with a major in this field is the Bachelor of Fine Arts in Fashion Design.

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 fashion design. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in fashion design comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art and design history, 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 undergraduate degree programs)

Studies related to psychology, sociology, and business are particularly useful for fashion designers.

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

a. Understanding of visual forms and their aesthetic functions, 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. Skill in the use of basic tools, techniques, and processes to produce work from draft or specifications to finished product, including skills in portfolio preparation. This involves awareness of the potentials and professional capabilities in the uses of current and developing materials, media, and technologies, including sketching, drawing, and computer-assisted design.

c. The ability to determine design priorities and alternatives; research, define and evaluate criteria and requirements; coordinate project elements; and communicate with involved personnel at all stages of the design process.

d. The ability to design for a number of markets based on a working knowledge of the organization of those markets.

e. Functional knowledge of basic business practices and the history of fashion design. A three-semester-hour course in the history of costume should be part of the art history requirement.

4. Essential Opportunities and Experiences

a. Opportunities to develop a balanced orientation to the practical and theoretical aspects of fashion design, including understanding of the profession's connection with other design fields.

b. Easy access to studios and libraries with appropriate fashion design resources.

c. Field experiences and internships are strongly recommended.

D. Film/Video

The Bachelor of Fine Arts is appropriate as the initial degree for professional studies in film/video production. Such studies may be directed toward

production in the commercial studio or production as an independent filmmaker or video artist.

Practice in the field of film/video combines skills from many disciplines. Therefore, recognized curricula for film and video production vary, based upon the specific goals and objectives of each degree program. The objectives of a program determine the distribution and emphases of the component disciplines of film/video.

NASAD reviews professional undergraduate programs in film/video or other media arts only when the program has significant objectives and content based in the visual arts and when the program is primarily concerned with the conception, planning, and execution of film/video productions.

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 film/video production. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in film/video production including the final project should comprise 25-30% of the total degree program; supportive courses in film, art and/or design, 30-35%; studies in art history and film/video history, 10-15%; and general studies, 25-35%. Studies in the major area; supportive courses in film, video, 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 undergraduate degree programs)

Studies in such areas as psychology, sociology, electronic technologies, and business are strongly recommended.

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

a. Understanding, through production-oriented studies, of the communication, aesthetic, and design principles in the elements of film/video. Development of this understanding continues throughout the degree program.

b. Skill in the use of basic concepts, tools, techniques, and procedures 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. Thorough knowledge of the history and criticism of film/video, its artistic and technological evolution, and an understanding of basic aesthetic and critical theory.

d. The ability to coordinate project elements and communicate with involved personnel at all stages of the production process.

4. Essential Opportunities and Experiences

a. Experiences should provide an understanding of the marketing pro-

cedures for film/video production, distribution, and exhibition. Internships are strongly recommended.

b. Facilities and support for producing and viewing film/video work must be available and appropriate to the size, scope, and specialization of the program.

c. A supervised senior project stipulating film or video production is strongly recommended. Such a project should result in a professional-quality portfolio film or video production.

E. General Crafts

The professional undergraduate degree in crafts provides students with a thorough grounding in fundamental craft principles and techniques with opportunities for emphasis in one or more specific craft areas. NASAD standards for specific craft specializations should be used as guidelines when such specializations are areas of emphasis within a general crafts degree.

The title normally used to identify this degree is the Bachelor of Fine Arts in Crafts.

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 general crafts. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in crafts comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art and craft history, 10-15%; and general studies and electives 25-35%. Studies in the major area, supportive courses in art and crafts, 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 undergraduate degree programs)

Craft professionals benefit from studies that develop communication and business skills.

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

a. Understanding of basic craft principles, concepts, media, and formats. Development of this sensitivity continues throughout the degree program.

b. Skill in the use of craft techniques, particularly as related to specific applications in various media. The achievement of technical competence in at least one craft area is essential.

c. The ability to solve basic design and technical problems in one or more specific craft fields.

d. Working knowledge of various design methods and their relationship to the conceptualization, development, and completion of craft projects.

e. Understanding of the similarities, differences, and relationships among the various craft specializations.

4. *Essential Opportunities and Experiences*

a. Experiences should encourage the student to become familiar with a broad variety of craft work in various specializations and media.

b. Opportunities to develop an area of emphasis in crafts are strongly recommended.

F. General Design

The professional undergraduate degree in design provides students with a thorough grounding in fundamental design principles and techniques with opportunities for emphasis in one or more specific design areas. NASAD standards for specific design specializations should be used as guidelines when such specializations are used as areas of emphasis within a general design degree.

The title normally used to identify this degree is the Bachelor of Fine Arts in Design.

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 general design. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in design comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art and design history, 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 undergraduate degree programs)*

Designers benefit from studies that develop communication, planning, research, and business skills.

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

a. Understanding of basic design principles, concepts, media, and formats. Development of this sensitivity continues throughout the degree program.

b. Skill in the use of art and design technique, particularly as related to specific applications in various media.

c. The ability to solve basic design problems in one or more specific design fields.

d. Working knowledge of various design methods and their relationship to the conceptualization, development, and completion of design projects.

e. Understanding of the similarities, differences, and relationships among the various design specializations.

4. *Essential Opportunities and Experiences*

a. Experiences should encourage the student to become familiar with a broad variety of design work in various specializations and media.

b. Opportunities to develop an area of emphasis in design are strongly recommended.

G. General Fine Arts

The professional undergraduate degree in general fine arts provides students with a thorough grounding in fundamental principles and techniques with opportunities for emphasis in one or more specific fine arts areas. NASAD standards for specific fine arts specializations should be used as guidelines when such specializations are areas of emphasis within a general fine arts degree.

The titles normally used to identify this degree are Bachelor of Fine Arts in Studio Art, Bachelor of Fine Arts in Fine Arts, or Bachelor of Fine Arts in Art.

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 general fine arts. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in studio comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 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. *Essential Competencies, Experiences, and Opportunities (in addition to those stated for all degree programs)*

a. Understanding of basic design principles, concepts, media, and formats in the various fine arts disciplines. Development of this sensitivity continues throughout the degree program.

b. Mastery of basic foundation techniques, particularly as related to specific fine arts applications.

c. The ability to conceive, design, and create works in one or more specific fine arts fields.

d. Working knowledge of various production methods and their relationship to the conceptualization, development, and completion of works of art.

e. Understanding of the similarities, differences, and relationships among the various fine arts areas.

3. *Essential Opportunities and Experiences*

- a. Experiences should encourage the student to become familiar with a broad variety of work in various specializations and media. The broadest possible exposure to works of art is encouraged.
- b. Opportunities to develop an area of emphasis in at least one fine arts area is strongly recommended.

H. Glass

The title normally used to identify professional undergraduate programs with a major in this field is Bachelor of Fine Arts in Glass.

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 glass. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in glassworking comprise 25-35% of the total program; supportive courses in art, design, and crafts, 20-30%; studies in art and craft history, 10-15%; and general studies and electives, 25-35%. Studies in the major area; supportive courses in art, design, and crafts; 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 undergraduate degree programs)

Glassworkers benefit from studies that develop communication and business skills.

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

- a. Understanding of basic design principles, with emphasis on three-dimensional forms. The development of solutions to design problems should continue throughout the degree program.
- b. Understanding of the possibilities and limitations of hot and cold glassworking processes.
- c. Skill in the use of the basic tools, techniques, and processes 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.
- d. Basic understanding of the industrial applications of glassworking techniques.
- e. Functional knowledge of basic business practices and the place of glassworking in the history of art.

4. Essential Opportunities and Experiences

- a. Technical studies that include such areas as glass composition, coloring, mold preparation, casting, surface decoration, sand blasting, grind-

ing, and polishing.

- b. Easy and regular access to materials, equipment, and library resources related to the study of glass.
- c. Completion of a final project related to the exhibition of original work. Students should have the opportunity to submit to exhibitions, galleries, and retail outlets.

J. Graphic Design

Graphic design is the profession that plans and executes the design of visual communication according to the needs of audiences and contexts for which communication is intended. Graphic designers apply what they have learned about physical, cognitive, social, and cultural human factors to communication planning and the creation of appropriate form that interprets, informs, instructs, or persuades. Graphic designers use various technologies as means for creating visual form and as an environment through which communication takes place.

Graphic designers plan, analyze, create, and evaluate visual solutions to communication problems. Their work ranges from the development of strategies to solve large-scale communication problems, to the design of effective communication products, such as publications, computer programs, packaging, exhibitions, and signage.

Titles normally used to identify the four-year professional programs with a major qualifying students for entry to the field are Bachelor of Fine Arts in Graphic Design, Bachelor of Fine Arts in Advertising Design, Bachelor of Fine Arts in Communication Design, or Bachelor of Graphic Design. Only schools with sufficient qualified design faculty, technological resources, and a comprehensive curriculum of study in graphic design have the prerequisites to offer these degrees or others with different titles having career entry objectives.

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 graphic design. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in graphic design comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art and design history, 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 and design history normally total at least 65% of the curriculum.

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

Curriculum requirements and strong advising should direct students to general studies that support their study in design. Appropriate areas of study for all graphic design majors include communication theory, writing, psychology, sociology, anthropology, and business, as well as the humanities. Pro-

fessional degree programs with a specific focus (example: advertising, design planning/management, interactive media) should require or strongly recommend study in relevant areas, such as marketing, economics, organizational psychology, human factors, systems theory, or computer science. Course work in the major should make use of concepts and skills acquired through study in areas other than design.

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

- a. The ability to solve communication 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 the audiences and contexts which communication 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 communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.
- d. An understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia).
- e. An understanding of design history, theory, and criticism from a variety of perspectives, including those of art history, linguistics, communication and information theory, technology, and the social and cultural use of design objects.
- f. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.

4. Relevant Competencies for Specialized Programs (in addition to those stated above for all graphic design programs, and to those stated for all professional degree programs)

- a. For graphic design programs with a special emphasis in advertising, design experiences should include the application of communication theory, planning of campaigns, audience/user evaluation, market testing, branding, art direction, and copyrighting, as well as the formal and technical aspects of design and production.
- b. For graphic design programs with a special emphasis in design planning and strategy, design experiences should include working in interdisciplinary teams, systems-level analysis and problem solving, writing for business, and the application of management, communication, and information theories.
- c. For graphic design programs with a special emphasis in time-based

or interactive media, design experiences should include storyboarding, computer scripting, sound-editing, and issues related to interface design, as well as the formal and technical aspects of design and production for digital media.

5. *Essential Opportunities and Experiences*

- a. Easy access to studios and libraries with appropriate graphic design resources and reference material in other relevant disciplines, such as the social sciences and the humanities.
- b. Easy access to appropriately equipped labs and technology necessary for the execution of design solutions.
- c. Ongoing access to instruction and critique under faculty with educational and professional backgrounds in graphic design. Sufficient numbers of qualified faculty to provide the diversity of expertise required for a comprehensive education in graphic design.
- d. Field experiences and internships are strongly recommended.

K. Illustration

The title normally used to identify professional undergraduate programs with a major in this field is Bachelor of Fine Arts in Illustration.

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 illustration. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in illustration comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 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. *Essential Competencies (in addition to those stated for all professional degree programs)*

- a. Understanding of basic design principles, concepts, media, and formats. The development of solutions to communication and design problems should continue throughout the degree program.
- b. Competence with a variety of studio elements such as color, drawing, and painting in various media.
- c. Skill in the use of basic tools and techniques and processes to work from concept to finished product. This includes capabilities in fields such as photography, typography, and general design procedures such as layouts and mechanicals.
- d. An understanding of the commercial applications of illustration.
- e. Functional knowledge of basic business practices and the history of illustration.

3. *Essential Opportunities and Experiences*

- a. Preparation of illustrations in a variety of media and a variety of subject matter, from roughs through finished pieces.
- b. Easy and regular access to materials, studios, and equipment and library resources related to the study of illustration.
- c. Opportunities to work with current technologies related to illustration.
- d. Completion of a final project related to the exhibition of original work.

L. Industrial Design

Industrial design is the professional service of creating and developing concepts and specifications that optimize the function, value, and appearance of products and systems for the mutual benefit of both user and manufacturer. Industrial design involves a combination of the visual arts disciplines and technology, utilizing problem-solving and communications skills. When an institution is adequately staffed and equipped to offer specialized courses in industrial design and related areas, the offering of a degree with a major in industrial design is justified.

Curricular programs in industrial design must be represented and taught by instructors with appropriate professional training and experience.

Undergraduate programs requiring less than four years of full-time study are insufficient for the preparation of industrial designers.

Titles normally used to identify professional undergraduate programs (four or five years) with a major in this field are Bachelor of Fine Arts in Industrial Design (B.F.A.), Bachelor of Industrial Design (B.I.D.), or Bachelor of Science in Industrial Design (B.S.I.D.).

Five-year programs must maintain the same ratios for all professional degrees based upon 120 semester hours.

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 industrial design. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in industrial design comprise 30-35% of the total program; supportive courses in design, related technologies, and the visual arts, 25-30%; studies in art and design history, 10-15%; and general studies and electives, 25-30%. Studies in industrial design; supportive courses in design, related technologies, and the visual arts; and studies in art and design histories normally total at least 65% of the curriculum.

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

Concepts and facts from the physical and natural sciences, the social sciences, and the humanities are important for industrial designers.

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

a. A foundational understanding of how products work; how products

can be made to work better for people; what makes a product useful,

usable, and desirable; how products are manufactured; and how ideas

can be presented using state-of-the-art tools.

- b. Knowledge of computer-aided drafting (CAD), computer-aided industrial designs (CAID), and appropriate two-dimensional and three-dimensional graphic software.
- c. Functional knowledge of basic business practices, professional practice, and the history of industrial design.
- d. The ability to investigate and synthesize the needs of marketing, sales, engineering, manufacturing, servicing, and ecological responsibility and to reconcile these needs with those of the user in terms of satisfaction, value, aesthetics, and safety. To do this, industrial designers must be able to define problems, variables and requirements; conceptualize and evaluate alternatives; and test and refine solutions.
- e. The ability to communicate concepts and requirements to other designers and colleagues who work with them; to clients and employers; and to prospective clients and employers. This need to communicate draws upon verbal and written forms, 2-D and 3-D media, and levels of detailing ranging from sketch or abstract to detailed and specific.
- f. Studies related to end user psychology, human factors and user interface.

4. *Essential Opportunities and Experiences*

- a. Opportunities for advanced undergraduate study in areas which intensify skills and concepts already developed and which broaden knowledge of the profession of industrial design. Studies might be drawn from such areas as engineering, business, the practice and history of visual art and design, and technology, or interdisciplinary programs related to industrial design.
- b. Easy access to computer facilities; woodworking, metalworking, and plastics laboratories; libraries with relevant industrial design materials; and appropriate other work facilities related to the major.
- c. Internships, collaborative programs, and other field experiences with industry groups are strongly recommended whenever possible.
- d. Participation in multidisciplinary team projects.

M. Interior Design

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.

Titles normally used to identify professional undergraduate programs with a major in this field are Bachelor of Fine Arts in Interior Design or Bachelor of Fine Arts in Interior Architecture.

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 interior design. Curricula to accomplish this purpose normally adhere to the following

guidelines: studies in interior design comprise 25-35% of the total program; supportive courses in art, design, and related technologies, 20-30%; studies in art and design history, 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 undergraduate degree programs)

Studies in psychology, sociology, planning, architecture, and business are particularly useful for interior designers.

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

a. Understanding of the basic elements of design in two and three dimensions and the relationships of these elements to aesthetic expression. These are developed throughout the degree program but begin with studies of art and design fundamentals in both theoretical and studio applications.

b. Skill in the application of design principles in a wide variety of residential and nonresidential projects. This requires an in-depth knowledge of the aesthetic properties of structure and surface, materials, furniture, textiles, lighting, and the ability to research and solve problems creatively that pertain to the function and quality of the interior environment.

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. Understanding 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.

e. The ability to communicate concepts and requirements 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 technological advances in communication, such as computer-assisted design, are essential.

f. Functional knowledge of basic business 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.

4. Essential Opportunities and Experiences

a. Opportunities to become familiar with research theories and methodologies related to or concerned with interior design.

b. Opportunities to become oriented to the working profession including field experience, internships, and participation in interior design organizations. A strong counseling system is essential in this regard.

- c. Experience with a variety of professional practices and exposure to numerous points of view in historic and contemporary interior design.
- d. Easy access to studios, libraries and resource centers that are appropriately equipped for the study of interior design.

N. Jewelry/Metals

The titles normally used to identify professional undergraduate programs with a major in this field are Bachelor of Fine Arts in Jewelry, Bachelor of Fine Arts in Metalsmithing, or Bachelor of Fine Arts in Metals and Jewelry.

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 jewelry/metals. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in jewelry/metals comprise 25-35% of the total program; supportive courses in art, design, and crafts, 20-30%; studies in art and craft history, 10-15%; and general studies and electives, 25-35%. Studies in the major area; supportive courses in art, design, and crafts; 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 undergraduate degree programs)

Individuals professionally engaged in jewelry and metals benefit from studies that develop communication and business skills.

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

- a. Understanding of basic design principles, emphasizing both two- and three-dimensional design. The development of solutions to design problems should continue throughout the degree program.
- b. An understanding of the possibilities and limitations of materials used in the fabrication process.
- c. Skill in the use of the basic tools, techniques, and processes to produce 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.
- d. Competence in designing and executing jewelry and metalwork using a variety of metals and other materials.
- e. Functional knowledge of basic business practices and the place of jewelry and fine metalworking in the history of art.
- f. Studies related to end user psychology, human factors and user interface.

4. Essential Opportunities and Experiences

- a. Experience in casting, chasing, raising, enamelling, and other metalworking processes should be included.
- b. Easy and regular access to materials, equipment, and library resources related to the study of jewelry and fine metals.

- c. Completion of a final project related to the exhibition of original work. Students should have the opportunity to submit to exhibitions, galleries, and retail outlets.

O. Painting

The title normally used to identify professional undergraduate programs with a major in this field is Bachelor of Fine Arts in Painting.

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 painting. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in painting comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 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. Essential Competencies (in addition to those stated for all professional degree programs)

- 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.
- b. Ability to synthesize the use of drawing, two-dimensional design, and color. These abilities are developed by beginning with basic studies and continuing throughout the degree program toward the development of advanced capabilities.
- c. Skill in the use of basic tools, techniques, and processes to work from concept to finished product. This includes knowledge of paints and surfaces.

3. Essential Opportunities and Experiences

- a. Exploration of the expressive possibilities of various media, and the diverse conceptual modes available to the painter. This may deal with direct painting from nature or with alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- b. Encouragement to develop a consistent, personal direction and style.
- c. Opportunities to work with more than one instructor, as well as opportunities for working independently, are encouraged.

P. Photography

The title normally used to identify professional undergraduate programs with a major in this field is Bachelor of Fine Arts in Photography.

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 photography. Curricula to accomplish this purpose normally adhere to the following guidelines:

studies in photography comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 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. 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 and color. An understanding of basic design principles is essential.
- b. Skill in the use of basic tools, techniques, and processes to work from concept to finished product. This includes a mastery of the materials, equipment, and processes of the discipline in such areas as lighting, use of the camera, film, 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 the history of photography.

3. Essential Opportunities and Experiences

- a. Work in experimental and manipulative techniques, candid and contrived imagery, documentary photography, archival processing, and interpretive studies should be included.
- b. Easy and regular access to materials, equipment, and library resources related to the study of photography.
- c. Opportunities for independent study are encouraged.

Q. Printmaking

The title normally used to identify professional undergraduate programs with a major in this field is Bachelor of Fine Arts in Printmaking.

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 printmaking. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in printmaking comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 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. Essential Competencies (in addition to those stated for all professional degree programs)

- 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. Competence in basic drawing is essential.
 - b. Advanced abilities in drawing as related to various printmaking techniques.
 - c. Skill in the use of basic tools, techniques, and processes 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.
 - d. Mastery of at least one printmaking technique, including the ability both to experiment with technical innovation and to explore and develop personal concepts and imagery.
 - e. Functional knowledge of the history of printmaking.
3. *Essential Opportunities and Experiences*
- a. The preparation of prints using all basic printmaking techniques with opportunities to work at an advanced level with one or more of these techniques.
 - b. Easy and regular access to materials, equipment, and library resources related to the study of printmaking.

R. Sculpture

The title normally used to identify professional undergraduate programs with a major in this field is Bachelor of Fine Arts in Sculpture.

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 sculpture. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in sculpture comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art history, 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. Essential Competencies (in addition to those stated for all professional degree programs)

- a. Understanding of basic design principles with an eventual emphasis on three-dimensional design. The development of solutions to aesthetic and design problems should continue throughout the degree program. Competence in basic drawing is essential.
- b. Advanced abilities in drawing sufficient to support work in sculpture.
- c. Understanding of the possibilities and limitations of various materials.

- d. Skill in the use of basic tools, techniques, and processes to work from concept to finished product.
 - e. Mastery in one or more sculptural media.
 - f. Functional knowledge of the history of sculpture.
3. *Essential Opportunities and Experiences*
- a. The preparation of sculpture using the broadest possible range of techniques and concepts.
 - b. Easy and regular access to appropriate materials and equipment, such as hand and power tools, foundry and welding equipment, and plastics and resin facilities.
 - c. Regular opportunities to exhibit original work which might culminate in the development of a senior exhibition.

S. Textile Design

Textile design addresses the aesthetic and technical aspects of fabrics and related textile arts. Textile design services and products consciously integrate aesthetics and technology, with the goal of enhancing function and value.

The title normally used to identify professional undergraduate programs with a major in this field is the Bachelor of Fine Arts in Textile Design.

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 textile design. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in textile design comprise 25-35% of the total program; supportive courses in art and design, 20-30%; studies in art and design history, 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 undergraduate degree programs)

Studies in psychology and sociology are useful for textile designers.

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

- a. Understanding of visual forms and their aesthetic functions, particularly as related to the design and production of fabrics. Development of this understanding continues throughout the degree program in such areas as form analysis and integration, configuration, and composition.
- b. Skill in the use of basic tools, techniques, and processes 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.

- c. The ability to determine design priorities and alternatives; research, define, and evaluate criteria and requirements; and coordinate project elements in multi-media applications.
- d. Functional knowledge of basic business practices and the history of textile design.

4. *Essential Opportunities and Experiences*

- a. Opportunities to develop a balanced orientation to the practical and theoretical aspects of weaving and textile design, including understanding of the profession's connection with other design fields.
- b. Easy access to studios and libraries with appropriate weaving and textile design resources.
- c. Field experiences and internships are strongly recommended.

T. Theatre Design

Theatre design addresses the visual aspects of theatre production. Theatre designers integrate settings, lighting, and costumes with all other aspects of theatrical production.

The title normally used to identify professional undergraduate programs with a major in this field is the Bachelor of Fine Arts in Theatre Design.

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 theatre design. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in the major area of concentration including basic design and/or technical training should comprise 25-35% of the total degree program; supportive courses in art, design, and theatre, 20-30%; studies in art and theatre history, 10-15%; and general studies, 25-35%. Studies in the major area; supportive courses in art, design, and theatre; 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 undergraduate degree programs)*

Studies in literature, mathematics, physics, textiles, and electrical technologies; history as related to the backgrounds and environments of plays; and computer technology are especially appropriate.

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

- a. A knowledge of the history of furniture, decorative arts, and architecture, including theatre architecture.
- b. A knowledge of the history of costumes and textiles including techniques for producing theatrical costumes.
- c. Freehand drawing, technical drawing, mechanical drafting, and the adaptation of these techniques to scenic and technical drawing for

theatre (floor plans, technical elevations, painters' elevations, perspective drawing for scene plates).

d. Knowledge of color and lighting, and control of these elements for aesthetic use.

4. *Essential Opportunities and Experiences*

a. Studies in the principles and application of two-dimensional and three-dimensional design aesthetics.

b. Opportunities for experience in the design/technology aspects of theatre in a variety of formal and informal settings shall be provided throughout the entire degree program as well as an opportunity to design at least one fully-realized production in the area of the student's specialty prior to graduation.

c. Field experiences and internships are strongly recommended.

d. Functional skills in rendering in various media such as watercolor, inks, pastels, acrylics, opaque paints, charcoal, etc.

U. Weaving/Fibers

The titles normally used to identify professional undergraduate programs with a major in this field are Bachelor of Fine Arts in Weaving, Bachelor of Fine Arts in Fibers, or Bachelor of Fine Arts in Weaving/Fibers. Some institutions offer Bachelor of Fine Arts degrees with a major in weaving and textile design. Such programs should contain a least 25-35% of the total credits in weaving and textile design and meet standards for essential competencies, opportunities, and experiences for both weaving and textile design. Standards for textile design programs are found under item VIII.S.

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 weaving/fibers. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in weaving/fibers comprise 25-35% of the total program; supportive courses in art, design, and crafts, 20-30%; studies in art and craft history, 10-15%; and general studies and electives, 25-35%. Studies in the major area; supportive courses in art, design, and crafts; 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 undergraduate degree programs)*

Individuals professionally engaged in weaving and fibers benefit from studies that develop communication and business skills.

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

a. Understanding of basic design principles. The development of solutions to design problems related to weaving/fibers should continue throughout the degree program.

- b. An understanding of the possibilities and limitations of materials and processes.
 - c. Skill in the use of the basic tools, techniques, and processes to produce work from concept to finished object. This includes knowledge of various fibers and fabrics and technical procedures in weaving and printing.
 - d. Understanding of industrial applications of weaving/fiber techniques.
 - e. Functional knowledge of basic business practices and the place of weaving/fibers in the history of art.
4. *Essential Opportunities and Experiences*
- a. Experience with various weaving techniques and printing processes, including the most current technological advances.
 - b. Easy and regular access to materials, equipment, and library resources related to the study of weaving/fibers.
 - c. Completion of a final project related to the exhibition of original work, as well as opportunities to submit to exhibitions, galleries, and retail outlets.

V. Woodworking

For the purpose of these standards, woodworking is defined in the context of producing unique, handcrafted works in the wood medium. Such an enterprise may be devoted to the production of sculpture, furniture, and decorative work in terms of either contemporary expression or artisanry. A professional undergraduate degree program with a major in woodworking implies a comprehensive acquaintance with these applications. Standards for sculpture and industrial design may be applicable as guidelines depending on the specific emphasis a program in woodworking may pursue.

The titles normally used to identify professional undergraduate programs with a major in this field are Bachelor of Fine Arts in Wood or Bachelor of Fine Arts in Woodworking.

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 woodworking. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in woodworking comprise 25-35% of the total program; supportive courses in art, design, and crafts, 20-30%; studies in art and craft history, 10-15%; and general studies and electives, 25-35%. Studies in the major area; supportive courses in art, design, and crafts; 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 undergraduate degree programs)*

Individuals professionally engaged in woodworking benefit from studies that develop communication and business skills.

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

- a. Understanding of basic design principles, with particular focus on three-dimensional design. The development of solutions to design problems should continue throughout the degree program.
- b. An understanding of the possibilities and limitations of the medium, including its aesthetic and structural properties.
- c. Skill in the use of the basic tools, techniques, and processes to produce work from concept to finished object. This includes knowledge of various woods and technical procedures such as joining and finishing.
- d. Understanding of industrial applications of woodworking techniques. Studies in product design are particularly recommended.
- e. Functional knowledge of basic business practices and the place of fine woodworking in the history of art.

4. *Essential Opportunities and Experiences*

- a. Preparation of a wide variety of objects in the wood medium. Such preparation should provide experiences in the broadest possible range of technical procedures. Experience in the fabrication of models of larger pieces is strongly recommended.
- b. Easy and regular access to materials, equipment, and library resources related to the study of woodworking.
- c. Completion of a final project related to the exhibition of original work, as well as opportunities to submit to exhibitions, galleries, and retail outlets.

IX. Professional Combination Degrees in Studio and Art History

Many institutions offer the undergraduate, liberal arts degree in art with a major in art history. Some institutions offer an alternative approach by combining intensive studies in art history with a thorough background in studio. When an institution is adequately staffed and equipped to offer studio courses consistent with the expectations for Bachelor of Fine Arts programs and courses in art history equivalent to the art history major normally expected of liberal arts graduates, a combination degree in studio and art history is justified. The appropriate title for a degree meeting the standards below is Bachelor of Fine Arts with an Emphasis in Art History. Programs with at least 25% in art history but less than 50% in studio should use the title Bachelor of Arts when total requirements in art are at least 30%.

A. 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 fine arts with an emphasis in art history. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in studio art and/or design

comprise at least 50% of the total program; studies in art history, at least 25%; and general studies at least 25%. These proportions are figured on the basis of a four-year curriculum of 120 semester hours. Longer programs will be regarded in compliance with NASAD standards if they require at least 60 semester hours of studio and 30 semester hours of art history.

B. Recommendations for General Studies (in addition to those stated for all undergraduate degree program)

Languages, history, aesthetics, and cultural anthropology are strongly recommended. Courses that emphasize writing are essential.

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

1. Significant technical proficiency in one or more studio areas.
2. The ability to organize effectively and express coherently a set of personal ideas in visual form.
3. General knowledge of the monuments and principal artists of all major art periods of the past and acquaintance with the art of non-Western cultures.
4. In-depth knowledge of one or more periods in the history of art.
5. The ability to work effectively at the beginning levels of professional theory and criticism.

D. Essential Opportunities and Experiences

1. Opportunities should be available to develop the tools and techniques of scholarship. Such venues as independent study, tutorials, and seminars are strongly recommended.
2. Senior projects in studio, art history, or their interrelationship are recommended.

X. General Standards and Guidelines for Liberal Arts Degree Programs in the Visual Arts

Liberal arts programs place a greater emphasis on academic studies and a lesser emphasis on studio and design studies than are to be found in professional degree programs. In such programs, 30-45% of total credits are normally in the visual arts, with the remainder chosen from general liberal arts courses.

Patterns in different institutions vary from free election, possibly with guidelines for distribution of courses among various disciplines, to rigidly structured core curricula dictating the precise courses to be completed. Whatever the pattern, in addition to visual arts studies, students should attain at least basic knowledge and understanding from among a number of disciplines in each of the following areas: the humanities, including literature, languages, philosophy, and the other arts; the social sciences, including history, sociology, economics, and government; and the physical sciences, including chemistry, physics, biology, geology, and psychology. In addition, it is

assumed that all students will achieve skills in reading and verbal expression, both written and spoken.

When undergraduate liberal arts programs in art and design include a significant elective component, the institution should ensure that the overall pattern of elective choices exhibited by graduating students maintains the curricular emphasis on general studies consistent with NASAD standards and with philosophies and policies that define the liberal arts degree in the institution.

A. Major in Studio Art or Design

In the liberal arts studio art or design major, normally at least 20% of the total credits are in studio courses, and at least 5% are in art/design history. Total required work in the visual arts normally equals 30-45% of the curriculum. The curriculum should aim primarily toward breadth of experience and understanding rather than professional specialization. The primary objective of such training is not necessarily preparation for a career in art or design.

For the purpose of this section, studio includes but is not limited to the program areas outlined in VIII, above.

Upon graduation, students must possess a developed visual sensitivity, the ability to conceptualize observations, the knowledge of a number of techniques (and a measure of competence in several) and some familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds. Students should understand the nature of contemporary thinking on art and design, and have gained at least a rudimentary discernment of quality in design projects and works of art.

B. Major in Art History

A liberal arts major in art history requires a thorough grounding in the liberal arts, with a concentration of course work in art and art history normally equaling 30-45% of the total credits required for graduation, and the remainder in general liberal arts studies.

Upon completion of the major, graduates must have attained a general knowledge of the monuments and principal artists of all major art periods of the past, including a broad understanding of the art of the twentieth century and acquaintance with the art history of non-Western cultures. This knowledge should be augmented by study in greater depth and precision of several cultures and periods in the history of art and concentration in at least one area to the advanced seminar level. Study at the advanced level should include theory, analysis, and criticism.

A general knowledge of world history is necessary, as is knowledge of the tools and techniques of scholarship. Active research and the writing of analytical and critical essays should continue throughout the program. The student should achieve adequate mastery of at least one foreign language to support research through the reading of primary source materials.

Students must gain functional knowledge of the creative process. Normally, this is accomplished through one or more foundation or other studio courses; however, there are many methods of ensuring this competence.

C. Museum Studies

A liberal arts major in museum studies at the undergraduate level prepares graduates for the junior-level curatorial, curatorial assistant, and other administrative or technical positions in museums of art.

Preparation in museology includes a strong major in the history of art (see section B preceding). In addition, museum studies courses, taught by qualified museum personnel, should acquaint students with the specialized operational procedures encountered in museums of art. The curriculum also provides first-hand participation in museum operation through internships and/or other on-the-job learning opportunities.

It is clear that museum studies programs should be offered only when the institution includes a high-quality, working museum which welcomes interns/trainees or, at the very least, has a close working relationship with a nearby, major, separate museum.

XI. Baccalaureate Degree Programs in Art Education

A. Curricular Structures

NASAD acknowledges the existence of two types of degree programs that prepare students to teach at the primary and secondary levels.

1. *“Professional” Degree.* The professional undergraduate education degree in the visual arts is the Bachelor of Fine Arts degree. Curricular structure, content, and time requirements for this degree shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in art education. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in art and/or design, planned in a developmental progression from foundation to major study and including twelve to fifteen semester hours of art history, should comprise at least 55-60% of the total program; general studies, 25-30%; and professional education, 15-20%. Professional education is defined as those courses normally offered by the education unit which deal with philosophical and social foundations of education, educational psychology, special education, history of education, etc. Student teaching is also counted as professional education.

2. *“Liberal Arts” Degree.* The liberal arts undergraduate education degree is the Bachelor of Arts or Bachelor of Science degree with a major in visual art and art education. Curricular structure, content, and time requirements for this degree shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a liberal-arts baccalaureate degree in art education. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in art and/or design, including twelve to fifteen semester hours of art history, should comprise 30-45% of

the total program; general studies, 40-50%; and professional education, including practice teaching, 15-20%.

NASAD believes that primary and secondary art teachers who exhibit a high level of skills as artists and designers are generally more effective. Therefore, NASAD member institutions should focus their undergraduate teacher education efforts in B.F.A.-type programs, which provide the structure and sequence for a primary emphasis in studio work.

B. General Standards

Competence in basic studio skills shall be emphasized in all art education degrees. In addition to the common core of studio skills and general studies, the artist electing a career in teaching must develop competencies in professional education and in specific studio areas. The professional education component should be dealt with in a practical context, relating the learning of educational theories and strategies to the student's day-by-day artistic experiences. Students should be provided opportunities for various types of teaching and directed observation throughout the period of undergraduate art education study. They should be prepared to relate their understanding of artistic styles and principles to all major visual art media and to the related fields of music, dance, and attitudes relating to human, personal considerations, and to social, economic, and cultural components that give individual communities their identity. In addition to the major artistic medium, whether of a fine arts or design orientation, optional sub-areas of concentration for the artist-teacher might be art history, aesthetics, criticism, or other areas related to the teaching specialization.

C. Essential Competencies, Desirable Personal Qualities, and Recommended Procedures

1. Personal Qualities

Desirable characteristics of the prospective art teacher are:

- a. the potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences;
- b. the ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education;
- c. the ability to maintain positive relationships with individuals and various social and ethnic groups, and empathize with students and colleagues of differing backgrounds;
- d. the ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.

2. Art Competencies

The following basic competencies are essential to all prospective art teachers:

- a. *Studio Art Foundation*

The prospective art teacher must be familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields. Prospective art teachers must be able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.

b. Art History and Analysis

The prospective art teacher must have an understanding of (1) the major styles and periods of art history, analytical methods, and theories of criticism; (2) the development of past and contemporary art forms; (3) contending philosophies of art; and (4) the fundamental and integral relationships of all these to the making of art.

c. Advanced Work

The student in a B.A. program should have an opportunity for advanced work in at least one or more studio and/or art application areas. These studies should build upon the competencies outlined in sections C. 1. and C. 2., and should require 6 to 9 semester hours.

d. Technical Processes

The prospective art teacher should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.

3. Teaching Competencies

The artist-teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art instruction into the total process of education. Specific competencies include:

- a. an understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education;
- b. an understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs;
- c. ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs;
- d. knowledge of current methods and materials available in all fields and levels of art education;
- e. awareness of the need for continuing study, self-evaluation, and professional growth.

4. Professional Procedures

- a. Art education methods courses should be taught by faculty who have had successful experience teaching art in elementary and secondary schools and who maintain close contact with such schools.
- b. Institutions should encourage observation and discussion of teaching prior to beginning formal study in teacher education, whether at the freshman or at the more advanced level.
- c. Supervised practice teaching opportunities should be provided in actual school situations. These activities, as well as continuing laboratory experience, must be supervised by qualified art education personnel from the institution and the cooperating schools. The prospective art teacher for certification for kindergarten through high school (K-12) ideally should have a period of internship at both elementary and secondary levels and should be given substantial responsibility for the full range of teaching and classroom management in these experiences. The choice of sites must enable students to develop competencies consistent with the standards outlined above, and must be approved by qualified art/design personnel from the degree-granting institution.
- d. Institutions should encourage ongoing professional studio involvement for art teachers.
- e. Institutions should establish specific evaluative procedures to assess student progress and achievement. The program of evaluation should include an initial assessment of student potential for admission to the program, periodic assessment to determine progress throughout the program, and further assessment after graduation. It is recommended that a college supervisor be enabled to make at least two monthly visits during the internship to conduct individual conferences with the student teacher and confer with cooperating school personnel.

XII. Baccalaureate Degree Programs in Preparation for Advanced Professional Study

A. Art Therapy

The Master's degree is the appropriate medium for the professional training of art therapists. Therefore, baccalaureate programs in art therapy should focus on preparation for graduate work, emphasizing the development of studio skills and pre-professional studies in the behavioral and social sciences.

1. Curricular Structure

Undergraduate prerequisites for graduate study may be met in both the professional (B.F.A.) and liberal arts (B.A./B.S.) formats recognized by the Association. Regardless of the degree plan adopted, studies in psychology, sociology, anthropology, and introductory courses in art therapy should comprise 20% to 30% of the total degree program. Percentages in studio and other art studies, general studies, and electives will vary according to the professional or liberal arts emphasis of the program.

2. Specific Recommendations for General Studies

Study in such areas as oral and written communication, biology, human physiology, and the social sciences is strongly recommended.

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

- a. Advanced skills in one of the studio arts disciplines.
- 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 studies of family and other social groups.
- c. Knowledge of the basic principles of general psychology and abnormal psychology, with additional studies suggested in educational, clinical, experimental, and social psychology, and psychology of exceptional children.
- d. Opportunities for students to evaluate their interest in therapeutic work. Such opportunities might include working as a volunteer in agencies serving individuals with various handicaps or others seeking the psychological benefits of creative expression, enrolling in a survey course which emphasizes the history and theory of art therapy, or being introduced to studio techniques useful in art therapy.

Introductory courses in the theory and practice of art therapy must be taught by instructors who are competent and experienced as therapists.

B. Medical Illustration

Terminal training for the technical field of medical illustration is only appropriate at the professional or graduate level. A preparatory program for graduate or professional level study should include a balance of art, pre-medical biology, and humanities. Most students admitted to graduate programs in medical illustration major in art; however, some students major in art/biology.

Since medical illustration is a field of visual communications, drawing and painting, illustration, advertising design, or commercial art are suggested undergraduate majors. Art courses should include life drawing from the model, drawing, painting, design, color theory, illustration techniques (including photography), and advertising design courses. Science courses should include biology and/or zoology, and comparative vertebrate anatomy. Some graduate schools require embryology, physiology, and histology.

Education and communications courses in instructional design, media, and television may also be helpful.

Undergraduate institutions can properly contribute to the preliminary training of medical illustrators by offering course work as listed above to prepare B.A. or B.F.A. graduates for admission to graduate medical illustration centers. Institutions offering such work should not declare that they offer training in medical illustration (though some designation such as "pre-medical illustration" may be useful) and should not claim that they prepare students to enter the medical illustration profession. They should also

organize their curriculum in close consultation with one or more of the specialized centers to which their graduates will be applying for admission.

C. Art Conservation

Terminal training for the technical field of art conservation is only appropriate at the graduate level. Programs to prepare qualified professional art conservators are conducted at a small number of specialized centers in the United States and in Europe, admission to which is intensely competitive and requires strong, major-level undergraduate preparation in each of the following fields: studio art, art history, and at least one appropriate foreign language.

Undergraduate institutions can properly contribute to the preliminary training of art conservators by offering extensive coursework in the two fields listed above, and in languages, to prepare B.A. or B.F.A. graduates for admission to graduate conservation training centers. Institutions offering such work should not declare that they offer training in conservation (though some designation such as “pre-conservation” may be used) and should not claim that they prepare students to enter the conservation profession. They should also organize their curricula in close consultation with one or more of the specialized centers to which their graduates will be applying for admission.

XIII. Baccalaureate Degree Programs Combining Art/Design with an Outside Field

NASAD recognizes that students preparing for careers in such areas as arts management, design management, computer sciences, strategic planning, recreational art, art therapy, or art librarianship may benefit from curricula that combine major studies in art with emphasis in an outside field.

Combination curricula are possible within the B.F.A. degree if studies in the visual arts comprise a minimum of 55% of the total program, and students are expected to meet the competencies common to all professional baccalaureate degrees in art as outlined in Item VII of these standards.

Curricula that place less emphasis on art than this should not be considered professional art degrees, but should bear the title “Bachelor of Arts” or “Bachelor of Science.”

For curricula that combine studies in Visual Arts/Business/Arts Administration, see Appendix I.C.

XIV. Graduate Degree Programs in the Visual Arts and Design

NASAD recognizes two levels of graduate degrees: initial graduate degrees and terminal degrees. Initial graduate degrees are those at a level between the baccalaureate degree and the terminal degree for a given field. Terminal graduate degrees are those designating the highest level of academic achievement for a given field.

At both the initial and terminal graduate degree levels, NASAD recognizes three types of degrees: practice-oriented degrees, research-oriented

degrees, and degrees combining practice and research. The Association discourages the proliferation of degree titles and urges that institutions offering graduate programs follow the most common practices as categorized below with regard to degree titles.

A. Practice-Oriented Degrees

The purpose of these degrees is to prepare students for professional practice directed toward the creation of works of art/design, the application and transmission of knowledge about works of art/design, and their interrelationships with each other and with other aspects of culture.

At the initial graduate degree level, completion of the program is identified by awarding the Master of Arts or Master of Science degree in a studio field, or for practice-oriented studies in art education or art therapy.

At the terminal degree level, completion of the program is identified by awarding the degree Master of Fine Arts or the equivalent in a studio field.

NASAD also recognizes the Specialist in Education degree that requires a year of graduate study beyond the initial graduate degree level. NASAD recognizes advanced graduate study in planned programs for experienced art teachers, supervisors, or directors of instruction.

B. Research-Oriented Degrees

The purpose of these degrees is to prepare students for scholarly or research activity directed toward the acquisition and dissemination of knowledge. Such programs should be structured with the recognition that advanced scholarship and research at the terminal degree level are intensely disciplined efforts, often at the frontiers of knowledge, where intuition and creativity are as important as the gathering and processing of information.

At the initial graduate degree level, completion of the program is identified by awarding the Master of Arts degree in the fields of art history and criticism, or museum studies; or the degrees Master of Arts or Master of Science in the field of art education.

At the terminal degree level, completion of the program is identified by awarding the Doctor of Philosophy degree in the field of art/design history and criticism; or the degrees Doctor of Philosophy or Doctor of Education in the field of art education.

C. Degrees Combining Research and Practice

The purpose of these degrees is to prepare students to apply advanced scholarly and research techniques to art/design practice and problem solving. Such programs develop competencies (1) in prototyping and in making works of art/design, leading to new information transferable to a field as a whole, and (2) in bringing multiple perspectives and disciplines to a particular problem.

At the initial graduate degree level, completion may be identified by awarding the Master of Arts or Master of Science degree in such areas as

design research or design studies.

At the terminal degree level, completion may be identified by awarding the Doctor of Philosophy in design, or the Master of Fine Arts.

XV. General Standards and Guidelines for Graduate Degree Programs in the Visual Arts and Design

A. Functions of Graduate Study

The several purposes of graduate education in the visual arts are generally considered to be the advanced development of:

§ individual studio and scholarly talents, interests, and philosophies, used creatively both to expand and preserve our cultural heritage;

§ professional studio competence as exemplified by a significant body of work;

§ individuals with the potential to solve contemporary problems in all aspects of the visual arts and to explore and address new questions and issues;

§ professional competence in the dissemination of knowledge, including logical, clear verbal and written presentation of aesthetic ideas in teaching and other contexts;

§ scholarly competence in the organization, evaluation, and interpretation of knowledge.

B. Resources

The nature of graduate study demands many investments beyond those required for an undergraduate program. These include personnel, physical, and support resources dedicated to producing the artistic and intellectual climate required for graduate study in the visual arts.

A graduate program in art or design relies on an interaction of artists/designers and scholars—both students and faculty—who benefit from one another through the sharing of experiences, ideas, and knowledge. The graduate faculty and student body should be of sufficient size and diversity to foster this interaction commensurate with the size, scope, objectives, and resources of the graduate program.

Sound graduate education goes beyond curriculum, faculty, facilities, and other administrative considerations. There must be opportunities for active participation in small seminars, extensive informal contact with professors in tutorial situations, and consultation over extended periods of time during preparation of final projects.

There should be studio and classroom facilities sufficient for pursuit of independent work. Facilities must meet requisite health and safety standards and permit students to work without crowding. Where possible, special studio facilities should be provided in addition to those for undergraduate students: private or semi-private studios are desirable. There should be sufficient exhibition areas for presenting student work. For students in art history, specific

space should be provided where they may carry on their research and other professional work.

The art/design library should provide facilities and holdings appropriate to the size, scope, and objectives of the degree programs offered.

Graduate students should have the opportunity for frequent exposure to original works of art, both historic and contemporary.

A graduate program should be initiated only when an institution can provide the foregoing resources as required by the level(s) and scope of the programs offered and when the institution makes a long-term commitment to maintain the quality of graduate education.

C. Statement and Publication of Objectives and Resources

The Association has long recognized the necessity for flexibility in graduate curricula both within and among educational institutions and encourages innovative and carefully planned experimentation.

Although generic national standards and guidelines must exist in order to assure some uniformity of purpose, content, and achievement in specific curricula, and to provide a valid basis for evaluation in the accreditation process, national standards based on specific formulas are inappropriate because of the wide variety of approaches for achieving the functions of graduate education.

Therefore, reviews of specific graduate programs in art or design for the purpose of accreditation are necessarily based upon the published statements of institutional and programmatic objectives and whether:

- § these objectives sufficiently consider the purpose of graduate education;
- § the structure of the program, the resources supporting it, and the requirements for admission, continuation, and graduation can be expected to meet the objectives;
- § the performance of students demonstrates that these objectives are being fulfilled.

The relationships between the establishment of objectives and the development of program structure and resources are crucial to the operation of successful graduate programs. Therefore, the process of setting objectives and marshalling resources should be characterized by the same rigorous artistic and intellectual activity that pertains to graduate study itself. Such artistic and intellectual rigor should always be evident in an ongoing program of review and evaluation that considers the appropriateness of objectives and the resources used to support them.

Programs of review and evaluation should involve the entire graduate community and must demonstrate consideration of the purpose of graduate study.

It is the responsibility of the institution to publish accurate information concerning the purpose and goals of graduate programs as they relate to

curricula, faculty, facilities, and degree requirements.

Institutions are responsible for providing students with written documents and/or counseling that explain the rationale for their program structure and its relationship to the program's objectives.

D. Preparation for the Profession

A significant number of individuals who earn graduate degrees in the visual arts are, or will be, engaged in teaching at some point during their professional careers. Many will be involved with the world of business, either as independent artists/designers or as participants in larger organizations. Specific fields of art and design involve the use of other special skills. Institutions are encouraged to provide opportunities for graduate students to develop skills that prepare for teaching, business, and other applications according to their area of specialization and their career plans.

E. Faculty

The development of an excellent faculty is a central concern of the graduate program.

It is essential that faculty directing graduate study be effective as teachers, and that they demonstrate a thorough and contemporary understanding of their field. Since the teachers of graduate students must represent the professional standards to which the student aspires, it is essential that they be active in presenting their work to the public as professional artists or scholars.

While teaching is a prime function of graduate schools, it is necessary for graduate faculty members to have time for studio and research activities. Time should be allowed for professional practice in addition to teaching responsibilities.

Studio work should be considered as equivalent to publication records in academic fields as a basis for advancement in faculty rank and salary.

In determining teaching loads for graduate faculty, consideration must be given to various required responsibilities such as the amount of time required to oversee individual studio work and the greater amount of conference time involved in teaching graduate courses.

F. Breadth of Competence

While it is expected that graduate students in art and design will develop a specialization, graduate programs should provide opportunities for developing breadth of competence in the visual arts and in other disciplines related to the student's area of specialization.

G. Publication of Degree Requirements and Procedures

Institutions shall publish clear, detailed statements of all graduate degree program objectives, requirements and procedures. The most typical of these are outlined below. Institutions shall not impose ex post facto new or revised graduate degree requirements.

1. *Residence.* Requirements are determined by the institution based on the objectives of the program. It is strongly recommended that students spend at least one full year of continuous residence in the graduate program.

2. *Language or Other Proficiencies.* Requirements are determined by the institution based on the objectives of the program.

3. *Course Work.*

a. Initial Graduate Degrees (M.A., M.S., M.Ed., etc.). Course work requirements and the compiling of necessary credits are the norm. At least fifty percent of the course work must be in classes open to graduate students only.

b. Terminal Graduate Degrees (M.F.A., Ph.D., Ed.D., etc.). Course or credit requirements may or may not be specified in detail other than the satisfactory completion of exhibition requirements, examinations, theses, or dissertations. At least fifty percent of the course work must be in classes open to graduate students only.

At both levels, the program of study is determined by consultation between the student and advisor.

4. *Evaluations.* While it is the prerogative of each institution to determine and publish its own evaluation examinations and procedures, it is essential that student work be evaluated periodically throughout the program.

5. *Final Project.* An exhibition, thesis, or dissertation is normally undertaken in the area of specialization and is expected to be comparable to the work of professionals in the field.

6. *Graduation Requirements.* Student transcripts are expected to show completion of all curricular and other requirements as stated in the institution's publications prior to the awarding of the degree.

H. Advisement

The individualized nature of graduate study demands a strong advising system to ensure that the program of each student fulfills the functions of graduate education and leads to advanced development of each student's professional potential. Regular advisement should be an essential component of each student's program.

XVI. Guidelines for Admission to Graduate Study

A. Admission Policy

A diversity of previous education, background, and interests should be balanced with sufficiently high admission standards to promote fulfillment of the objectives and goals of graduate work. Flexibility should be exercised within the boundaries of program objectives in order to admit students with both the interests and qualifications for specific graduate programs. Strong, logical connections should be evident between admission and advisement programs.

B. Completion of Previous Degree Program

Completion of an appropriate undergraduate degree program or the equivalent is a prerequisite to graduate study in the visual arts.

The major in art in many colleges may not be sufficient preparation for rigorous graduate programs without additional preliminary work in studio practice. Conversely, some students from institutions with extensive studio emphasis may have deficiencies in general studies and in art history. Make-up work generally should not be given credit toward the graduate degree.

Admission to doctoral programs (art history, art education, other research fields) may require completion of a master's degree, although a master's degree program or the formal awarding of the master's degree need not be a prerequisite.

Institutions should base admission to graduate study on the contents of baccalaureate and/or master's degree programs and student competencies rather than on specific degree titles.

C. Evaluation of Art Work

Admission to graduate degree programs in studio art must be based upon critical examination of the applicant's work in addition to consideration of the previous academic record.

D. Standardized National Examinations

The use of standardized examinations in the admission process is a prerogative of the institution. Such examinations, if used, should relate to the objectives of the graduate program.

XVII. Standards and Guidelines for Specific Initial Graduate Degree Programs

A. Practice-Oriented Degrees

1. Studio Art and Design

The Master of Arts or Master of Science degree in fields of studio art or design requires at least 30 semester hours or 45 quarter hours of concentrated, advanced post-baccalaureate study. At least 50% of the work should be in the chosen studio or design field, supported by related advanced art/design history courses and studies in other fields as appropriate to the particular studio discipline and to the individual's program of study.

2. Art Therapy

The Master's degree in art therapy requires at least 30 semester hours or 45 quarter hours and two years of full-time graduate work.

In addition to the general requirements for graduate study, completion of an appropriate undergraduate program meeting the requirements outlined in section XII.A, above.

At least 50% of the course work shall be in art therapy and shall include the following:

§ An extensive history of the discipline with attention given to the basis of

art therapy found in the work of art therapists, artists, pedagogues, psychiatrists, psychologists, philosophers, and critics; a research component should be provided, and the opportunity for individual research projects is recommended.

§ Studies in the theory and practice of art therapy, including experience with the technique of practice, distinction between diagnostic and therapeutic applications, and work with both children and adults. Differing theoretical viewpoints should be presented.

§ Practical training opportunities including a practicum or internship for which credit is given, and field work for which no credit is given. (See guidelines for practical training below.)

§ Opportunities during the latter stages of the program for specialization in art therapy requiring sequences of at least two courses in a given area, and elective courses and directed individual study in art therapy to provide flexibility to the individual program.

Provision should be made for studies in disciplines related to art therapy, including psychology, sociology, cultural anthropology, art history, criticism, and aesthetics.

The program shall meet the following guidelines for practical training:

a. *Practicum.* The practicum is generally treated as coursework for which credit is given. It demands a specified minimum number of hours that includes supervised contact with clients, as well as related activities (such as preparation and clean-up, conferences with field supervisors, record-keeping, and participation in staff meetings).

Practicum courses should extend over two semesters and should require at least 600 hours in the field. If conducted during the normal semester, between 2 and 3 workdays per week will be required. The same number of hours may be provided by concentrated summer work in a shorter period or evening work over a more extended period.

b. *Field Work.* In addition to the practicum, it is strongly urged that classroom instruction be enriched by field work. Approaches and ideas discussed in the classroom should be tested in practice from the start. The academic and the clinical should be closely coordinated throughout the two years of training. Field work preceding or following the practicum in the same setting is often valuable for the sake of a more sustained experience. To provide contact with a broad variety of clients, total field experience should usually take place in several different settings. Field work earns no additional credit and the number of hours to be spent is more flexibly determined than is the case with the practicum.

c. *Supervision.* Close and timely supervision is crucial in the practicum. A registered art therapist is the supervisor of choice. Other clinical personnel such as social workers, special educators, psychologists, and psychiatrists may provide general supervision in the absence of an art therapist; however, it is expected that art therapy faculty members will provide close off-the-job supervision in the latter case and general super-

visors for all students in the practicum.

d. Settings. In view of the applicability of art therapy to broad areas of rehabilitation and education, efforts should be made to provide placements not only in the conventional psychiatric institutional settings, but also in such settings as non-psychiatric hospitals, corrections agencies, schools, substance abuse rehabilitation programs, halfway houses for adolescents and psychiatric patients, and community centers.

The institution must maintain an appropriate collection of library materials to support the art therapy program. Medical art, art education, and psychology holdings are required in addition to basic works on the theory and practice of art therapy. The development of a collection of case materials appropriate for instructional use is essential.

Professional courses in the theory and practice of art therapy must be taught by instructors who are competent and experienced art therapists. A maximum student/faculty ratio is 7 to 1 for art therapy programs.

Institutions are expected to state in their published materials the specific registration or certification to which their curricula will lead. It is recommended that there be at least two hours of supervision for every 20 hours of practicum.

B. Research-Oriented Degrees

1. Art History and Criticism

The Master of Arts degree in art history, assuming the completion of a B.A. in art history or equivalent or the make-up of any deficiencies, requires at least 30 semester hours or 45 quarter hours of advanced study in the discipline.

Work for the degree should develop a broad general knowledge of the history of art, as well as specialization in a more limited area. Students should be aware of historiography and methods of scholarship, be capable of undertaking independent research, and have a reading knowledge of at least one, preferably two, appropriate foreign languages. Normally, the awarding of the degree requires the satisfactory completion of a thesis and/or a comprehensive examination.

2. Museum Studies

A Master of Arts degree in museum studies (museology) should require much of the same breadth and depth of proficiencies as described for the general M.A. in art history, oriented to connoisseurship, and including at least an introductory seminar course in museum studies and an appropriate internship.

3. Design

The research-oriented Master of Arts or Master of Science degree in design or design studies, assuming the completion of appropriate undergraduate work, requires at least 30 semester hours or 45 quarter hours of advanced study in the discipline and related areas.

Work for the degree develops a broad general knowledge of design, as

well as specialization in a more limited area. Students must be able to integrate various elements and aspects of the design field and various perspectives on design, such as visual, historical, scientific, psychological, sociological, etc. Students have functional knowledge of research and scholarly methods, are capable of undertaking independent research, and are competent in the use of languages and technologies appropriate to their field of study. Normally, the awarding of the degree requires the satisfactory completion of a thesis and/or a comprehensive examination.

C. Degrees Combining Research and Practice Orientations

The Master of Arts or Master of Science degree combining research and practice orientations, assuming the completion of appropriate undergraduate work, requires at least 30 semester hours or 45 quarter hours of advanced study in art/design and related areas.

Work for the degree produces competencies to develop research studies and utilize findings in design or studio practice. Students must demonstrate knowledge and skills in research methodology, the ability to conceptualize problems generically, and the ability to connect research to problem solving in the creation of art/design. Requirements for work in other disciplines must be correlated to the goals and objectives of common or individual degree programs. Normally, the awarding of the degree requires the satisfactory completion of a thesis and/or a comprehensive examination.

D. Art Education Degrees

An initial Master's degree program in art education, whether practice-oriented or research-oriented, requires at least thirty semester hours or forty-five quarter hours. The program should be constructed to add breadth and depth beyond the undergraduate program in both studio and art education.

A minimum of nine semester hours of graduate art education courses taught by art education faculty is required. Course work for the remainder of the program is chosen from among the advanced courses in studio, art/design history, analysis, criticism, philosophy of art, art education, or in related areas and disciplines. At least two-thirds of the total curriculum is in art education and other studies in the visual arts. It is strongly recommended that institutions require at least one advanced course in art/design history, one in studio, and one in art/design analysis.

Some institutions make distinctions between practice-oriented and research-oriented programs. A practice-oriented program emphasizes the extension of specialized studio work for art teachers. Institutions making such a designation should require at least fifteen semester hours in studio. A research-oriented program emphasizes theoretical studies and research projects in art education. If an institution uses such a designation, at least fifteen semester hours should be required in art education and associated research areas.

All programs should include one or more advanced seminars concerned with developments and philosophy of education and with contemporary problems in art education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts. Whether

or not there is an advanced survey in contemporary general education, there should be specialized study of contemporary needs and developments in art and art education.

Students are expected to complete a final project indicating achievement within a specialized area of inquiry. This may take the form of an exhibit, a thesis, or another demonstration of competence related to the graduate program.

E. Master of Arts/Science in Teaching

Degrees with such titles as Master of Arts in Teaching or Master of Science in Teaching will be listed as master's degrees by NASAD only when their objectives and structures are consistent with one of the initial master's degree formats outlined in sections A-D above. When the purpose of such degrees is the completion of undergraduate requirements for teacher certification, the program will be reviewed by the Commission on Accreditation but not listed by the Association.

XVIII. Standards and Guidelines for Specific Terminal Degree Programs

A. Practice-Oriented Degrees—The Master of Fine Arts

The art and design professions recognize the M.F.A. as the terminal degree in the studio arts. Therefore, M.F.A. programs must exhibit the professional intensity and high standards expected of all terminal degree programs. The M.F.A. degree title is appropriate only for graduate-level programs that emphasize full-time studio practice of some aspect of visual media.

An M.F.A. program requires the equivalent of at least two years of full-time graduate study, with a minimum of 60 semester credit hours or 90 quarter hours.

Specific programs and procedures applicable to awarding the M.F.A. degree are determined by the institution. Standards and guidelines for these are outlined in section XV.G above. The necessary components of M.F.A. degrees are (1) studio practice; (2) academic studies concerned with visual media such as history, critical analysis, aesthetics, methodology, and related humanities; and (3) work in both studio and academic studies that fosters abilities to integrate knowledge and skills in the visual arts and to make connections and integrations with other fields appropriate to the individual's program of study.

A minimum of 65% of the total credits for the degree shall be in studio. As part of this requirement, institutions are responsible for maintaining title/content consistency. In order to designate a major in a specific studio area (e.g., M.F.A. in Painting, M.F.A. in Graphic Design, etc.), at least 50% of the total credits for the degree shall be in the major area. Institutions with a more general program should use more general titles such as M.F.A. in Studio Art, M.F.A. in Design. The studio component consists of supervised curricular experiences, as well as independent study. All of these produce

knowledge and skills that enable the student to produce a final project of high professional quality.

A minimum of 15% of the total credits for the degree should be in academic studies concerned with visual media. Course assignments should be made with careful consideration of (1) the scope and objectives of the student's program and (2) the content of studies completed at the undergraduate level. Academic study should continue throughout the graduate program.

Elective studies are important in M.F.A. programs, since they provide opportunities for students to follow specific areas of interest related to their areas of specialization or their prospective careers. It is strongly recommended that at least 10% of the total program be reserved for electives.

As a matter of public record and as the basis for evaluation, the objectives of each specific M.F.A. program must be defined and published.

Admission, retention and advisement mechanisms should be inter-related and must support the objective of each specific M.F.A. program. Admission is based on projections of individual capability and capacity for professional work. Retention and advisement insure the continuing assessment of the admission decision and provide the means by which progress toward professional preparation can be most effectively guided.

Assessments of progress should be provided on a regular and periodic basis: once each semester or once every two quarters is recommended as a minimum. Constant and current career guidance and counseling should be provided to aid and support students' entry into the profession.

M.F.A. candidates shall have frequent opportunities to present their work, particularly in the context of their educational programs. They should be encouraged to develop and present their work in circumstances that develop connections with the professional world related to their course of study.

The M.F.A. candidate is required to present a final body of work showing professional competence in studio art or design. While such presentation may be supported by a written document, such a document in itself may not constitute the final body of work.

M.F.A. programs in a specific area shall be led by faculty who are specialists in that area. Faculty leading M.F.A. programs should be exemplars of the studio and teaching professions they represent. Faculty resources should be sufficient to expose students to a variety of points of view.

B. Research-Oriented Degrees—Doctoral Degrees

Doctoral degrees are earned only in graduate programs which emphasize research in some aspect of the visual arts.

Doctoral programs require the equivalent of at least three years full-time graduate work. Programs leading to the doctorate utilize similar procedures, the specifics of which are determined by each institution. These are outlined in section XV.G. above.

The final project requirements for the doctorate should include a disserta-

tion demonstrating scholarly competence.

1. Art History, Criticism, and Aesthetics

The program shall prepare professionals for the scholarly study of the visual arts at the highest level. Coursework and research projects may involve art from all cultures of the world and its relationship to other fields, to the other arts, and to their interrelationships.

2. Art Education

The program shall prepare professionals to develop vital research studies and utilize research findings in the day-to-day instructional process at the K-12 level. Coursework and research projects may also involve research into the foundation of visual intelligence and address the need for applied research into the mechanisms of influencing values in the visual arts.

3. Design

The program shall prepare professionals for the scholarly study of design at the highest level. Course work and research projects may involve issues from all elements and aspects of design and the relationship of design to other fields.

C. Degrees Combining Research and Practice Orientations

Normally, these degrees are awarded in one or more fields of design.

Terminal master's degrees in design that focus on research and practice require the equivalent of at least two years of full-time graduate study with a minimum of 60 semester credit hours or 90 quarter hours. Specific programs and procedures applicable to awarding these degrees are determined by the institution. Doctoral programs in design require the equivalent of at least three years of full-time graduate work. Procedures and requirements are determined by the institution.

Research/practice degrees shall prepare professionals who develop research studies and utilize findings in professional design practice. Course work and research projects for this degree category should include studio work, such as designing and testing prototypes or execution of demonstration projects that illustrate design research concepts or methodologies, as well as research. Final requirements for master's students may be a written document or a visual body of work demonstrating research approaches or outcomes. Final requirements for the doctorate should include a dissertation which has a significant project component that is of relevance to either the study or practice of design.

Research/practice programs should be led by faculty who have expertise in design research. In acknowledgment of the interdisciplinary nature of design research, it is appropriate for the student's course work and final project to involve faculty support from relevant disciplines outside the specific area of design specialization.

XIX. Visual Arts in General Education

The Association encourages member institutions, as appropriate to their objectives and situation, to offer programs for non-majors toward the development of the future public for art. Opportunities should be afforded non-major students through courses in studio instruction, history and criticism, and art appreciation.

Non-major students should be encouraged to develop an appreciation and knowledge of art and design by direct participation in studio classes. The objectives of course offerings in art appreciation should be to expose students to a broad range of styles and to develop critical skills that enable the individual to be knowledgeable and discriminating. Institutions are encouraged to experiment with various types of course offerings, and to be innovative in designing them, in order to meet the interests and needs of non-major students.

Standards for Non-Degree-Granting Institutions

I. Basic Criteria for Membership

The National Association of Schools of Art and Design accredits non-degree-granting institutions. Programs in these institutions may or may not lead to a professional diploma or certificate. The primary purpose of all such schools should be to provide the best possible environment for the artistic growth of their students. Such an environment should foster an understanding of the arts and their contribution to society.

Accredited institutions shall meet the following basic criteria for membership:

- (1) The institution shall maintain a curricular program in studio art at various levels according to the needs of its students.
- (2) The institution shall offer, as part of its regular program, studies reflecting attention to such areas as art history and criticism. Such studies may be in addition to, or in conjunction with, studio studies.
- (3) The institution shall have been in operation for at least three consecutive years and shall maintain its programs on a regular academic-year or year-round basis.
- (4) The institution's legal authority shall be clearly stated in its published materials as identified by its charter, structure of control, profit or non-profit status, and any affiliation with a parent institution.
- (5) All policies regarding the admission and retention of students, those pertaining to the school's evaluation of progress through its educational program, as well as those concerning the operation of certificate or diploma programs, shall be clearly defined in literature published by the institution.
- (6) All tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution's published literature.
- (7) Faculty members shall be qualified by educational background and/or professional experience for their specific teaching assignments. The institution shall list its faculty in its published literature.
- (8) The institution shall provide in its institutional catalog a complete description of each course or program offered.
- (9) Although only federal and state governments shall have legal jurisdictional powers and responsibilities in matters of public law, the institution should develop an appropriate code of ethical standards governing institutional and programmatic practices that recognizes social concerns relevant to quality education.
- (10) The institution shall have facilities and equipment adequate to the needs of its educational program.
- (11) The institution shall have either library space and holdings adequate for its educational programs, or shall have made arrangements for its students and faculty to have access to appropriate library facilities in the immediate area.

(12) The institution demonstrates commitment to a program of continuous self-evaluation.

(13) The institution shall be licensed or chartered to operate as required by local and state legal codes. The institution shall meet all legal requirements to operate wherever it conducts its activities. Multipurpose institutions offering programs in art and design and in other disciplines shall be accredited by the appropriate regional or institutional accrediting agency, unless such accreditation is not available.

(14) The institution shall provide (or, in the case of foreign studies programs, be responsible for) all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency.

NASAD recognizes that the terms *diploma* and *certificate* are used for the recognition of collegiate level work.

II. Operational Standards

A. Mission, Goals, and Objectives

Each institution must have clear statements of mission, goals, and objectives that define its special, perhaps unique, function in the larger context of advanced educational and artistic endeavor. There are numerous specific definitions, but normally, mission statements articulate broad connections between the institution's efforts in the visual arts and the world of art and intellect; goals are broad statements of aim, the specific needs toward which efforts are directed; and objectives are the specific steps for reaching goals. Goals usually imply something less remote and more definitive than mission, while objectives are components measurable in time, numbers, dollars, or specific activities.

Statements of mission, goals, and objectives must be appropriate to institutions of higher education, appropriate to the field of art and design, compatible with NASAD standards, and must demonstrate that the fundamental purposes of the institution are educational. Areas normally covered include but are not limited to specific art/design and art/design-related fields, students to be served, teaching, creative work and research, service, exhibition, and the policies and resources needed for effectiveness in these areas. Choices of particular sets of mission, goals, and objectives bring specific educational, artistic, and resource obligations.

Each institution must demonstrate that its mission, goals, and objectives have guiding influence on all aspects of its work; for example, as (1) the basis for making educational and artistic decisions; (2) the basis for long-range planning, including the development of new curricula, innovative activities, expansion or reduction of programs or enrollments; and (3) the basis for operational decisions, including admission practices, selection of faculty and staff, allocation of resources, evaluation, and administrative policies.

Significant programmatic components of the institution such as certificate programs and research institutes shall also have clearly defined goals and objectives: these shall have a viable relationship to the goals and objectives of the institution as a whole.

Statements concerning mission, goals, and objectives must be published and made available to various constituencies in order to create a common conceptual framework for achieving the program's aspirations. While the level of detail may vary with the particular constituency, statements should be basically consistent among all publications.

Mission, goals, and objectives have a critical relationship with all operational matters. Operational policies and activities exist to serve the operational, artistic, and intellectual programs of each institution. This condition creates interrelationships among various operational elements and between the entire set of operational elements and curricular programs. Institutions must develop and manage these interrelationships so that policies, practices, resources, and programs are mutually supportive and demonstrably effective in achieving mission, goals, and objectives. The institution must have mechanisms for evaluating the viability of its set of interrelationships and priorities as conditions and contexts evolve, and for making changes as appropriate.

B. Size and Scope

Institutions are expected to demonstrate a positive relationship among the size and scope of art and design programs, the goals and objectives of these programs, and the human, material, and fiscal resources available to support these programs. Institutions are expected to maintain: (1) sufficient enrollment to support the size and scope of programs offered; (2) an appropriate number of faculty and other resources to support the size and scope of programs offered; and (3) sufficient courses in art and design to support the various levels of curricular programs being offered.

C. Finances

Financial resources shall be adequate in terms of (1) mission, goals, and objectives, and (2) the size and scope of the institution. The audited financial statements of the institution shall reveal sound financial management in support of the educational program. Evidence of past and potential financial stability and long-range financial planning must be demonstrated. Budget allocations for personnel, space, equipment, and materials must be appropriate and sufficient to sustain the programs offered by the institution from year to year. Evidence must be provided demonstrating that financial support is sufficient to ensure continued operation of the institution in accordance with NASAD standards applicable to the institution and its programs for the projected period of accreditation.

The institution shall maintain accurate financial records according to legal and ethical standards of recognized accounting practice. For privately supported institutions, this involves an annual audit with opinion prepared by an independent certified public accountant. Such audit is normally completed within 120 days, and must be completed within 180 days, after the close of each fiscal year. For tax-supported institutions, this involves a periodic audit

with opinion as mandated by the legislative or executive branch of the government entity supporting the institution.

The institution shall publish all regulations and policies concerning tuition, fees, and other charges, and shall develop a tuition refund policy which is equitable to both the institution and the student.

D. Governance and Administration

The purpose of governance structures and administrative activities shall be to serve the mission, goals, and objectives of the institution. Operations of the governance system shall assure educational, artistic, administrative, and financial continuity and stability, and show evidence of long-range planning. The governance structure of the institution shall include a board of trustees with legal and financial responsibilities and adequate public representation.

The governance relationships of each organizational component of the institution, including the process by which they function and interrelate, shall be stated clearly in written form and should be publicly available. Administrators, faculty, and staff shall understand their duties and responsibilities and know the individuals to whom they are responsible. The institution shall have reasonable and sufficient autonomy commensurate with its mission, goals, and objectives.

The governance relationships among trustees, administration, faculty, staff, and students shall demonstrate a primary focus on support of the teaching and learning process: (1) the board is legally constituted to hold the property, assets, and purposes of the institution in trust with responsibility for sustaining the institution and exercising ultimate and general control over its affairs; (2) the administration is empowered to operate the institution, provide optimum circumstances for faculty and students to carry out these purposes, and provide effective communications channels both inside and outside the institution; (3) the faculty has a major role in developing the academic program and in evaluating and influencing the standards and conditions that pertain directly to instruction, creative work, and research; and (4) student views and judgments are sought in those matters in which students have a direct and reasonable interest.

The institution must maintain an effective administrative organization and set of administrative personnel commensurate with its size and scope, and empowered by its trustees to direct and support the institution toward the achievement of its mission, goals, and objectives.

The art/design executive and other administrators of specialized areas shall be provided with sufficient time and staff to execute the required administrative and/or teaching duties effectively. The executive's responsibilities shall be clearly delineated and executive authority shall be commensurate with responsibility.

The art/design executive should exercise leadership in program evaluation and planning, encourage faculty development, and promote among all faculty and staff a spirit of responsibility, understanding, and cooperation. The art/design executive should also nurture an environment that contributes to the institution's pursuit of its mission, goals, and objectives.

E. Faculty and Staff

1. Qualifications

The institution shall maintain faculties and staff whose aggregate individual qualifications enable it to accomplish its mission, goals, and objectives. Faculty members (including part-time faculty) shall be qualified by earned degrees and/or professional experience and/or demonstrated teaching competence. All must be able to guide students and to communicate personal knowledge and experience effectively. Standard II.E.1 applies to studies and course work taken at the institution or under cooperative arrangements with another educational or artistic institution, or in any other third-party arrangement.

NASAD recognizes the Master of Fine Arts as the appropriate terminal degree for studio faculty. At the same time, some artist-teachers may hold other degrees; some may not hold any academic degrees. In such cases, institutions should make appointments for studio faculty on the basis of experience and training.

A person's qualifications to teach any studio subject are significantly revealed by the individual's past and/or present involvement as a practicing artist or designer. In teaching these subjects, it is of overriding importance that the teacher be or have been deeply and currently involved as a practicing artist or designer in the particular discipline and be able to communicate personal knowledge and experience effectively.

Academic degrees are a pertinent indicator of the teacher's qualifications for instructing in theoretical, historical, and pedagogical subjects.

Creative work, research, and publication are indicators of a teacher's qualifications, productivity, professional awareness, and contribution to various aspects of art/design and art/design-related fields.

2. Number and Distribution

The number of full- and part-time faculty positions and their distribution among the specializations must be sufficient to achieve the institution's mission, goals, and objectives, and appropriate to the size and scope of the institution's programs. Some relationship, with respect to numerical proportion and mechanisms for interaction, must be maintained between full-time faculty involved in the continuing business of the program and part-time or adjunct faculty, who may be less involved but who provide compensating professional strengths. This relationship will be appropriate to each institution. The institution must have clear, published definitions of faculty classifications (for example, tenured, graduate, full-time, part-time, adjunct, and visiting).

An institution shall distinguish in its printed literature between curricular and "workshop" faculty. For these purposes, curricular faculty shall be defined as those employed to teach on a regularly scheduled basis throughout an academic program of study.

Multiple faculty involved in various areas of specialization should represent a diversity of background and experience in their field of expertise.

3. Appointment, Evaluation, and Advancement

The institution must have procedures for appointing, evaluating, and advancing art and design faculty that promote objectivity and that ensure appropriate connections between personnel decisions and mission, goals, and objectives, especially as aspirations and purposes concern teaching, creative work, exhibition, research, scholarship, and service. Effective and fair evaluation is based on clear and accurate statements regarding responsibilities and expectations. The particular arrangement of elements and perspectives used to determine the quality of faculty work should be considered and articulated as clearly as possible for each faculty and staff member, especially at the time of appointment.

The institution must have procedures for the regular evaluation of all faculty.

Art and design faculty holding appropriate credentials and having full-time appointments are entitled to full faculty status and should be given treatment comparable to that for faculty members in other disciplines on a given campus with regard to appointment, tenure, increases in salary, and advancements to higher academic rank. Creative production and professional work should be accepted as equivalent to scholarly publication or research as a criterion for appointment and advancement in all institutions. Such equivalency must be present when the institution has goals and objectives for the preparation of professional artists and designers.

4. Loads

Faculty loads shall be such that faculty members are able to carry out their duties effectively. Faculty members shall have adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in service activities expected by the institution. The teaching loads of those having administrative and consultative duties should be appropriately reduced.

Institutions use a variety of methods for calculating teaching loads. The choice of method is the prerogative of the institution. Policies concerning loads should be clearly developed and published with regard to the variety of educational, artistic, and administrative duties undertaken by art and design faculty, and any conversions between clock hours and credit hours.

For additional standards regarding faculty contact time, see below under Q.2., "Awarding Credit."

5. Student/Faculty Ratio

Some balance, appropriate to each institution, must be maintained between the numbers of full-time equivalent students and full-time equivalent faculty. The institution must demonstrate that its student/faculty ratio is consistent with the size, scope, goals, and objectives of the programs offered.

6. Class Size

Class size shall be appropriate to the format and subject matter of each class, with regard to such considerations as materials and equipment requirements, safety, and the balance between student and faculty time

necessary to accomplish the goals and objectives of the class. When individual faculty attention to individual student work is required during class, class size shall be such that students can receive regular critiques of meaningful duration during the regular class period.

7. Faculty Development

Institutions must encourage continuing professional development, even if funding is limited. Sabbatical or other professional leaves; participation in activities that foster exchanges of ideas; cooperative activities and research, scholarship, and course preparation are encouraged and should be provided for art and design faculty consistent with support provided to comparable units in the institution. Whatever the institution's faculty development policies and mechanisms, the primary initiative for professional growth rests with each faculty member.

8. Support Staff

Support staff shall be provided commensurate with the institution's mission, goals, objectives, size, and scope.

F. Facilities, Equipment, and Safety

Facilities, equipment, and technology must be adequate to support faculty needs, all curricular offerings, and all students enrolled in them, and be appropriately specialized for advanced work. Space, equipment, and technology allotted to any function must be adequate for the effective conduct of that function.

Budget provisions shall be made for adequate maintenance of the physical plant, equipment, and technology. Ventilation and safety treatments appropriate to art/design facilities shall be provided. Institutions with goals and objectives in areas that require constant updating of equipment must demonstrate their capacity to remain technologically current.

Provision should also be made for students to have access to adequate studio facilities in other than scheduled class times.

Space should be provided to enable the faculty and administration to carry out their duties in such areas as advising, reviews of student projects, and research related to curricular and professional development.

It is the obligation of the institution that all students in studio programs be fully apprised of health and safety hazards and procedures inherent in the use of materials and equipment appropriate to specific disciplines and be instructed in their proper handling and operation. The institution shall have a plan by which it addresses health and safety issues on a continuing basis.

All instructional facilities shall be accessible, safe, and secure, and shall meet the standards of local fire and health codes.

All facilities and equipment should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors. Each institution should maintain a plan for the regular upkeep of its facilities and upkeep and replacement of equipment.

The plan should be developed consistent with goals and objectives, the size and scope of the institution, and prospective changes.

G. Library

Adequate library, learning, and information resources must be readily available to support both the art/design programs offered and the curricular/research needs of faculty and enrolled students. Library materials must be current and relevant to the programs offered.

The size and scope of the collection, including slides, is related to the size, scope, and objectives of the various programs offered by the institution. The standards for library holdings for specific areas of study are the same as those required for degree programs at the same level of the specific non-degree-granting program.

Institutional libraries must have adequate resources to maintain and enlarge the collections and to provide professional and support staff. Institutions providing access to library facilities in the immediate area must demonstrate that the library used has a collection adequate to support the program, and that policies and procedures for access are appropriate to the needs of the students and faculty.

H. Recruitment, Admission-Retention, Record Keeping, and Advisement

Communications with prospective students and parents must be accurate and presented with integrity. As a matter of sound educational practice, institutions recruit and admit students only to programs or curricula for which they show aptitudes and prospects for success. Recruitment goals, policies, and procedures shall be ethical, controlled by the institution, compatible with the goals and objectives of the institution, and free of practices that compensate recruiters directly on an individual or aggregate per-student-yield basis or otherwise create conflicts of interest for recruitment personnel or the institution. Admissions evaluation procedures and counseling services also must be clearly related to the goals and objectives of the institution's art and design programs.

Admission to particular programs of art/design study must be correlated to the institution's ability to provide the requisite course work and experiences at the appropriate level for all students enrolled.

Retention policies must be (1) appropriate to the goals and objectives of the institution's curricular programs, (2) clearly defined, (3) published for students and faculty, and (4) applied with rigor and fairness.

The institution shall maintain accurate, up-to-date records of each student's educational progress, including courses taken, grades and/or credits earned, and the results of other appropriate evaluations.

Students should be engaged in a continuous advisement program related to their area of specialization. Advisement should reflect concern for the student's goals and should provide assistance with the selection of courses that serve as appropriate preparation for advanced study. Students

should have access to information concerning specialization at the graduate level and available career options in art and design.

J. Published Materials

Published materials concerning the institution shall be clear, accurate, and readily available. Published materials include Internet Web sites and any other forms of information distribution. A catalog or similar document(s) shall be published at least biennially and shall cover mission, goals, and objectives; size and scope; curricula; faculty; administrators and trustees; locale; facilities; costs and refund policies; rules and regulations for conduct; all quantitative, qualitative, and time requirements for admission, retention, and completion of programs; academic calendar; policies and procedures for due process; and accreditation status with NASAD and other appropriate accrediting agencies. Costs; qualitative, quantitative and time requirements; and academic calendars shall have an appropriate relationship to mission, goals, objectives, curriculum, and subject matters taught. Program titles shall be consistent with content. When an institution or program offers work that is given academic credit by another institution, the source of the credit and any credential it leads to must be clear.

In addition to a standard catalog, the institution should maintain published documents of sufficient clarity and detail to facilitate understanding about all aspects of its work among administrators, faculty, students, parents, and other constituencies.

Through means consistent with its mission, goals, objectives, and resources, (1) the institution or (2) the art/design program, either separately or in conjunction with the institution, shall routinely provide reliable data and information to the public concerning the achievement of its purposes. The institution and the art/design unit shall have readily available valid documentation for any statements and/or promises regarding such matters as program excellence, educational results, success in placement, and achievements of graduates or faculty.

Published materials must clearly indicate those programs, courses, services, and personnel not available during a particular academic year. Publications should not list as current any courses not taught for two consecutive years which will not be taught during the third consecutive year.

K. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

The institution shall protect the use of its name and by doing so, protect the integrity of its accredited status. Various terminologies are used to describe affiliated entities and activities. The terminology used in this section designates functions and organizational structures. NASAD policies and standards are applied according to these functions and organizational structures, irrespective of the terminology used to designate them.

A branch campus is normally considered a separate institution within the same corporate structure as the main campus. A branch normally offers a complete program leading to an academic credential or provides community

education services, and has a significant amount of local responsibility for administrative control and academic affairs. Branch campuses must have and advertise the same name as the main campus, and must be identified in the catalog or catalog supplement and in other publications of the main campus. The branch may publish its own catalog. It is not necessary for the branch to offer all of the programs that are offered at the main campus; however, the catalog of the main campus must clearly identify the programs offered only at the branch campus.

An extension ordinarily does not offer a complete program of study leading to an academic credential. Extension activities may include courses in programs offered for credit off-campus or through continuing education, evening, or weekend divisions. Extension programs may be affiliated with either the main campus or branch campus, and, as appropriate, must be identified in the catalog of either the main or the branch campus.

The institution must ensure that all branch campus, extension, or similar activities are considered integral parts of the institution as a whole, that they maintain the same academic standards as courses and programs offered on the main campus; and that they receive sufficient support for instructional and other needs. Students involved in these programs must have convenient access to all necessary learning resources. The institution must maintain direct and sole responsibility for the academic quality of all aspects of all programs and must ensure adequate resources. In extension and similar services, on-campus faculty have a substantive role in the design and implementation of programs. If programs or courses use special instructional delivery systems such as computers, television, video, or audio tape, appropriate opportunities must be provided for students to question and discuss course content with faculty.

The nature and purpose of any use of the institution's name must be clearly and accurately stated and published.

Accreditation in art/design does not automatically transfer when a branch campus becomes independent or if an extension facility becomes a branch campus. Institutions must keep NASAD informed of discussions and actions leading to the establishment of branch campuses or extensions or to any expanded affiliative uses of the institution's name when art/design programs for majors or professionals are involved.

L. Distance Learning

Distance learning involves programs of study conducted entirely or partially away from regular face-to-face interactions between teachers and students in studios, classrooms, tutorials, and laboratories associated with course work, degrees, and programs on the campus. The distance aspect of these programs may be conducted through a variety of means, including teaching and learning through electronic systems. Distance 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 learning mechanisms predominate in the total delivery system. Programs in

which more than 40 percent of their requirements are fulfilled through distance learning will be designated as distance learning programs in the *NASAD Directory*.

Mission, goals, and objectives shall be clear. The institution must demonstrate that such purposes can be delivered through proposed systems of distance learning.

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 mechanisms.

The institution must determine and publish for each distance learning program or course (1) requirements for technical competence and (2) 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.

The institution shall publish information regarding the availability of academic and technical support services.

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. Specific evaluation points shall be established throughout the time period of each course or program.

When an identical program, or a program with an identical title, is offered through distance 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.

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

The institution must provide financial and technical support commensurate with the purpose, size, scope, and content of its distance learning programs.

M. Disciplines in Combination (Inter-, Multi-, Co-Disciplinary Programs, etc.)

To some extent, every curriculum represents a combination of modes of thought and inquiry, and thus, some combination of disciplinary perspectives. However, when an institution decides to offer any study program or degree which is explicitly designated as a multi- or interdisciplinary combination and in which art/design is either the primary or home discipline or constitutes over 25% of program content, the following operational standards apply in addition to those applicable to all other visual arts programs:

1. Specific coherent goals and objectives shall be developed and published that include, but are not limited to, (a) subject matter, issue, or problem

to be addressed; (b) content, techniques, and perspectives used to consider subject matter, issue, or problem; (c) expectations regarding breadth and depth; (d) aspirations for specific intellectual, disciplinary, or artistic engagement; (e) aspirations for juxtaposing, combining, applying, integrating, or synthesizing the disciplines involved.

2. Operations shall reveal coherent achievement of goals and objectives.

3. Terminology shall reflect accurately the type(s) of disciplinary combinations represented or used.

4. Titles shall be consistent with content. Published materials shall be clear about the status of any curricular program with respect to constituting a major, a minor, or field for independent study, etc.

5. Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines that are to be combined.

6. There must be clear descriptions of what students are expected to know and be able to do upon completion.

7. Guidance, counseling, and mentoring shall be adequate to support the achievement of purposes.

8. Evaluation mechanisms shall be consistent with the goals defined for specific courses, projects, programs, or curricula, and to the collaborative approach(es) involved.

N. Programs in or Based on Electronic Media

Computers and associated electronic media have expanded possibilities for the education of artists and designers. Institutions have a large number of options for establishing goals for curricula and course work. Choices include, but are not limited to, the following categories:

1. **Disciplinary Goals.** Programs may concentrate in, represent combinations of, or integrate studies in such areas as the standard visual art and design disciplines, computer science, engineering, music, languages, the psychology of perception, and many others. Within the art and design disciplines, new technologies may develop additional fields. Computer graphics, digital photography, computer animation are a few examples.

Programs may seek to use electronic media and technology as a tool to do work in a pre-existing field. Programs may also combine fields in various ways to develop new sets of knowledge and skills for various applications. Institutions may also seek to create new fields, or to address emerging niches in particular job markets.

2. **Technology Goals.** These range from how a technology works, to how to work it, to how to work with it, to how to do work with it, to how to understand it, to how to integrate it. Programs may concentrate on one or more technologies. Technology goals may also include how to build technologies, how technologies evolve, or the impacts of technology.

3. **Problem Solving Goals.** Each program represents a particular set of goals and objectives for identifying and solving problems. The level, nature, and complexity of the problems to be solved delineate the program's character and the projected accomplishments of its graduates.

4. **Delivery System Goals.** A wide variety of practices work as long as within each program or curriculum delivery systems are consistent with the achievement of other goals. In addition to traditional formats, team-based teaching, learning, projects, and evaluations are common in electronic media programs.

5. **Specialization Goals.** The range here includes programs that provide a broad foundation as the basis for future specializations to programs that are specifically focused on a particular field or subparts thereof. Connections and specializations involving the design fields, illustration, photography, animation, film and video, and Web/Internet applications are among the most usual areas of focus.

6. **General Basic Art and Design Education Goals.** Each program makes a choice regarding the extent to which it addresses foundation principles and techniques in and of themselves or in some combination with a more specialized purpose.

7. **General Liberal Education Goals.** A determination is made regarding the extent to which elements or composite goals for education in the humanities, sciences, social sciences, and other arts are included in the program.

In reviewing programs 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 and 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. Programs with goals and objectives centered on new approaches and combinations will be reviewed by the standards in this section and, as applicable, by those that address distance learning and disciplines in combination.

All curricula must meet applicable operational standards and general standards for education and training programs. In addition:

1. Specific coherent goals and objectives shall be developed and published that include, but are not limited to (1) subject matter, techniques, technologies, disciplines, or issues to be addressed; (2) content, methods, and perspectives used to consider subject matter, techniques, technologies, disciplines, or issues to be addressed; (3) expectations regarding breadth and depth, including the degree of specialization; (4) expectations regarding problem setting and solving capabilities; (5) aspirations for specific artistic, intellectual, scientific, or other disciplinary engagement.

2. Curriculum and other program requirements shall be consistent with goals and objectives.

3. Title shall be consistent with curriculum content.

4. Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines or technologies central to the artistic or educational purposes and content of the program. The institution must have means for assessing the extent to which prospective students meet these requirements before they are accepted or enrolled.

5. The institution must determine and publish any technical equipment requirements for each program or course. The institution must have means for assessing the extent to which prospective students meet these requirements before they are accepted or enrolled.

6. There must be clear descriptions of what students are expected to know and be able to do upon completion, and effective mechanisms for assessing student competencies against these expectations. Normally, expectations and competencies can be related to all or several of the seven goals areas outlined above. The level of the competency expected shall be consistent with the level of the degree or program offered.

7. The institution must be able to substantiate any claims for preparation of students for entry into specific vocations or professions.

Information required in items 1, 4, 5, and 6 above must be presented in catalogs and promotional materials available to the public.

As in the case with all curricula, the institution must provide adequate resources and demonstrate that programs are meeting their artistic and educational goals in terms of student competencies.

O. Community Involvement and Articulation with Other Schools

Although non-degree-granting institutions will vary in the intensity of their community involvement according to their various objectives and types of program offerings, it is expected that all non-degree-granting institutions will cooperate with local schools, presenting organizations, and arts agencies.

P. Evaluation, Planning, and Projections

Evaluations provide analyses of current effectiveness; planning provides systematic approaches to the future; and projections create understanding of potential contexts and conditions.

The institution shall evaluate, plan, and make projections consistent with and supportive of its mission, goals, and objectives, and its size and scope. Techniques, procedures, time requirements, and specific methodologies used for evaluation, planning, and projections shall be developed by the institution appropriate to the natures of the visual arts disciplines offered at the institution. The institution shall ensure that appropriate individuals are involved and appropriate information is available to accomplish the goals and scope of each evaluation, planning, and projections project. For example, students normally have regular opportunities to evaluate formally the curricular experiences in which they participate.

Evaluation, planning, and making projections are a set of activities that relate to all aspects of an institution's work. Each institution must determine the scope, breadth, and degree of formal systematic attention to this set of interconnected activities as it makes decisions about (1) mission, goals, and objectives; (2) present and future operational conditions; (3) resource allocation and development; and (4) specific programs and services.

Evaluation, projection, and planning associated with adding, altering or deleting curricula must address multiple, long-term programmatic and resource issues.

The institution shall demonstrate that the educational and artistic development of students is first among all evaluative considerations. Regular, systematic attention shall be given to internal and external indicators of student achievement. Internal evaluation and reporting of evaluation of student achievement differentiates among levels of quality and among attainments. When various levels of programs are offered in the same field of study, differences in expectations about achievement must be specified.

Institutions have available a broad range of evaluation techniques such as juries, critiques, course-specific and comprehensive examinations, institutional reviews, peer reviews, analyses by practitioners, and the performance of graduates in various settings. The indicators chosen shall be analyzed and organized to produce a composite picture of the extent to which the educational and artistic goals and objectives of the institution are being attained. In turn, this information is used as an integral part of planning and projection efforts. The institution shall be able to demonstrate that students completing programs have achieved the artistic and educational levels and competencies outlined in applicable NASAD standards.

Evaluation, planning, and projection must be pursued with sufficient intellectual rigor and resource allocations to be effective. However, the institution should ensure and make clear that evaluation, planning, and projection development exists to serve the institution's programs, rather than the reverse.

Evaluation, planning, and projection should contribute to general understanding about the relationships of parts to wholes, both for the institution and its component programs. They should result in successful management of contingencies, opportunities, and constraints. They should produce realistic short- and long-term decisions. They should ensure a productive relationship between priorities and resource allocations.

Q. Credit and Time Requirements

1. Program Lengths

Non-degree-granting programs have semester, quarter, clock hour, and/or other time requirements commensurate with the subject matter taught and the goals and objectives of specific programs.

The total time requirement for any program must be commensurate with the number of credit hours required to complete the program. Reasonable total time requirements must be formulated and published.

2. Awarding Credit

Credit shall be awarded consistently according to the published credit policies of the institution and in compliance with NASAD standards. Normally, a semester hour of credit represents at least three hours of work each week, on the average, for a period of fifteen to sixteen weeks. Correspondingly, a quarter hour of credit represents at least three hours of work each week for a period of ten or eleven weeks. Credit for short-term offerings must be computed on the same basis.

In lecture-discussion courses requiring outside preparation, one hour of credit represents one hour each week of the term in class and two hours of work outside class.

In studio and laboratory courses, normally three hours of studio/laboratory time and space per credit hour are required. Faculty contact must be sufficient to ensure the development of knowledge and skills required by each course. Normally, faculty contact is greater at the foundation or introductory level.

When institutions offer programs and courses for abbreviated time periods, or in independent study, they must ensure that students completing such programs or courses acquire levels of knowledge, competence, and understanding comparable to that expected of students completing work in the standard time period. For example, in order to earn one hour of credit during a summer session, students must attend approximately the same number of class hours and make the same amount of preparation as they would in a one-credit-hour course during a regular academic term.

3. Transfer of Credit

In granting course credit to transfer students, the receiving institution shall maintain policies to assure that the overall educational experience of the transferring student is at least equal in quality to that of the student taking all of his or her work at the member school.

Transfer credit should be granted for courses taken at another institution only when the course work involved and the level of the transfer applicant's achievement in it permit the student to complete the remaining course work successfully.

Membership in the Association carries with it no obligation to accept, without examination, art or design credits from other member schools.

4. Published Policies

The institution must publish clear policies concerning program length and credit-granting policies, including indications of courses that carry or do not carry credit in specific circumstances.

R. Operational Standards for All Institutions for Which NASAD Is the Designated Institutional Accreditor

Additional operational standards that apply to institutions for which NASAD is the designated institutional accreditor may be found in Appendix I.A. Such institutions do not have regional or other institutional accreditation;

they may be degree- or non-degree-granting; they may be not-for-profit or proprietary.

S. Operational Standards and Procedures for Proprietary Institutions

Additional operational standards that apply to proprietary institutions may be found in Appendix I.B.

III. Standards for Educational Programs

A. General Standards

Review of educational programs in non-degree-granting institutions is based upon:

1. the mission, goals, and objectives set forth by the individual school;
2. the manner in which the mission, goals, and objectives relate to standards for accreditation generally characteristic of professional educational institutions in the visual arts, including expectations for the development of student competencies;
3. the appropriateness of the mission, goals, and objectives in relation to the institution's resources;
4. evidence of an ongoing program of institutional review and evaluation which considers the appropriateness of the mission, goals, and objectives and the resources available to support them;
5. the comprehensive presentation of the educational philosophy and concepts which determine the mission, goals, and objectives;
6. the degree to which the mission, goals, and objectives are being achieved.

The relationships between the establishment of mission, goals, and objectives on one hand, and the development of program structure and resources on the other hand, are crucial to the operation of a successful non-degree-granting program. Therefore, the process of setting mission, goals, and objectives and marshalling resources should be characterized by the same rigorous artistic and intellectual activity that is a function of professional study in the visual arts. Such artistic and intellectual rigor should be evident in an ongoing program of review and evaluation which considers the appropriateness of mission, goals, and objectives and the resources used to support them.

Programs of review and evaluation should involve the entire educational community and be carried out with due consideration of the functions of professional education.

B. Program Expectations. A review of each institutional program for purposes of accreditation should demonstrate that:

1. students are achieving a measurable degree of technical mastery in at least one of the traditional or innovative techniques that are appropriate to their work;

2. they are developing a significant sense of what constitutes a serious design project or work of art and a coherent set of ideas and goals embodied in their work;
3. they are developing a body of work sufficient for evaluation and of such quality that it is acceptable for public exhibition by the school;
4. institutional performance with respect to the operational standards in Section II above supports achievements of the general and program standards of Section III.

To obtain these objectives, it is assumed that work at the introductory/foundation level will be followed by increasingly independent work at more advanced levels.

Specific programs shall be structured to provide the same educational achievement in their specific areas of emphasis as that expected for degree-granting programs at the same level. NASAD Standards for Degree-Granting Institutions are used as guidelines in this regard.

C. Postsecondary Diploma or Certificate Programs

1. Admission Policies

Applicants to postsecondary diploma or certificate (or similar) programs at non-degree-granting institutions must have a high school diploma or its recognized equivalent. Students who are currently attending high school or who have not received their high school diploma or equivalent may attend classes in the diploma or certificate program but are considered special students and are not candidates for the diploma or certificate. Special students who subsequently complete high school or who pass the G.E.D. examination or a nationally recognized equivalent may apply for advanced standing or similar statuses in the postsecondary diploma or certificate program, according to the policies of the institution.

2. General Standards

The awarding of a diploma or certificate implies the successful completion of a prescribed course of study on the postsecondary (undergraduate or graduate) level, oriented to the achievement of specific results. Diploma or certificate programs usually indicate a general course of studies in the visual arts; however, some institutions grant diplomas or certificates for completion of curricular programs with specific emphases.

All diploma or certificate (or equivalent) programs must meet applicable operational standards and standards for education and training programs. In addition:

- a) Specific coherent goals and objectives shall be developed and published that include, but are not limited to (1) subject matter, techniques, or issues to be addressed; (2) content, methods, and perspectives used to consider subject matter, techniques, or issues; (3) expectations regarding breadth and depth; (4) aspirations for specific artistic, intellectual, or disciplinary engagement.

Note About Appendices

The following appendices consist of various documents that are supplementary to the standards, guidelines, policies, and procedures outlined in the main body of this *Handbook*. Some of these documents have been, or continue to be, circulated as separate entities; others have always existed as part of the *Handbook*. For convenience, they have been brought into this *Handbook* and grouped into four categories:

1. *Standards (Appendices I.A-C)*—operational and curricular standards which apply to specialized institutions or programs. Some of these represent joint agreements with other accrediting bodies.

2. *Guidelines and Advisories (Appendices II.A-D)*—statements which do not have the force of threshold standards, but which rather amplify or explain particular standards or make recommendations on operational or curricular issues based on consensus within the art and design professions.

3. *Policies (Appendices III.A-G)*—These appendices range from statements of a general philosophy of arts accreditation to specific policies followed by the NASAD staff and elected officials regarding accreditation matters.

4. *Procedures (Appendices IV.A-C)*—These appendices consist of specialized procedures applicable to a limited number of institutions or to accreditation visits made jointly by NASAD and other agencies.

- b) Operational assessments shall reveal consistent achievement of goals and objectives.
- c) Title shall be consistent with content. Published materials shall be clear about the level and length of any diploma or certificate (or equivalent) program.
- d) Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines central to the artistic or educational purposes and content of the diploma or certificate (or equivalent).
- e) Guidance, counseling, and mentoring shall be adequate to support the achievement of purposes.
- f) There must be clear descriptions of what students are expected to know and be able to do upon completion and effective mechanisms for assessing student competencies against these expectations.
- g) Evaluation mechanisms shall be consistent with the goals defined for specific courses, projects, programs, or curricula, and to the specific approach(es) involved.

3. *Essential Competencies, Experiences, and Opportunities*

a) *General Programs*

Students shall be expected to develop competencies as implied by the structure and objectives of the diploma or certificate program. The content and standards of the courses used to develop these competencies should be no less rigorous than those found in similar programs at the same level in degree-granting institutions.

b) *Programs with Specific Emphasis (e.g., Painting, Sculpture, Drawing, Design)*

Students shall be expected to develop the same competencies in the area of specific emphasis as those required for degree programs at the level of the diploma or certificate course.

Appendix I.A

Specific Operational Standards for All Institutions of Higher Education for Which NASAD Is the Designated Institutional Accreditor

The following standards apply only to independent institutions of higher education which offer professional education and training in art and/or design and for which NASAD is the designated institutional accreditor. Such institutions do not have regional or other institutional accreditation; they may be degree- and/or non-degree-granting; they may be not-for-profit or proprietary.

I. STANDARDS FOR ACCREDITATION

In addition to meeting all operational and curricular standards of the Association appropriate to the scope of programs offered, institutions of higher education for which NASAD serves as the institutional accrediting body shall meet the following standards:

A. Title

The descriptive title of the institution shall be appropriate to its purpose, size, and complexity.

B. Finances

The institution must demonstrate that tuition and other fees are reasonable and appropriate in relation to subject matters taught; the goals, objectives, and time requirements of the degrees, credentials, or programs offered; and to any other relevant variables.

The institution must have an annual audit with opinion prepared by an independent certified public accountant. The annual audit must be completed within 180 days after the close of each fiscal year.

C. Governance and Administration

Note: Paragraphs one and six below apply to not-for-profit institutions. The remaining paragraphs apply to both not-for-profit and proprietary institutions.

A not-for-profit institution must have a governing board consisting of at least five members which has the duty and authority to ensure that the overall mission of the institution is carried out. The governing board must be the legal body responsible for the institution which it holds in trust. The presiding officer of the board, along with a majority of other voting members, must have no contractual, employment, or personal or familial financial interest in the institution. The board must have adequate representation of the public interest recognizing that institutions serve a public purpose when they provide educational services and opportunities. Public representatives receive no financial benefit from the operation of the institution.

For all institutions, the duties of the board include securing financial resources to support the achievement of institutional mission, goals, and objectives. The board is responsible for approving the annual budget, reviewing periodic fiscal audits, and approving the long-range financial plan.

In all institutions, the board shall maintain policies concerning conflict of interest, both with respect to its own actions and to actions of administration, faculty, and staff.

All institutions must have an official document that defines board duties, responsibilities, and operations, including the number of members, length of service, rotation policies, organization and committee structure, and frequency of regular meetings. Board policies shall clearly state that no member or committee acts in place of the board, except by formal delegation of authority by majority vote of the board of directors.

If the institution is involved with multi-campus, off-campus, continuing education, evening and weekend programs, etc., governance and administrative procedures must be clearly defined and appropriately integrated and incorporated into the total governance and administration system.

In all not-for-profit institutions, the institution must have a chief executive officer whose primary responsibility is to the institution. The board selects and regularly evaluates the institution's chief executive officer using consultative mechanisms described in the official document outlining duties of the board. The chief executive officer must not be the presiding officer of the board, but may be an *ex officio* member of the board. The board must delegate to the chief executive officer and, as appropriate, to other officers whose primary responsibilities are to the institution, the requisite authority and autonomy to manage the institution effectively and formulate and implement policies compatible with the overall structures and intents established by the board.

For all institutions, the administrative structure of the institution must be sufficient in size and competence to cover business, registrar, maintenance, security, safety, and student services functions. The institution shall have appropriate administrative and physical capabilities to protect the permanent records of students and any other permanent records as board policies may dictate.

D. Facilities and Equipment

If the institution depends on facilities, equipment, or resources outside of its direct control (for example, studio and exhibition facilities, library resources), there must be a clear, fixed understanding with those controlling the outside resources which ensures the reasonable continued availability of those resources during the accreditation period. The institution must provide clear guidelines and procedures for its constituents' use of such resources and must ensure that such descriptions are readily available to students whose programs of study require use of these resources.

E. Student Services

Consistent with its mission, goals, and objectives, the institution shall provide a physical, philosophical, and human environment that fosters the artistic, intellectual, and personal development of students. The institution's program of student services is derived from the relationship between specific goals for student development and the purposes of the institution. All types of services shall be available to all students. Student services shall be organized and managed by individuals with appropriate training, experience, and abilities.

Institutions must provide an effective orientation program that acquaints new and transfer students with all aspects of the institution related to their course of study and their personal well-being.

The institution shall provide and/or facilitate access to education, counseling, and professional care associated with the maintenance of physical and mental health.

The institution shall provide and/or facilitate access to counseling covering personal, social, vocational, and financial issues.

If the institution administers a program of financial aid, such aid shall be provided and administered in an organized and accessible manner. Records shall be clearly documented. Awards are based on the equitable application of clear and published criteria. The financial aid program must be audited at least once a year.

If the institution participates in student loan programs, such programs shall be provided and administered in an organized and accessible manner. Records shall be clearly documented. Awards are based on the equitable application of clear and published criteria. The student loan program must be audited by an independent auditing firm at least once a year. Students must be made aware of the exact conditions under which loans are made.

If provided, housing must be conducive to individual well-being and personal development. Housing controlled by or affiliated with the institution must meet recognized standards of health, safety, and security, and be appropriately staffed.

If provided, food service must meet recognized standards of nutrition, sanitation, and safety. Food services must be professionally administered and operated.

The institution must have policies regarding the kinds of information that will be included in the permanent record of students. It shall also have policies regarding the retention, safety and security, and disposal of records. Information-release policies shall respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution.

The institution must maintain policies concerning student responsibilities and rights, including complaint procedures. These must be clearly stated, well publicized and readily available, and administered fairly and consistently.

The institution should provide opportunities for student leadership consistent with its mission, goals, objectives, and policies. Students should be encouraged to develop their abilities to work with people in as many settings and contexts as feasible. Opportunities to be involved in appropriate institutional decision-making processes are highly desirable.

F. Teach-Out Agreements

Teach-out agreement means a written agreement between accredited institutions that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program.

If an NASAD-accredited institution has or enters into a teach-out agreement with another institution, the agreement shall:

1. Be consistent with (a) NASAD standards, the NASAD Code of Ethics, and the NASAD Rules of Practice and Procedure, and (b) applicable federal and state regulations.
2. Provide for the equitable treatment of students by ensuring that
 - a) Students are provided, without additional charge, all of the instruction promised by the closed institution prior to its closure but not provided to the students because of the closure; and
 - b) The teach-out institution is geographically proximate to the closed institution and can demonstrate compatibility of its program structure and scheduling to that of the closed institution.
3. Be articulated with an institution accredited by a nationally recognized accrediting agency.

II. PROCEDURAL REQUIREMENTS

In addition to meeting all procedural requirements of the Association appropriate to the scope of programs offered, institutions of higher education for which NASAD serves as the institutional accrediting body shall be subject to the following procedures:

A. Supplemental Annual Report

In addition to the regular Annual (HEADS) Report, the institution must file a supplemental annual report at a time and in a format stipulated by the Association which contains the following information:

1. Written confirmation that NASAD is regarded as the institution's institutional accreditor.
2. Current tuition and fee schedules.
3. A complete summary of the institution's involvement with federal and state student loan and grant programs, with breakdowns for each loan and grant program, and the percentage of general expenditures derived from Pell Grant funds. If the institution does not participate in these programs, it must so certify in writing as part of the supplemental annual report.
4. The percentage of the institution's tuition income, and the percentage of its total income, derived from:

- a) Federal loans and grants to students, with breakdowns by category of loan and grant
 - b) State loans and grants to students, with breakdowns by category of loan and grant.
5. The annual audited financial statement of the institution with auditor's opinion.
 6. Notice of any actions pending to review the institution by (a) a state-wide authority that monitors operations of educational institutions, (b) another institutional or specialized accreditor, or (c) federal or state student grants and loan authorities.
 7. The status of any applications for accreditation or reaccreditation to other accrediting bodies.

B. Major Changes in Control

Accreditation is not automatically transferrable when there is a major change in control. Major change includes but is not limited to sale; transfers of stock, assets, and liabilities; mergers; divisions; the complete replacement of one set of board members by another, in less than a six-month period; or the change in over seventy-five percent of board membership at any one time. All such changes must be reported in advance to NASAD, or if the possibility of such changes is not known in advance, they must be reported immediately after the change. Institutions with major changes in control will be subject to special NASAD procedures, described herein and in separate documents. Continuation of accreditation will depend upon the institution's demonstration that it continues to meet requisite NASAD standards for all programs offered. This review will be conducted in accordance with standard evaluation and operational procedures or with appropriate monitoring when an institution is being closed.

A review for change of control may include a visit to the institution by NASAD evaluators to determine the extent to which a change of control has affected conditions for maintenance of accreditation. Normally, such a visit will be scheduled within six months of a change of control. The institution will assume the responsibility for fees and expenses associated with this visit.

C. Starting a Branch Campus or Similar Entity

If an accredited institution plans to establish a new branch campus, or similar entity that functions in the same manner, in the U.S. or elsewhere, the following materials must be submitted at least six months prior to the opening of the branch:

1. A business plan. At minimum, the business plan must contain a complete description of
 - a) The educational program to be offered at the branch campus;
 - b) The projected revenues and expenditures and cash flow at the branch campus; and
 - c) The operation, management, and physical resources at the branch campus.

At the same time, the institution must provide

d) Information showing the financial relationship of the branch to the main campus.

e) The most recent audited financial statement of the institution.

2. Information in the standard NASAD format demonstrating compliance with operational standards and applicable curricular standards.

If the institution

a. has a total of three or fewer additional locations;

b. has not demonstrated a proven record of effective educational oversight of additional locations; or

c. has been placed on administrative warning, probation, or show cause, or is subject to some limitation on its accreditation status;

then within six months of the opening of a branch campus or similar entity, the branch must host a team of NASAD visiting evaluators.

D. Teach-Out Arrangements

If an NASAD-accredited institution plans to establish teach-out arrangements with another institution (see item I.F above), the agreement must receive approval from the NASAD Commission on Accreditation prior to ratification by parties of the agreement.

E. Automatic Actions

1. Automatic Review

The following circumstances will cause an automatic review of the institution's accreditation status:

a) Declaration or evidence of financial exigency.

b) State or federal action that results in the removal of the institution's eligibility to participate in state or federal student loan and grant programs.

c) Change in ownership or major change in control, provided NASAD is given at least five days' advance notice in writing. This includes but is not limited to (1) the sale of the institution or the majority of its assets, (2) the transfer of the controlling interest of stock of the institution or its parent corporation, (3) the merger of two or more institutions, (4) the division of one or more institution(s) into two or more institutions, (5) the transfer of controlling interest of stock of the institution to its parent corporation, (6) the transfer of the liabilities of the institution to its parent corporation, (7) change in over seventy-five percent of board membership at any one time, and (8) the complete replacement of one set of board members by another within a six-month period.

However, the five-day advance-notice rule does not apply in cases where transfer of ownership occurs by right of survivorship upon the death of an owner, or similar circumstances. In these cases, NASAD must be notified within five days of the occurrence.

- d) Notice to establish a branch campus or other entity that would offer degrees and programs eligible for review by NASAD, or notice of intent to significantly expand affiliative uses of the institution's name.
- e) Failure to gain accreditation or candidacy status upon application to another nationally recognized institutional accrediting agency, or loss of accreditation or candidacy status held with such agency.

2. *Automatic Suspension*

Automatic suspension of accreditation will occur under the following circumstances:

- a) The filing of Chapter 11 bankruptcy proceedings by the institution.
- b) The filing of Chapter 7 bankruptcy proceedings by the institution.
- c) Change in ownership or major change in control without five days' advance notice in writing to NASAD. This includes but is not limited to (1) the sale of the institution or the majority of its assets, (2) the transfer of the controlling interest of stock of the institution or its parent corporation, (3) the merger of two or more institutions, (4) the division of one or more institution(s) into two or more institutions, (5) the transfer of controlling interest of stock of the institution to its parent corporation, (6) the transfer of the liabilities of the institution to its parent corporation, and (7) change in over seventy-five percent of board membership at any one time.
- d. The establishment, without prior notice, of a branch campus or other entity offering degrees and programs eligible for review by NASAD, or significant expansion, without prior notice, of affiliative uses of the institution's name.

Following automatic suspension, accreditation may be reinstated only upon application to, and approval by, the NASAD Commission on Accreditation. Because the suspension results without action or prior approval on the part of the Commission, this change in status does not constitute formal withdrawal of accreditation, and thus is not a negative action subject to review of adverse decisions or to appeal.

F. Policies and Protocols for Institutions Participating in Federal Student Loan Programs

1. *Context of Accreditation Reviews*

In compliance with Public Law 102-325, the Higher Education Amendments of 1992, the NASAD accrediting commission must take into account the following information as it considers the accreditation or reaccreditation of any institution which participates in federal student loan programs and for which NASAD is the institutional accrediting agency:

- a) Default rates in student loan programs under Title IV of the Higher Education Act of 1965 as periodically amended, based on the most recent data provided to the institution and/or to the accrediting body by the U. S. Secretary of Education.
- b) Records of any student complaints received by NASAD.

c) Evidence concerning compliance with program responsibilities under Title IV of the Higher Education Act of 1965 as periodically amended, based on the most recent data provided to the institution and/or to the accrediting body by the U. S. Secretary of Education, including any results of financial or compliance audits, program reviews, and such other information as the U.S. Secretary of Education may provide to NASAD.

2. *Arbitration Rule*

The institution shall provide in writing its agreement to abide by the initial arbitration rule in Section 496 of Public Law 1012-325:

“The [U.S.] Secretary [of Education] may not recognize the accreditation of any institution of higher education unless that institution of higher education agrees to submit any dispute involving the final denial, withdrawal or termination of accreditation to initial arbitration prior to any other legal action.”

3. *Change in Ownership or Major Change of Control*

Change in ownership or major change of control will result in an on-site review within six months of the change. The preparation for the visit, the visit, commission review and commission action shall follow regular NASAD procedures. The institution will assume the responsibility for fees and expenses associated with this visit.

4. *Third-Party Comment Rule*

Three months prior to the date of a Commission review for membership or renewal of membership, the Association shall provide an opportunity for third-party comment in writing regarding the institution's qualifications relating to NASAD standards. The mechanism shall be NASAD publications and NASAD correspondence with recognized accreditation organizations and state higher education agencies. Third-party comments shall be due six weeks prior to a Commission meeting, and the institution shall have the opportunity to respond in writing to all comments received.

Third-party comment is not a substitute for the NASAD Procedures for Complaints Against Member Institutions.

Third-party comment must be restricted to issues of accredited institutional membership. The procedure will not be used to settle disputes between individuals and institutions whether students, faculty, administration, or members of other groups are involved. Third-party comment will not be accepted in cases where parties are in litigation with each other.

5. *Rules Concerning Notification of Action by the NASAD Commission on Accreditation*

NASAD will notify the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, the appropriate accrediting agencies, and the public of the following types of decisions, no later than 30 days after a decision is made:

a) A decision to award accreditation status for the first time.

- b) A decision to renew accreditation.
- c) A final decision to deny, withdraw, suspend, terminate, or otherwise affect the accreditation status.
- d) A decision to place on probation.
- e) A decision by an accredited institution or program to withdraw voluntarily from accreditation status. The date of the decision is the date on which the accrediting agency receives notification from the institution that it is voluntarily withdrawing from accredited institutional membership.
- f) A decision by an accredited institution or program to let its accreditation lapse. The date of the decision is the date on which accreditation lapses.

When the final decision is to deny, withdraw, suspend, terminate, or otherwise affect the accreditation status, the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the appropriate accrediting agencies will be notified of the decision at the same time as the institution, but no later than 30 days after the decision is made.

When the final decision is to deny, withdraw, suspend, terminate, or otherwise affect the accreditation status, the public will be notified of the decision within twenty-four hours.

No later than 60 days after a final decision, NASAD makes available to the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the public upon request, a brief statement summarizing the reasons for NASAD's determination to deny, withdraw, suspend, terminate, or otherwise affect the accreditation status, and the comments, if any, that the affected institution may wish to make with regard to that decision.

Appendix I.B

Specific Operational Standards for Proprietary Schools

Proprietary institutions shall not differ significantly in their educational operations from those of public or non-profit institutions.

Section 1. Standards for Accreditation. In addition to meeting all operational standards of the Association and other requirements appropriate to the scope of programs offered, proprietary institutions shall demonstrate the following:

A. Documentation that the institution has a charter and/or formal authority of incorporation and state recognition and/or licensure.

B. The operation of the school under the guidance of a Board of Directors, at least one-third of whom have no financial investment in the institution, and at least two-thirds of whom have no kinship with the principal owners. The membership of the Board shall reflect the public interest. This is to assure that the governing body includes individuals who do not represent per se the interests of the administration, faculty, or students, or of the proprietors; and that such representation is not merely a token representation but has an effective, although not necessarily a majority, vote in the affairs of the governing body.

C. The complete structure of the financial organization including an annual financial audit with opinion prepared by a certified public accountant independent of relationships with the institution and such balance sheets, operating statements, budgets, salary determinations, etc., that will produce a complete fiscal picture of the institution.

D. An established record of fiscal allocation and management demonstrating that the fundamental purpose is educational excellence, and evidence that such policies will be continued. The distribution of gross income in support of educational purposes and goals is especially significant in this regard.

E. The existence and operation of ethical policies and procedures concerning student services and record-keeping, admission policies and practices, enrollment and tuition, recruitment, advertising, and promotion. These policies and procedures shall be written in detail and shall be publicly available. Written agreements between the student and the school shall be required for all financial transactions and upon enrollment. Such agreements shall be drafted according to the recognized codes of fair practice and shall in no case be misleading to the student.

F. The existence of clearly defined roles based upon individual qualifications for the owner(s), manager(s), administrative personnel, and faculty.

Section 2. Requirements for Change in Ownership to Maintain Eligibility for Accreditation. Accreditation is not automatically transferable with change in ownership. Therefore, to maintain eligibility for accreditation, the

following information is to be fully documented and submitted to NASAD within two weeks after change of ownership of an NASAD accredited institution:

- a) exact date of change of ownership;
- b) curriculum vita of new owner (or new management);
- c) a true and complete copy of the Sale or Transfer Agreement;
- d) financial statement of new ownership by an outside accounting firm;
- e) current financial statement of the institution by an outside accounting firm;
- f) current art/design program enrollments;
- g) a notarized statement by buyer and seller or other transferring parties assuring NASAD and any interested parties such as students, financial institutions, state, and government agencies, etc., that appropriate provisions have been made for all tuition refunds now due or which may become due for all students to whom the institution has an obligation;
- h) documentation that the institution still maintains its state license or approval;
- j) all other pertinent information relative to changes in location, programs, refund policy, tuition, faculty, and administration.

A visit to the institution shall be made by NASAD at the discretion of the Commission on Accreditation based upon the response of the institution to items *a* through *j* above. Any such action shall take place within six months of the date of sale to cover the points above as well as to determine that educational conditions consistent with the original accreditation continue to be met. A report of the visit will be submitted to the Commission for review and action concerning continuation of accredited status. The visit, Commission review, and Commission action shall follow regular NASAD procedures.

Appendix I.C

Guideline Statement Concerning Studies in Visual Arts/Design/Business/Arts Administration Prepared by NASAD and AACSB

I. Parties

The National Association of Schools of Art and Design, established in 1944, was founded to provide guidance for institutions of higher education offering programs in art and/or design, to establish a more uniform method of granting credit, and to set minimum standards for the granting of degrees and other credentials.

The National Association of Schools of Art and Design is recognized by the U.S. Department of Education as the accrediting agency for all postsecondary programs in art and design in the United States. In fulfilling this role, it is the Association's responsibility to develop criteria and standards for degrees in art and design including the various specializations associated with those degrees. NASAD standards and guidelines of achievement do not curb or restrict an administration or school in its freedom to develop new ideas and to experiment with or expand its programs.

AACSB International—The Association to Advance Collegiate Schools of Business (formally established in 1916) is an organization of institutions devoted to the improvement of higher education for business administration. The membership of the organization includes educational institutions, business, government, and professional organizations.

AACSB is recognized by the Council for Higher Education Accreditation as an accrediting agency for degree programs in business administration. AACSB accreditation promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting. The review process is linked to each school's stated mission and objectives. Self-evaluation and peer review assure performance consistent with the school's mission and AACSB accreditation. The process endorses and supports diverse paths to achieving high-quality education and provides guidance for continuous improvement in educational programs.

II. Preface

The following statements for programs in the visual arts (including design), business, and arts administration were developed by NASAD and AACSB after consultation with practitioners and educators. The statements do not endorse specific types of degrees, but reflect an analysis of the fields that utilize a combination of art/design and business skills with special attention to educational resources supportive of these fields.

III. Definitions

The following terms are used in these guidelines:

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: museum director, arts council director, arts center director, and development officer.

B. Business of Visual Arts/Design—Usually in the for-profit sector, business of visual arts/design implies management and support services in visual arts/design-related industries necessary for the production and presentation of art and design.

C. Management or Administration—Indicates a responsibility for leadership, direction, and decisions over an entire enterprise or a component part of an enterprise. Management or administration skills imply overall strategic planning, the setting of objectives, and the marshalling of resources to meet objectives. Examples of management or administration careers in art/design and business, as defined above, are: publisher, gallery operator, and agent.

D. Support Services—Support services are those of a business nature or of a technical nature required in the production and presentation of visual arts/design. Examples of business services are those relating to the accounting, financing, marketing, and distribution of art/design-related products, such as sales representatives. Examples of technical services are those relating to the production of art/design-related products.

IV. Basic Requirements for the Separate Professional Degrees

A. Art and Design

NASAD recognizes the Bachelor of Fine Arts and the Bachelor of Science in Design as the professional degrees in art and/or design. Studies in studio art/design and related areas, including art history, should comprise at least 65 percent of total degree credits. Students are expected to meet the competencies common to all professional baccalaureate degrees in art or design as outlined in the *NASAD Handbook*.

To provide students with continuous development of skills leading to professional degrees, NASAD requires that all such programs include:

1. Familiarity with all major aspects, techniques and directions in a chosen area, including the highest possible level of technical skill in the medium. Students should be allowed opportunities to have their work exhibited, discussed, and critiqued. Thus, programs should culminate in a specific resume or body of student work.
2. Analytical familiarity with major historical periods of art/design world-wide, fostering knowledgeable judgment of works of art and design. Normally, at least 10 percent of the total curriculum should be in art history.
3. Knowledge in related liberal arts areas. Such study may include English, the humanities, social sciences and natural sciences, the proportion of which should be related to specific program goals and requirements. General

liberal arts studies should comprise approximately 25 percent of total course work.

B. Business Administration

The Standards for Business Administration are outlined in *Achieving Quality and Continuous Improvement through Self-Evaluation and Peer Review*. For degrees in business administration, AACSB requires that the curriculum should provide an understanding of perspectives that form the context for business (Standard C.1.1.); that an undergraduate curriculum have a general education component that normally comprises at least 50 percent of the student's four-year program (Standard C.1.2.a.); that the curriculum include foundation knowledge for business as outlined in Standard C.1.2.b.; and that the curriculum include written and oral communications (Standard C.1.2.c.).

Postsecondary study for a business administration degree does not require previous preparation and demonstration of skills in business prior to matriculation.

V. Degree Programs Involving the Cooperation of Business Schools and Art/Design Schools

The parties encourage art and design students to consider curriculum opportunities that broaden their understanding of the business aspects of the visual arts/design. The parties also encourage business students who plan careers in visual arts/design-related businesses to develop as thorough an understanding of art/design as possible. In any degree program the specific proportional involvement in art/design, business, and general studies will vary according to the specific level of the program, the education and career goals of the students, and/or the specific courses or degree programs which may be available.

A. Baccalaureate Programs

1. Traditional degree programs which imply preparation in *one field* but not the other. These are not considered combination degrees.

The Bachelor of Fine Arts or Bachelor of Science in Design with at least 65 percent course content in visual art/design and histories and the Bachelor of Arts in Art and the Bachelor of Science degrees with at least 30 percent course content in the visual arts or design are reviewed for approval by NASAD.

The Bachelor of Business Administration degree and other baccalaureate degrees with more than 25 percent business courses are reviewed for accreditation by AACSB. The parties encourage cooperation between the visual arts unit and the business unit in the development and operation of these curricular options.

2. Degree programs that imply preparation in *both fields* are considered combination degrees.

Degrees that imply preparation in business administration and visual art/design must contain course work in business studies and at least 30 percent course work in art/design. These degrees, typically entitled Bachelor of

Arts or Bachelor of Science, must cover the perspectives and foundation knowledge as stipulated in Standards C.1.1 and C.1.2 noted above and NASAD's standards and guidelines.

NASAD recognizes that the Bachelor of Arts degree and the Bachelor of Science degree may provide professional preparation in art/design; however, NASAD does not regard the Bachelor of Arts and Bachelor of Science degrees as professional degrees in art/design. The professional degrees in art/design are the Bachelor of Fine Arts and the Bachelor of Industrial Design.

B. Graduate Programs

The parties recommend that persons preparing for management careers in visual arts/design-related fields consider the Master of Business Administration or the Master of Arts in Arts Administration after following a baccalaureate in business, preferably with a minor in art/design.

The parties recognize that specialized visual arts/design studies may be appropriate in the curricula of master's degrees in business administration.

VI. Guidelines for Combination Degree Programs in Visual Arts/Design, Business, and Arts Administration

The parties neither encourage nor discourage the development of various combination degree programs in art/design, business, and arts administration, as described in V.A.2 above. However, when such degrees are offered, the parties expect the programs to meet the following guidelines:

A. Because of the broad spectrum of fields which utilize a combination of visual arts/design and business skills, the specialized goals and objectives of the degree program shall be carefully developed and articulated with special consideration and evaluation of the specific resources available to the institution for support of all aspects of the program.

B. Each area of specialization shall be developed in consultation with professional practitioners in the area of specialization.

C. The institution's visual arts/design and business units shall cooperate in the development, operation, and evaluation of the program.

D. Catalog statements and other promotional materials about the program shall be consistent with the professional character of the program and shall present an accurate, detailed description of the program including specific objectives, requirements, and institutional resources. These materials shall provide a realistic assessment of career opportunities available upon completion of the program. Adjunct faculty shall be listed as such in the catalog.

E. Statements in institutional literature concerning the accreditation of the program shall be accurate and clear to the public. Accreditation by either NASAD or AACSB shall not be construed to signify accreditation by both parties, nor shall regional accreditation be construed as having provided professional review of programs.

F. Institutions shall maintain a counseling program which provides students with a realistic assessment of job opportunities and professional

requirements as appropriate to individual aptitude, professional interest, and academic progress.

G. The institution shall acquire and maintain the facilities, library, resources, and specialized faculty necessary to maintain the specific emphasis of each combination degree program.

H. It is preferred that faculty members assigned to specialized courses in arts administration or business of visual arts/design have practical field experience in the areas covered by the course.

J. Internships, or equivalent experience, in the area of program specialization are recommended for all combination degree programs. The institution shall make a thorough assessment of each student's performance during the internship experience, and such assessment shall be used in the counseling process.

Appendix II.A

NASAD Guidelines Statement on Competitions

NASAD recognizes that competitions may contribute to the education of the artist and designer. However, the effectiveness of a competition in contributing to the advancement of art and design depends upon the observance of certain ethical and artistic principles.

The following guidelines are presented to assist institutions of higher education and organizations sponsoring competitions in the evaluation of competition policies.

A. The intent of the competition must be the encouragement and advancement of art and design and/or the purposes of art and design education. The competition must provide a valid educational experience for the student and contribute to his or her professional growth; it must not disrupt the educational program of the student or of the institution.

B. The competition must not exploit the participant. Work submitted, including reproduction rights, must remain the property of the participant unless purchased at professional rates independently of prizes and awards. An exception to this may be made when prizes, in amounts equaling or exceeding professional rates, are stipulated as purchase prizes. The sponsoring organization must be responsible for the security of all work accepted by it under the conditions of the competition, and for its safe return either (1) at the completion of jury action or (2) at the end of a period not to exceed one year if specified for purposes of exhibition or display without charge to the public.

C. The conditions of the competition and the names of those responsible for adjudication must be clearly and unambiguously stated. The decisions of those publicly announced as judges must be final. During adjudication, mechanisms must be employed to ensure that the competition is not biased by inappropriate identification of artists or art work. Organizations sponsoring competitions involving students should list the name of the artist and his or her educational institution when work is publicly displayed after the adjudication process.

D. No competition or its sponsoring organization may involve or commit any other organization or institution to any responsibility or course of action without prior consultation with and formal consent of that organization or institution.

E. Competitions must not in any way restrict participation on the basis of race, sex, color, or creed.

NASAD will undertake to make these recommendations available to professional organizations, corporations, and others who may initiate competitions. The Association encourages member institutions to do likewise.

Upon request, NASAD will send copies of its policy on competitions to any institution or organization requesting it. The Association will make

consultants available to the sponsors of competitions through its consultative

service whenever such is requested by a sponsoring organization.

If a member institution of NASAD determines that a competition is not

in compliance with NASAD guidelines, the Executive Director of the

Association will correspond with the organization at the request of that

member institution.

Appendix II.B

Advisory Statement On Undergraduate Minors In Art and Design

NASAD encourages art and design programs in higher education to offer minors in art/design for undergraduate students. Minors enable students to advance and integrate art/design knowledge and skills in a variety of areas and may be especially appropriate for students with substantial interest in art/design, but who intend to pursue careers in other fields.

NASAD does not accredit or list minor programs in its Directory, since minors are considered part of an institution's program of art/design in general education. The Association encourages accredited member institutions to organize, manage, and evaluate minors programs with the seriousness of purpose expected of all postsecondary artistic and educational activities. The following advisory points may provide assistance in this regard:

1. A clear relationship should be evident among the mission, goals, and objectives of the institution, the art/design unit, and the art and design minor programs. Mission, goals, and objectives should be considered in artistic, intellectual, educational, and curricular terms.

Minors in art and design require attention to a variety of operational and policy issues. Minors programs are important in overall considerations about size and scope and in managing the art/ design unit's relationships among goals and objectives, resources, and program offerings. Each art/design unit is responsible for ensuring that resources are available to support the goals and objectives of minors programs for all students enrolled. Student/faculty FTE ratios deserve careful consideration.

2. Minors programs should have distinct structures, formats, and requirements.

3. Minors programs should have specific curricular objectives. Normally, minors require 15-24 semester hours and involve a range of art and design studies from areas such as studio, analysis, and history. The usual goal is to raise the level of overall proficiency in art/design and to provide a comprehensive overview of the discipline. Requirements in at least two of the three areas previously mentioned are the norm. However, minors in art and design may be especially designed to be integrated with other liberal arts or pre-professional curricula. Whatever the curricular objective, balances between comprehensiveness and focus must be maintained to ensure program integrity.

4. Minors programs may be traditional or innovative in structure, content, and requirements. They may be traditional or innovative in their relationship to the art/design unit and to the institution as a whole. Whatever the approach, administrators and faculty associated with minors programs should seek and evaluate opportunities to broaden the artistic and intellectual development of students. Multi- and interdisciplinary studies;

individualized minors under a common goals framework; results-oriented requirements; involvement in upper division courses, electives, and special project opportunities all seem particularly appropriate.

5. Each minors program should have published policies concerning admission, the awarding of grades and credit, retention, and completion consistent with the curricular goals of the program. Requirements for course work, proficiency levels in studio, and any project activity should be clearly stated. Policies should be developed to define relationships between minor and major programs, especially in institutions where declarations of major occur at the end of the freshman or sophomore year.

Scholarship and other financial aid, transfer policies affecting minors, and special fees for non-major enrollments and counseling require delineation and regular attention.

6. The minor in art/design is strongly recommended for individuals preparing to be general elementary school teachers, or liberal arts and sciences teachers at the junior high or high school level. However, the minor in art/design is inappropriate for the preparation of specialist K-12 art/design teachers. To offer such a possibility is inconsistent with NASAD standards. NASAD requirements for specialist teacher preparation are found in the NASAD *Handbook* under "Standards for Degree-Granting Institutions."

7. It is essential that all written and spoken information be clear about the artistic, intellectual, educational, and curricular goals and limits of each minors program. Promotion and recruitment activities for minors programs should be carefully designed to emphasize the advantages of the program without promising or implying undocumentable career results.

NASAD maintains texts addressing issues of content and evaluation that may be useful in developing, maintaining, and amending art and design minors programs. *Handbook* statements concerning artistic and intellectual goals and content for undergraduate degrees and programs in art and design can serve as starting points or guidelines for discussions about content. Self-study, assessment, and future analyses instruments can provide formats for studying results, prospects, and feasibilities.

As overall curriculum offerings and policies are planned, NASAD encourages continued attention to the potentials for art and design inherent in strong minors programs. The minors option provides tremendous opportunities to develop art/design knowledge and skills at a basic collegiate level among large numbers of educated citizens. Evolving economic, demographic, and technological conditions provide increased incentive for creativity and leadership in the development and operation of art/design minors programs.

Appendix II.C

Operational Norms

Over the years, the higher education community as a whole and NASAD members in particular have found certain quantitative norms useful as benchmarks when developing local operational policies and setting goals. The following statements of norms do not represent accreditation standards, but rather reflect common practices in the field. They are provided only for reference and guidance.

Teaching Loads. A maximum teaching load of fifteen to eighteen contact hours each week is recommended for studio teachers on full-time appointment. Teachers of lecture courses on full-time appointment should have teaching loads of nine to twelve contact hours. In considering contact hours within teaching loads, the standard conversion rate of studio to classroom hours is 1.5 to 1.0.

Faculty/Student Ratio. The overall ratio of full-time equivalent students to full-time equivalent faculty in undergraduate studio art or design departments or in art/design schools should be 15 to 1 or less, and not in excess of 20 to 1.

Class Size. Studio classes generally should not exceed 25 students. Experience indicates that a class limit of approximately 20 students is educationally more effective. In some cases, safety considerations and specialized equipment limitations will require class limits of 15 or less. Effective instruction can be achieved in lecture classes with larger enrollments than are acceptable in studio courses. However, sound educational practice indicates that such large classes should be supported by small discussion or tutoring sessions.

Faculty Contact. In studio and laboratory courses at the foundation or introductory level, where all or most of the work must be accomplished in the school's studios, faculty normally should meet with students for a minimum of two out of every three allotted hours.

Library Collections. The library serving an institution with "professional" undergraduate programs should contain no fewer than 10,000 volumes on art, design, and related areas, and 50 periodicals. Such institutions should own a minimum of 30,000 slides. The library serving an institution with "liberal arts" undergraduate programs should contain no fewer than 5,000 volumes on art, design, and related areas, and 25 periodicals. Such institutions should own a minimum of 15,000 slides.

Appendix II.D

NASAD Guidelines Concerning Art and Design As General Education

Art and Design Education for the General Student, the Community at Large, and in the Preparation of Art and Design Professionals

I. INTRODUCTION

The traditional role of postsecondary institutions in art/design has been two-fold: the cultivation of an understanding of the visual arts and design in the general public and the education and training of art and design professionals. The relative success of educational programs designed for professionals is evidenced in the ever-increasing quality of art and design in America. But all too often, cultivation of visual understanding in the public has been of secondary concern. As a result, the cultural involvement of the public is not sufficient to take full advantage of the high level and quality of professional activity that is available.

NASAD recognizes two important areas of strength available to address this problem: (a) the wealth of professional expertise that exists in presenting organizations, businesses, and educational institutions concerning the art, design, and education therein; and (b) evidence that the level of public interest and commitment to the arts is growing.

An improved relationship and appropriate fusion of these two strengths must be accomplished if greater public literacy and sophistication in the visual arts and design are to develop.

NASAD recognizes that institutions of higher education engaged in art/design training can provide one of the most important resources for this effort. It is appropriate, therefore, that art/design programs in these institutions assume a significant responsibility for improved educational results on behalf of art/design.

NASAD believes that the success of the art/design community in these endeavors is essential to the quality of cultural life in the United States.

II. PRINCIPLES

Works of art and design are among the most significant human achievements. Therefore, all these works merit experiential and reflective study as subjects of intrinsic worth. Because of connections of the visual to all human forms of life, studies in history, culture, language, and other such liberal subjects are incomplete unless attention is given to their aesthetic dimensions. When appropriately taught, studio, reflective, and interdisciplinary studies in art/design can promote and enhance the appreciation and discrimination of students who, in turn, become educated observers and patrons and provide leadership in the continuing and various processes of creation, presentation, and education.

These guidelines are based upon the premise that there is general convergence between the purposes of education in art/design and the purposes of general liberal education. Education in art/design is not intended to produce only technical skills, but aims also at the preparation of individuals who understand the cultural and aesthetic significance of what they produce. Such comprehensive understanding with attending skills, attitudes and aptitudes is the fundamental ingredient in a liberal education as traditionally conceived. The presence of programs in art/design in educational programs at all levels is thus an entirely appropriate educational objective.

Initiatives in pursuit of this objective must, of necessity, originate from art/design units within educational institutions.

NASAD believes that these initiatives are essential to the continuing growth of the art and design culture in the United States.

III. PURPOSES

These guidelines are structured to assist institutions in dealing with issues of art/design in general education and are provided as an inventory of possibilities.

In keeping with the concept of accreditation based fundamentally on the objectives defined by the institution and the appropriateness of those objectives in comparison with the resources available, these guidelines are not to be construed as a list of requirements for accreditation. They are intended to explain by example the major points outlined in the NASAD accreditation standard on Visual Arts in General Education (see page 124).

Institutions are expected to address this issue in terms of what is applicable to them and their own objectives and situation.

The Guidelines Statement should serve as a resource for those who are not daily involved with art/design as their area of expertise.

IV. GUIDELINES FOR SPECIFIC ASPECTS OF ART/DESIGN IN GENERAL EDUCATION

A. Art/Design Education for the General College Student

NASAD recognizes that students enter colleges and universities with a wide variety of art/design experiences. Taking into account this variety, art/design units should provide experiences that expose students to a wide range of styles, cultures, modes of thought and problem-solving in the art/design context in order to enhance artistic perception.

The following are recommended:

1. Course offerings for non-majors should be structured to develop visual perception and should include in-person experience with original work whenever possible.
2. Participation by qualified non-majors in courses for majors should be encouraged as part of the elective portion of their programs.
3. The art/design unit should be actively involved in institutional admissions and counseling processes to convey opportunities for participation in art/design studies and activities.

4. The art/design unit should encourage the liberal arts major in art/design as the basis of a liberal education and a basis for graduate study in other fields.
5. Elective studies and minors in art/design should be available and encouraged in all baccalaureate curricula.
6. Participatory art/design experiences for non-majors should be provided under the supervision of those of professional standing.
7. An effective program for building exhibition attendance among the non-major student populations should be maintained, especially for faculty and student exhibitions.
8. Exhibitions, lectures, and demonstrations by art/design major students and faculty should be integrated whenever possible into the curricular approaches of other disciplines.
9. Opportunities should be provided for the participation of non-major students in activities involving visiting art/design professionals.
10. Provision should be made for the involvement of part-time and continuing education students in the art/design in general education programs.

B. Art/Design in General Education and the Preparation of the Art/Design Professional

NASAD recognizes that professional art/design institutions have a responsibility to place the specialization necessary for professional art/design activity in a context which produces a deep sense of concern and responsibility for the development of cultural values.

The following are recommended:

1. Curricular and non-curricular experiences should be provided to develop understanding of the philosophical and sociological significance of the art and design in American life and culture.
2. Opportunities should be provided to prepare students for service to the community through art/design.
3. In addition to on-campus exhibitions, art/design students should be encouraged to present themselves and their work to the larger community.
4. Curricular opportunities should be provided in which art/design is integrated with other artistic, historical, and scientific disciplines.
5. Opportunities should be provided for studies and experiences in arts management, advocacy, and patron development.
6. Since many art/design professionals serve as teachers, attention should be given to developing appropriate pedagogical techniques for discovering new ways of understanding and introducing art/design.

C. Faculty

NASAD recognizes that academic tradition often discourages faculty attention to art/design in general education. Unfortunately, promotion, tenure, and academic standing may be adversely affected when attention is focused on non-majors, interdisciplinary efforts, and community service in art/design.

Appropriate means must be found at each institution to address these difficult questions in favor of a vital Art/Design in General Education program.

The following are recommended:

1. Policies for granting credit toward promotion and tenure should be developed for faculty involved in education of the non-major student in art/design.
2. Programs should be maintained to integrate professional studies and experiences for majors into the curricular and non-curricular art/design activities of non-majors.
3. Faculty should be encouraged to participate fully in community art/design development.
4. Experienced faculty, singly or in groups, in all specialty areas should undertake the responsibility for introductory art/design courses for non-majors.
5. Faculty should promote concern for Art/Design in General Education among art/design major students.
6. Faculty who direct art/design research should encourage attention to sociological, psychological, and marketing issues in patron development.
7. Faculty should experiment with curricular approaches for majors and non-majors which combine art/design with other disciplines.
8. Faculty should be encouraged to create and present art/design exhibitions for a variety of settings, both on and off campus.

D. The Local Community

The community beyond the campus provides numerous opportunities in presentation, education, and advocacy.

The art/design unit should be concerned about activities with the community as well as for the community, in order to develop resources and cooperative endeavors with support groups and interested individuals who are willing to join in the common cause for art/design.

The following are recommended:

1. The art/design unit should encourage faculty and student exhibitions in the community. A variety of times, settings, and formats should be investigated to best establish rapport with the public.
2. The art/design unit should be supportive of community art/design societies and presentation organizations.

3. The art/design unit, insofar as possible and appropriate, should be involved in teaching art/design at the pre-school, K-12, adult, and senior citizen levels.
4. The art/design unit should be directly involved in the establishment and furtherance of community arts policy both through representation on governing boards and in art/design presentations.
5. There should be cooperation with school art/design programs and community performing groups to enhance art/design development in the community.

E. Media

The media exercise broad influence. As part of their community outreach, art/design units should maintain an aggressive advertising and promotional campaign utilizing all media.

The following are recommended:

1. Working relationships should be developed with radio and television stations. These may include the presentation of art/design exhibitions live or on videotape, educational programs, and consultative services of all kinds. Cooperation with public radio and television stations, because of their non-commercial status and community orientation, may be especially appropriate.
2. Working relationships should be developed with the print media; newspapers, city and local magazines, newsletters and the like, to encourage attention and support of the art/design unit's activities.
3. Attention should be given to evolving media technologies and their possible impact on the marketing of art/design exhibitions, traditional or otherwise.
4. The fundamental objective of all promotion should be to contribute to a common effort that speaks to the larger idea of art/design as an exciting and enriching opportunity for individuals.
5. Opportunities should be taken to cooperate with all arts groups to work for improved art/design news coverage.

F. Arts and Arts Education Policy Development

Art/design units have a responsibility to influence the positive development of regional and national arts policy and to prepare students capable of so doing.

The following are recommended:

1. Faculty, staff, and students should be encouraged to participate in a wide range of activities associated with policy development.
2. Involvement of other academic units should be sought in conducting marketing and other promotional studies to be used in policy development.

3. Art/design units have a responsibility to participate in the furtherance of improved regional and national arts education policy. This effort is in addition to the educational program for the training of professionals.
4. Art/design units have a responsibility to participate in the furtherance of improved regional and national arts policies directed to the development of expanded involvement by the population. Such involvement should be structured to increase long-term understanding, commitment, and support.

Appendix III.A

Code of Good Practice for the Accreditation Work of NASAD

To fulfill its values, principles, and responsibilities in accreditation, NASAD:

1. Pursues its mission, goals, and objectives, and conducts its operations in a trustworthy manner.

- Focuses primarily on educational quality, not narrow interests, or political action, or educational fashions.
- Demonstrates respect for the complex interrelationships involved in the pursuit of excellence by individual institutions or programs.
- Exhibits a system of checks and balances in its standards development and accreditation procedures.
- Maintains functional and operational autonomy.
- Avoids relationships and practices that would provoke questions about its overall objectivity and integrity.
- Analyzes criticism carefully and responds appropriately by explaining its policies and actions and/or making changes.

2. Maximizes service, productivity, and effectiveness in the accreditation relationship.

- Recognizes that teaching and learning, not accredited status, are the primary purposes of institutions and programs.
- Respects the expertise and aspirations for high achievement already present and functioning in institutions and programs.
- Uses its understanding of the teaching and learning focus and the presence of local expertise and aspirations as a basis for serving effectively at individual institutions and programs.
- Keeps the accreditation process as efficient and cost-effective as possible by minimizing the use of visits and reports, and by eliminating, wherever possible, duplication of effort between accreditation and other review processes.
- Works cooperatively with other accrediting bodies to avoid conflicting standards, and to minimize duplication of effort in the preparation of accreditation materials and the conduct of on-site visits.
- Provides the institution or programs with a thoughtful diagnostic analysis that assists the institution or program in finding its own approaches and solutions, and that makes a clear distinction between what is required for accreditation and what is recommended for improvement of the institution or program.

3. Respects and protects institutional autonomy.

- Works with issues of institutional autonomy in light of the commitment to mutual accountability implied by participation in accreditation, while at the same time, respecting the diversity of effective institutional and programmatic approaches to common goals, issues, challenges, and opportunities.
- Applies its standards and procedures with profound respect for the rights and responsibilities of institutions and programs to identify, designate, and control (a) their respective missions, goals, and objectives; (b) educational and philosophical principles and methodologies used to pursue functions implicit in their various missions, goals, and objectives; (c) specific choices and approaches to content; (d) agendas and areas of study pursued through scholarship, research, and policy developments; (e) specific personnel choices, staffing configurations, administrative structures, and other operational decisions; and (f) content, methodologies, and timing of tests, evaluations, and assessments.
- With respect to professional schools and programs, recognizes the ultimate authority of each academic community for its own educational policies while maintaining fundamental standards and fostering consideration of evolving needs and conditions in the profession and the communities it serves.

4. Maintains a broad perspective as the basis for wise decision making.

- Gathers and analyzes information and ideas from multiple sources and viewpoints concerning issues important to institutions, programs, professions, publics, governments, and others concerned with the content, scope, and effectiveness of its work.
- Uses the results of these analyses in formulating policies and procedures that promote substantive, effective teaching and learning, that protect the autonomy of institutions and programs, and that encourage trust and cooperation within and among various components of the larger higher education community.

5. Focuses accreditation reviews on the development of knowledge and competence.

- Concentrates on results in light of specific institutional and programmatic missions, goals, objectives, and contexts.
- Deals comprehensively with relationships and interdependencies among purposes, aspirations, curricula, operations, resources, and results.
- Considers techniques, methods, and resources primarily in light of results achieved and functions fulfilled rather than the reverse.
- Has standards and review procedures that provide room for experimentation, encourage responsible innovation, and promote thoughtful evolution.

6. Exhibits integrity and professionalism in the conduct of its operations.

- Creates and documents its scope of authority, policies, and procedures to ensure governance and decision making under a framework of “laws not persons.”
- Exercises professional judgment in the context of its published standards and procedures.
- Demonstrates continuing care with policies, procedures, and operations regarding due process, conflict of interest, confidentiality, and consistent application of standards.
- Presents its materials and conducts its business with accuracy, skill, and sophistication sufficient to produce credibility for its role as an evaluator of educational quality.
- Is quick to admit errors in any part of the evaluation process, and equally quick to rectify such errors.
- Maintains sufficient financial, personnel, and other resources to carry out its operations effectively.
- Provides accurate, clear, and timely information to the higher education community, to the professions, and to the public concerning standards and procedures for accreditation, and the status of accredited institutions and programs.
- Corrects inaccurate information about itself or its actions.

7. Has mechanisms to ensure that expertise and experience in the application of its standards, procedures, and values are present in members of its visiting teams, commissions, and staff.

- Maintains a thorough and effective orientation, training, and professional development program for all accreditation personnel.
- Works with institutions and programs to ensure that site teams represent a collection of expertise and experience appropriate for each specific review.
- Conducts evaluations of personnel that involve responses from institutions and programs that have experienced the accreditation process.
- Conducts evaluations of criteria and procedures that include responses from reviewers and those reviewed.

Appendix III.B

Policies Concerning Listings in the NASAD Directory

The information below outlines NASAD policy regarding the listing of programs and degrees in the Directory. The NASAD Directory may be obtained from the National Office.

I. Institutional Membership

Associate Membership may be granted to baccalaureate and/or graduate degree-granting institutions, community/junior colleges, and non-degree-granting institutions applying for the first time that meet all curricular standards and a substantial portion of all other standards of the Association, and show promise of being able to meet completely the Association's standards applicable to art/design curricula offered by the institution. Accreditation with Associate Membership is valid for up to five years. At the end of this period, such institutions will be required to satisfy all criteria for Membership in the Association.

Membership is granted to institutions meeting all of the standards of the Association. Institutions approved for Membership are granted five-year periods of accreditation. At the end of five years, such institutions are expected to apply for renewal of Membership. Institutions approved for renewal of Membership are granted ten-year periods of accreditation.

II. Non-Accredited Institutional Affiliation

Postsecondary institutions offering programs in the visual arts not yet ready to apply for accredited status or not wishing to seek accreditation, may become non-voting institutional affiliates.

III. Professional Organization Affiliation

Not-for profit, national organizations representing individual professions in art, design, or art/design related disciplines may obtain affiliate status with NASAD by meeting conditions outlined in the NASAD Bylaws. Professional Organization Affiliates designate at least one and as many as four representatives to participate in accreditation reviews and other NASAD activities under the published procedures of the Association.

IV. Individual Membership

Individual membership is especially designed for, but not limited to, art executives and faculty members of institutions preparing for NASAD accredited institutional membership. Individual membership will be granted to any artist or educator. Individual members have no vote.

V. Institutional Listings

The date following the address of each member institution indicates the date of Membership. Charter members are identified by 1948C or 1970C. The date in brackets indicates the year of the most recent review for

accreditation. The dates in parentheses indicate the academic year in which the next accreditation review is scheduled.

Institutions designated by * are accredited by the appropriate regional association. Institutions designated by † are accredited in the field of teacher education by the National Council for the Accreditation of Teacher Education. Art/design education programs listed without such a symbol have been accepted by the National Association of Schools of Art and Design for purposes of Membership.

VI. Degree and Program Listings

The NASAD *Directory* contains a listing of visual arts programs and curricula which have received accreditation through appropriate action of the NASAD Commission on Accreditation. Therefore, though the *Directory* may be useful in guidance situations, its primary function is as an annual record of the accreditation status of member institutions.

The listing of a degree program in the *Directory* indicates that the curriculum and transcripts have been reviewed and approved by the Commission. New degree programs for which plan approval has been granted, but for which transcripts are not yet available for review, appear in italics. The same procedure applies to new programs in non-degree-granting institutions.

It is expected that member institutions will submit any new degree or program plan to the Commission on Accreditation for approval.

Areas of emphasis of degree programs are listed in parentheses in the *Directory*.

VII. Correspondence and Information

Inquiries about degrees, programs, facilities, and additional information about the member schools should be addressed to each individual school. The addresses and names of persons to contact at each member institution are included in the *Directory*.

All correspondence and requests for information about NASAD should be sent to the National Office.

Appendix III.C

Baccalaureate Degrees in the Arts Disciplines

**A Policy Statement of
National Association of Schools of Art and Design
National Association of Schools of Dance
National Association of Schools of Music
National Association of Schools of Theatre**

A. Curricular Structure

Institutions of higher education in the United States prepare individuals for a wide variety of vocations. Because each of these vocations has unique requirements for professional practice, educational patterns vary discipline by discipline.

The four-year baccalaureate degree is the primary format for education at the undergraduate level. This degree normally contains at least 120 semester hours of course work. Curricula comprising these hours are usually divided among required courses in the major, required courses in general studies, and electives. Each institution of higher education develops degree requirements based upon a proportional mix of these elements.

There are two generic types of baccalaureate degrees which prepare individuals for work in the professions of dance, music, theatre, and visual arts and design. Consistent with general academic practice, these are labeled “professional” degrees and “liberal arts” degrees.

The professional degree is intended to provide intensive training in the intellectual and physical skills necessary to arts professionals. Because physical skills development is critical during the 18-22 year period, many young artists do not wish to risk postponement of serious study until the graduate years. Since physical skills are meaningless without accompanying intellectual development, and since both are time-consuming activities requiring daily practice, the professional degree normally involves at least two-thirds of the curriculum in the major field. This may include supportive courses directly and legitimately related to professional practice of the disciplines. The remaining portion is divided between general studies and electives.

Professional degrees preparing specialists in the arts for the public schools or developing creative arts therapists will include in the major field interdisciplinary and professional studies in such areas as education and psychology.

By contrast, the liberal arts degree emphasizes a broad program of general studies. The major field normally occupies one-third of the curriculum with coverage of the discipline being broad in scope. The remaining portion is divided between general studies and electives.

B. Degree Titles

Professional degrees normally containing at least 65% course work in the major area (or the major area and related professional studies in degrees for arts therapists, elementary/secondary teachers, and certain other specialist professions, when the total in the arts discipline is no less than 50%) normally carry the title Bachelor of Fine Arts (for the fields of dance, theatre, and visual arts and design) or Bachelor of Music. Institutions designate specific course work for specialty areas; for example, the Bachelor of Fine Arts in Painting, Dance Performance, or Acting, and the Bachelor of Music in Composition.

Interdisciplinary degrees in such areas as musical theatre and stage design must have at least 65% course work in the arts disciplines involved to carry the title Bachelor of Fine Arts or Bachelor of Music.

Liberal arts degrees normally containing at least 30% course work in the major area carry the title Bachelor of Arts or Bachelor of Science with the generic name of the discipline appended; for example, Bachelor of Arts in Theatre, Bachelor of Arts in Dance. Within these programs various emphases may be possible through minimal variations on the basic plan of course work.

It is recognized that some institutions are chartered to offer only the Bachelor of Arts or Bachelor of Science degree. When these institutions offer a baccalaureate degree meeting “professional” degree standards, the degree is normally designated Bachelor of Arts or Bachelor of Science with the specific major area; for example, Bachelor of Science in Graphic Design or Bachelor of Arts in Music Theory.

C. National Standards and Practice

Within the degree formats outlined above, each institution develops the precise structure and detail of the curriculum for each degree program. This development is consistent with the unique goals and resources of the institution.

In each of the arts disciplines, academic institutions have created associations specifically concerned with the development of educational standards and operational procedures. These organizations, through their member institutions, work to develop overall frameworks that outline the attributes of training programs for arts professionals while encouraging diversity among institutions and respect for operational integrity within institutions. Each of these organizations works through the system of voluntary accreditation. Each publishes a set of standards and guidelines as the basis for accreditation reviews giving greater detail and definition to the baccalaureate degree definitions outlined in this document. The associations also publish standards and guidelines for graduate degrees.

Appendix III.D

NASAD Policy on Review and Accreditation of Postsecondary Non-Degree-Granting Programs in Degree-Granting Art/Design Units

1. Postsecondary non-degree-granting programs offered by degree-granting institutions will be listed by NASAD only when their objectives and structure indicate a discrete curricular offering and when they require 30 or more semester hours (45 quarter hours) or clock-hour equivalent at the graduate level. When the purpose is to offer shorter programs of a workshop nature, or programs that provide supplemental credentials for students enrolled in undergraduate or graduate degree programs, the programs will be reviewed by the Commission on Accreditation, but not listed by the Association. All postsecondary non-degree-granting programs will be reviewed using standards outlined in Item III of the NASAD Standards for Non-Degree-Granting Institutions.

2. Non-degree-granting programs will be reviewed from an objective/content base rather than from a title/content base.

Appendix III.E

The Accreditation of Film/Video Programs

National Association of Schools of Art and Design National Association of Schools of Theatre

The National Association of Schools of Art and Design and the National Association of Schools of Theatre are the nationally recognized accrediting agencies for their respective disciplines. This joint statement was developed to clarify the respective positions of each association with respect to the accreditation of film/video programs. The statement should not be construed as an endorsement of specific degree types, but rather reflects an analysis of fields which normally use a combination of knowledges and skills.

Accreditation by NASAD or NAST is voluntary. Statements in institutional literature concerning the accreditation of the program shall be accurate and clear to the public. Accreditation by NASAD or NAST shall not be construed to signify accreditation by both parties, nor shall regional accreditation be construed as having provided professional review of such programs.

NASAD and NAST recognize a wide variety of approaches to the study of film/video. However, each association reviews film/video curricula only when programs fit within its scope of accreditation. NASAD reviews professional curricula (B.F.A.- and M.F.A.-type programs) only when the program has significant objectives and content based in the visual arts and when the program is primarily concerned with the conception, planning, and execution of film/video productions.

NAST reviews professional curricula (B.F.A.- and M.F.A.-type programs) only when the program is based in theatre techniques and their extensions, and when the program is primarily concerned with the conception, planning, and execution of film/video productions.

Within the above guidelines, it is recognized that film/video studies may be directed toward production in the commercial studio or production as an independent filmmaker or video artist. Such objectives determine the distribution and emphases of the component disciplines of film/video within specific programs.

NASAD and NAST maintain separate standards for film/video programs. Each reflects film/video study from a particular disciplinary base.

While reflecting certain differences, the standards statements do not conflict, particularly since production-oriented film/video curricula, when not in a separate academic unit, are most often housed administratively with art and design or with theatre.

Advice concerning the application of NASAD and/or NAST standards in specific situations may be obtained by writing to the staff that serves both associations at 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190.

Appendix III.F

Policies Concerning Regard for Decisions of States and Other Accrediting Organizations in the NASAD Accreditation Process

Section 1. Institutions

A. NASAD accredits only those postsecondary institutions that are legally authorized under applicable state law to provide a program of education beyond the secondary level.

B. NASAD does not renew the accreditation of an institution during a period in which the institution

1. Is the subject of an interim action by a recognized institutional accrediting agency potentially leading to the suspension, revocation, or termination of accreditation or preaccreditation;
2. Is the subject of an interim action by a state agency potentially leading to the suspension, revocation, or termination of the institution's legal authority to provide postsecondary education;
3. Has been notified of a threatened loss of accreditation, and the due process procedures required by the action have not been completed; or
4. Has been notified of a threatened suspension, revocation, or termination by the state of the institution's legal authority to provide postsecondary education, and the due process procedures required by the action have not been completed.

C. In considering whether to grant initial accreditation or preaccreditation to an institution, NASAD takes into account actions by

1. Recognized institutional accrediting agencies that have denied accreditation or preaccreditation to the institution, placed the institution on public probationary status, or revoked the accreditation or preaccreditation of the institution; and
2. A state agency that has suspended, revoked, or terminated the institution's legal authority to provide postsecondary education.

D. If the Commission grants accreditation or preaccreditation to an institution notwithstanding the actions described in paragraphs B or C of this section, NASAD provides the U.S. Secretary of Education a thorough explanation, consistent with its accreditation standards, why the previous action by a recognized institutional accrediting agency or the state does not preclude a grant of accreditation status.

E. If a recognized institutional accrediting agency takes an adverse action with respect to a dually accredited institution or places the institution on public probationary status, or if a recognized programmatic accrediting agency takes an adverse action for reasons associated with the overall institution rather than the specific program against a program offered by an institution

or places the program on public probation, NASAD promptly reviews its accreditation or preaccreditation of the institution to determine if it should also take adverse action against the institution.

Section 2. Programs

A. NASAD does not renew the accreditation status of a program during any period in which the institution offering the program

1. Is the subject of an interim action by a recognized institutional accrediting agency potentially leading to the suspension, revocation, or termination of accreditation or preaccreditation;
2. Is the subject of an interim action by a state agency potentially leading to the suspension, revocation, or termination of the institution's legal authority to provide postsecondary education;
3. Has been notified of a threatened loss of accreditation, and the due process procedures required by the action have not been completed; or
4. Has been notified of a threatened suspension, revocation, or termination by the state of the institution's legal authority to provide postsecondary education, and the due process procedures required by the action have not been completed.

B. In considering whether to grant initial accreditation or preaccreditation to an institution, NASAD takes into account actions by

1. Recognized institutional accrediting agencies that have denied accreditation or preaccreditation to the institution offering the program, placed the institution on public probationary status, or revoked the accreditation or preaccreditation of the institution; and
2. A state agency that has suspended, revoked, or terminated the institution's legal authority to provide postsecondary education.

C. If the Commission grants accreditation or preaccreditation to an institution notwithstanding the actions described in paragraph A of this section, NASAD provides the U.S. Secretary of Education a thorough explanation, consistent with its accreditation standards, why the previous action by a recognized institutional accrediting agency or the state does not preclude a grant of accreditation status.

D. If a recognized institutional accrediting agency takes an adverse action with respect to the institution offering the program or places the institution on public probationary status, NASAD promptly reviews its accreditation of the institution to determine if it should also take adverse action against the program.

Section 3. NASAD routinely shares with other appropriate recognized accrediting agencies and state agencies information about the accreditation status of institutions or programs and any adverse actions it has taken against an accredited institution or program.

NASAD expects reciprocity as the basis for fulfilling the above policies as required by the U.S. Department of Education.

Appendix III.G

Commission Time Guidelines for Interpreting The Continuous Deferral Policy

(Rules of Practice and Procedure, Article IV, Section 5)

Normally, the total time period for demonstrating compliance with required standards shall not exceed:

1. Twelve months, if the program, or the longest program offered by the institution, is less than one year in length;
2. Eighteen months, if the program, or the longest program offered by the institution, is at least one year, but less than two years, in length; or
3. Two years, if the program, or the longest program offered by the institution, is at least two years in length.

If the institution or program does not bring itself into compliance within the specified period, the Commission must take adverse action unless the Commission extends the period for achieving compliance for good cause.

Appendix IV.A

Procedures for Joint Evaluations: NASAD, NASD, NASM, NAST

Section I. Parties

The parties to this agreement are the following autonomous organizations:

National Association of Schools of Art and Design

National Association of Schools of Dance

National Association of Schools of Music

National Association of Schools of Theatre

Each organization is engaged in a national program of specialized accreditation covering disciplinary studies in preparation for professional practice in the field stipulated in its title.

The organizations maintain their respective national offices at 11250 Roger Bacon Drive, Suite 21, Reston, Virginia, and share the services of the same office staff.

Section II. Definitions

A. Specialized Accreditation of Institutions and/or Programs—an expression of confidence by one of the recognized professional accrediting agencies that specific degree programs in a particular area of professional specialization, whether offered by a multi- or single-purpose institution, are soundly conceived, that the purposes of these programs are being accomplished, and that the professional degree program is so organized, staffed, and supported that it should continue to merit such confidence for a specified number of years. Professional accreditation affords academic and professional recognition of specific degrees offered by institutions and indicates that these degree programs have been intensively evaluated by peers in the profession and have met minimum national professional standards in the area of specialization. The parties to this agreement are the professional accrediting agencies for their respective disciplines. Accreditation by any one signifies that an institution's programs in that particular discipline have undergone intensive evaluation by professional peers and have met minimum standards in the discipline established by that association.

B. Concurrent Evaluations—An accrediting association conducts a regular evaluation process at the same time as another accrediting association, but in no way coordinates specific aspects of this process with the other association. Although impressions may be shared with the other association, evaluators devote their full time to the accreditation procedures of their association. Their formal reporting responsibilities are solely to the association for which they are working.

C. Joint Evaluations—An accrediting association conducts a regular evaluation process at the same time as another association, but cooperates with that association in the appointment of a single evaluation team, the scheduling of a single visitation and, under certain conditions, the writing of a coordinated evaluation report to the institution.

Reporting responsibilities of team members may be shared among the associations.

Joint evaluations do not lead to joint accreditation. Separate accreditation action is taken by each association; and, given the differences among the associations, dissimilar results could issue from a joint evaluation.

Section III. Purpose

The parties recognize that advantages may accrue to some institutions of higher education by having a joint accreditation review of disciplinary programs in the arts. Such an approach may seem appropriate for organizational, financial, or other reasons. Therefore, the parties offer joint evaluation as one mechanism among many for developing an accreditation program in the fine arts disciplines.

Section IV. Principles

The parties agree that the disciplines of art and design, dance, music, and theatre share many common aesthetic principles. However, it is recognized that they do not share a common literature, basic central theory, or repertory. Most important, they do not share a common technique.

Professional education and training in the postsecondary years focuses on technique, repertory, basic theory, and literature. Therefore, joint evaluation represents an aggregation of distinct disciplinary approaches to expression rather than a fusion of them. This principle will govern every aspect of specific arrangements for joint evaluation.

Although each discipline is reviewed separately by its own professional standards, work in interdisciplinary studies is encouraged. This will be evaluated by the appropriate agencies as part of the joint evaluation.

Section V. Institutional Role

The decision to seek joint, concurrent, or separate evaluations is the prerogative of the institution. The decision should be based upon careful consideration of the institution's specific situation and its objectives for the specific evaluation in question.

The parties have no preference regarding the type of process chosen but are concerned that the choice be based upon an objective analysis by the institution.

The Executive Director of the accrediting associations is available for consultation with the arts executives of institutions to assist in determining the structure of the evaluation.

The decision to seek joint evaluation is entirely the institution's, and the chief administrative or chief academic officer must take the initiative in contacting the accrediting associations.

Section VI. Arranging for Joint Evaluations

A. Institutions Accredited by All Associations that are to Participate in the Joint Evaluation. An institution accredited by all associations, and seeking reaffirmation, should indicate to each association its desire for joint evaluation. Staff members will then seek to integrate the re-evaluation schedules, making such adjustments as may be appropriate.

B. Institutions Accredited by One or More Associations and Not Another. An institution accredited by one or more association and seeking status with another notifies each association of this interest, then follows the normal procedures with the appropriate association. Staff members will seek coordination whenever possible when desire for joint evaluation is indicated by the institution.

C. Institutions Accredited by None of the Associations. The institution is encouraged to contact simultaneously the accrediting associations to participate in the joint evaluation. The accrediting associations will work cooperatively in considering the request, arranging for the joint visits of a staff member and/or consultants from each association, as these may be necessary. The procedures established in each association for gaining membership status will then be followed, each association requesting such written reports or documentation as its normal procedures require and making its own decision about accepting the institution's application.

Section VII. Patterns of Cooperation

Joint evaluations may involve a wide variety of methods and approaches. Each institution is encouraged to develop a set of specific objectives for the joint visit. This will assist the accrediting associations in providing the best possible service.

Two basic methods for joint evaluation visits are as follows:

A. Separate Teams with Specified Coordination. Each association develops a team with chairman and members to work its disciplinary responsibilities. Each team follows the procedures of its association. At specific points during the visit, joint activity is scheduled to accomplish purposes agreed upon before the visit. This joint effort is chaired by a previously designated representative from one of the participating accrediting associations.

B. Single Team with Subcommittees. A single team is created with subcommittees for each discipline covering the responsibilities of each participating organization. The visit will cover areas of joint concern as agreed upon before the visit and each subcommittee will be responsible for meeting the needs of the Commission to which it will report. The joint team is chaired by an individual who is a trained visiting evaluator for one of the participating accrediting associations. The chairman may or may not serve as a member of one of the subcommittees.

A staff member may be required to be present during the joint on-site visit to serve as a resource person for the visiting team(s).

The parties express no preference for the method developed for an institutional review based upon one of the structures outlined above.

Section VIII. Preparations for the Visit

The success of the joint visit will depend in large part on the quality and scope of advance planning. The Executive Director of the accrediting associations must be advised of the wish for joint evaluation no later than eighteen months prior to the projected date of the on-site visit by the evaluation team.

One or more staff visits may be required to develop plans for and/or serve as a resource during the joint evaluation. At least one staff visit is mandated if the joint evaluation involves three or more accrediting associations. The expenses of staff in this regard will be reimbursed by the institution.

Depending on the complexity of joint activity, it may be important for the chairman of “specified coordination” or the “single team” as outlined above to make a preliminary visit to the institution for organizational purposes. The expenses of such are to be reimbursed by the institution.

The staff will work with the institution to develop such policies and procedures as follows:

- A. objectives of the joint evaluation
- B. pattern of cooperation among the accrediting associations
- C. calendar of events leading to the joint visit
- D. dates of the joint visit
- E. type of self-study and Self-Study Report
- F. overall schedule of the joint visit
- G. generic composition of the visiting team(s)
- H. expenses

These arrangements will be summarized in a memorandum of agreement among the institution and the cooperating accrediting associations. Drafts will be prepared by the Executive Director of the accrediting associations. The memorandum must be placed in effect no later than one year prior to the on-site evaluation.

Section IX. Institutional Self-Study and Joint Evaluation

While each accrediting association has its own guidelines for the process and content of the self-study, these are complementary enough that it will remain the institution’s responsibility to produce a Self-Study Report that best interprets its own unique situation in terms of its mission and resources, strengths and concerns, and plans for the future. Each accrediting association, however, may require additional documentation and materials according to its policies and procedures to supplement the Self-Study Report.

The Self-Study Report may take a variety of forms, including the following:

- A. separate Self-Study Reports with common elements;
- B. core Self-Study Report with various supplemental analyses by discipline;
- C. common Self-Study Report;

D. a non-traditional alternative.

The institution and the cooperating accrediting associations must agree on the type of Self-Study Report to be prepared.

Self-Study Reports using formats B, C, or D above must be reviewed by staff prior to insertion in the accreditation process. An outline of such Self-Study Reports must be submitted at least ten months prior to the visit with complete drafts submitted no later than two months prior to the visit. This is to assist the institution in fulfilling its responsibility to provide in some form all information requested by each accrediting association.

The preparation of the Self-Study Report and accompanying materials should follow procedures and be submitted in the format and in the number of copies required by each cooperating organization.

Self-Study Reports and accompanying catalogues and other materials must be forwarded to members of the visiting team(s) at least four weeks before the visitation. Visits may be postponed or cancelled at the prerogative of the visiting team(s) or the Executive Director of the accrediting associations if materials are not available to the visiting team at least four weeks prior to the visitation.

Section X. Selection of Visiting Evaluators

The Executive Director of the accrediting associations will nominate a proposed slate of visiting evaluators. The format of the nominations is based upon the pattern of cooperation used. The nominations are based on the backgrounds and experience of the evaluators in relation to the stated objectives and characteristics of the institution and of the joint evaluation. The Executive Director will consider institutional requests of a general nature such as areas of specialization, but will not consider requests for specific individuals to comprise the evaluation team(s).

Each evaluator on the team must be a trained evaluator from a member institution of one of the organizations party to this agreement. Individuals nominated as chairmen of "specified coordination" or "single teams" shall be drawn from among the most experienced evaluators available to the cooperating accrediting associations.

Normally, at least two visitors for two days for each discipline are required for all institutions. More than two visitors per discipline or more than two visitation days may be requested or required for institutions with large programs or with multi-campus programs. More than two days may be necessary to accomplish joint evaluation responsibilities. In these cases, the number of visiting evaluators or number of days for the visitation shall be determined in consultation with the Executive Director of the accrediting associations based on both the size and scope of the institution's program. At least one member of every delegation from a cooperating association shall not be a member of the Commission on Accreditation or Board of Directors of that agency.

After receiving the institution's order of preference, the Executive Director will invite specific visiting evaluators and delegate chairman responsibilities.

Section XI. The On-Site Visit

The on-site visit will be conducted according to schedules developed in the planning stages. However, it must include opportunities for review of the program as outlined in the procedures manual of each cooperating accrediting association.

Section XII. The Evaluation Report(s) and Joint Evaluation

During the planning stage, a decision will be made concerning the format of the evaluation report(s) directed to the accrediting commissions of the cooperating associations. The basic formats are:

A. Separate Evaluation Reports with Common Elements. Team members representing an accrediting association follow the procedures for Visitors' Reports prescribed by that association. No coordination is required.

B. Separate Evaluation Reports with Common Elements and Supplementary Joint Statement About Arts Curricula Reviewed. Same as A, above, except that the chairman of "specified coordination" develops a draft of the joint statement based upon work of the joint team.

C. Core Evaluation Report with Appendices by Discipline. The chairman of "specified coordination" or the "single team" prepares a draft core report concerning common operational and administrative elements with the disciplinary delegations providing a report on specific curricula and other matters of disciplinary concern.

D. Common Evaluation Report. A single report directed to the cooperating accrediting associations will be prepared by the joint visiting teams. The basic responsibility for preparing the evaluation report is vested with the team chairman who will draft a report as nearly compatible with the requirements of all associations regardless of which one that individual represents. Where necessary to meet broader institutional or specific professional concerns, additional sections or appendices may be addressed to one of the associations. These supplementary materials will be prepared by those team members who represent the association to which they are addressed. Team members from each discipline shall ensure that the respective accrediting commission has a report covering the items required in their association's Outline for Visitors' Reports. This may be accomplished by providing an index correlated with the joint report.

For all formats, separate accrediting recommendations for each association on separate pages shall conclude each evaluation report.

Section XIII. Commission Action Following Joint Evaluation

Following the on-site evaluation and the writing of Visitors' Reports, the process diverges and each accrediting association follows its own procedures concerning institutional comment on the Visitors' Report and commission review, etc. The accreditation actions of the commissions shall be shared in chronological order for information only. As noted above, each commission will make its own decision regarding accreditation or reaffirmation of accreditation. In instances involving serious divergences among the accreditation actions recommended to the commissions, clarifications will be sought as appropriate to specific disciplinary responsibilities.

As each commission is free to make its own recommendations regarding accreditation action, so it is free to require its normal follow-up activities during the period for which accreditation is granted or renewed, as well as reports and summaries that are part of regular reporting procedures.

Section XIV. Review of New Curricular Programs Following Joint Evaluations

Institutions shall follow the regulations of each accrediting association concerning review of new curricula developed in the interim between on-site evaluations.

Section XV. Fees for Joint Evaluation

Each cooperating accrediting association shall bill the institution for the expenses of their respective team members and staff according to their respective procedures. The normal annual dues for membership in each accrediting association are in no way changed, since the institution will be a member of each association.

Section XVI. Further Information

For further information, contact the associations at:

11250 Roger Bacon Drive, Suite 21

Reston, Virginia 20190-5248

Telephone: (703) 437-0700

Fax: (703) 437-6312

E-mail: *info@arts-accredit.org*

Web address: *http://www.arts-accredit.org*

Appendix IV.B

Procedures for Joint Evaluation by NASAD and the Regional Accrediting Associations

I. DEFINITIONS

A. Regional Accreditation of Institutions. An expression of confidence by a regional association that an educational institution's goals are soundly conceived, that its purposes are being accomplished, and that the institution is so organized, staffed, and supported that it should continue to merit such confidence for a specified number of years. It indicates that the institution as a whole, whether a college, university, or an independent art/design school, has been examined and has been found to be achieving its broad-based institutional purposes satisfactorily. General or regional accreditation affords general academic recognition of degrees offered by the institution but does not indicate that these degree programs have undergone intensive evaluation in areas of specialization or that they have met minimum professional standards in those areas of specialization.

The regional associations are New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, and Western Association of Schools and Colleges.

B. Specialized Accreditation of Institutions and/or Programs. An expression of confidence by one of the recognized professional accrediting associations that specific programs or degrees in a particular area of professional specialization, whether offered by a multi- or single-purpose institution, are soundly conceived, that the purposes of these programs are being accomplished, and that the professional degree program is so organized, staffed, and supported that it should continue to merit such confidence for a specified number of years. Professional accreditation affords academic and professional recognition of specific degrees offered by institutions and indicates that these degree programs have been intensively evaluated by peers in the profession and have met minimum national professional standards in the area of specialization. NASAD is the professional accrediting organization for the visual arts. NASAD accreditation signifies that an institution's visual arts programs have undergone intensive evaluation by professional peers and have met minimum standards for such programs established by the Association.

C. Concurrent Evaluations. NASAD often conducts a regular NASAD evaluation process at the same time as a regional accrediting association, but in no way coordinates specific aspects of this process with the other agency. Although impressions may be shared with the other organization, NASAD evaluators devote their full time to NASAD accreditation procedures. Their formal reporting responsibilities are solely to NASAD.

D. Joint Evaluations. NASAD conducts a regular NASAD evaluation process at the same time as a regional association, but cooperates with that agency in the appointment of a single evaluation team, the scheduling of a single visit, and the writing of a coordinated evaluation report to the institution. Reporting responsibilities of team members are shared between the two associations.

Joint evaluations do not lead to joint accreditation. Separate accreditation action is taken by each agency, and, given the differences between the two organizations, dissimilar results could issue from a joint evaluation.

II. INSTITUTIONAL ROLE

The decision to seek joint, concurrent, or separate evaluations is the prerogative of the institution. The decision should be based upon careful consideration of the institution's specific situation and its objectives for the specific evaluation in question.

NASAD has no preference regarding the type of process chosen but is concerned that the choice be based upon an objective analysis by the institution.

The Executive Director of NASAD is available for consultation with the institution in cooperation with the regional association to assist the institution in determining the structure of its evaluation.

The decision to seek joint evaluation is entirely the institution's and the chief administrative officer must take the initiative in contacting both accrediting organizations.

III. ARRANGING FOR JOINT EVALUATIONS

A. Institutions Accredited by NASAD and a Regional Association. An institution accredited by both organizations, and seeking reaffirmation, should indicate to both its desire for joint evaluation. Staff members will then seek to integrate the re-evaluation schedules, making such adjustments as may be appropriate.

B. Institutions Accredited by One Association and Not the Other. An institution accredited by one association and seeking status with the other notifies both NASAD and the regional association of this interest, then follows the normal procedures with the appropriate organization. Staff members will seek coordination whenever possible when desire for joint evaluation is indicated by the institution.

C. Institutions Accredited Neither by NASAD nor a Regional Association. A single-purpose visual-arts training institution or a multi-purpose institution with a significant visual arts program is encouraged to contact both associations simultaneously. NASAD and the regional association will work cooperatively in considering the request, arranging for joint visits of a staff member and/or consultants from each association. The procedures established in each association for gaining candidacy or preaccreditation status

will then be followed, each association requesting such written reports or documentation as its normal procedures require and making its own decision about accepting the institution's application.

IV. PATTERNS OF COOPERATION FOR JOINT EVALUATIONS

Either accrediting association may serve as the coordinating or the cooperating agency for a joint evaluation, according to the following plan:

A. When an independent art/design school is to be evaluated or reevaluated, normally NASAD will coordinate the visit, appoint the team chairperson or co-chairperson, and supply a minimum of two visiting evaluators, with the regional association naming a minimum of two visiting evaluators, one of which may be a co-chairperson to the team to deal with general institutional matters.

B. When a college or university with an art/design school or department as an integral component is evaluated, normally the regional association will coordinate the visit, appoint the team chairperson or co-chairperson, and supply a minimum of two visiting evaluators, with NASAD naming a minimum of two visiting evaluators, one of which may be a co-chairperson to the team.

C. When an art/design school and a college exist as approximately equal institutions in reasonable proximity to each other, either NASAD or the regional association will coordinate the visit and field the team, according to the pattern agreed upon by all parties concerned.

When NASAD is the coordinating agency, an NASAD staff member will normally be required to be present during the joint on-site visit to serve as a resource person for the entire visiting team.

The coordinating association will appoint the chairperson of joint evaluation teams and will establish the specific dates for the visit to the institution according to its standard procedures. Each association, however, will use its regular procedures in appointing its own team members regardless of which association is coordinating the visit.

V. INSTITUTIONAL SELF-STUDY AND JOINT EVALUATION

A single self-study report for both associations will be prepared by institutions to be evaluated. While each organization has its own guidelines for the process and content of the self-study, these are complementary enough that it will remain the institution's responsibility to produce a self-study report that best interprets its own unique situation in terms of its mission and resources, strengths and concerns, and plans for the future. Each association, however, may require additional documentation and materials according to its policies and procedures to supplement the self-study report.

The self-study may take a variety of forms, including the following:

1. Common self-study
2. Core self-study with various supplemental analyses

3. Separate self-studies with common elements
4. A nontraditional alternative

The institution and both accrediting associations must agree on the type of self-study report to be prepared.

VI. THE EVALUATION REPORT AND JOINT EVALUATION

A single report directed to the two associations will be prepared by the joint visiting team. The basic responsibility for preparing the evaluation report is vested with the team chairperson, who will draft a report as nearly compatible with the requirements of both associations as possible, regardless of which one that individual represents. Where necessary to meet broader institutional or specific professional concerns, additional sections or appendices may be addressed to one of the associations. These supplementary materials will be prepared by those team members who represent the association to which they are addressed. NASAD team members shall ensure that the NASAD Commission on Accreditation has a report which covers the items required in the NASAD Outline for Visitors' Reports. This may be accomplished by providing an index correlated with the joint report.

Separate accrediting recommendations for each association on separate pages shall conclude each report.

VII. COMMISSION ACTION FOLLOWING JOINT EVALUATION

The accreditation actions of each agency's commission will be shared with the other agency's commission for information only. As noted above, each commission will make its own decision regarding accreditation or reaffirmation of accreditation. In instances involving serious divergences between the accreditation actions recommended to the two commissions, full inter-staff discussion will precede the meeting of either group.

As each commission is free to make its own decision regarding accreditation action, so it is free to require its normal follow-up activities during the period for which accreditation is granted or renewed, as well as reports and summaries that are part of regular reporting procedures.

VIII. REVIEW OF NEW CURRICULAR PROGRAMS FOLLOWING JOINT EVALUATIONS

Both NASAD and the regional association accredit single-purpose visual-arts institutions as a whole, but NASAD also evaluates each degree program. Hence, NASAD may be more frequently involved in accrediting relations with institutions than a regional association, especially with regard to changes in curricular programs.

In instances where new degree programs clearly constitute "substantive change" as defined by the regional association, both agencies may be fully involved in the additional evaluation activities such changes make necessary.

X. FEES FOR JOINT EVALUATION

NASAD and the regional association shall bill the institution for the expenses of their respective team members and staff according to their respective procedures. The normal annual dues for membership in each association are in no way changed, since the institution will be a member of each association.