

# Draft I: Proposed *Handbook* Changes

## NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

August 14, 2017

OFFICIAL NOTICE. This constitutes the official notice of proposed *Handbook* changes forwarded in advance of the Annual Meeting as required by the NASAD Bylaws.

Following the current comment period, a second proposal of these amendments will be presented to the NASAD Membership in September for further review and comment.

VOTE SCHEDULED. A final text of these proposed amendments will be presented to the membership for a vote on Friday, October 13, 2017 during the NASAD Annual Meeting.

Rationales for these changes are provided at the end of the document on page 4.

### COMMENT PERIOD I

August 14 – September 11, 2017

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## BYLAWS

— Action by the NASAD Membership —

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Bylaws

Article I, Membership

Section 1. Membership

A. Associate Membership

*Amend Section 1.A. as follows:*

- A. **Associate Membership.** Associate Membership may be granted to baccalaureate and/or graduate degree-granting institutions, community ~~and two-year~~ colleges, and non-degree-granting institutions applying for the first time that meet all curricular standards and all other applicable standards of the Association, and which are developing in areas related to purposes or operations. Accreditation with Associate Membership is valid for up to five years. At the end of this period, such institutions will be required to demonstrate substantial progress in areas under development and to satisfy all criteria for Membership in the Association.

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## RULES OF PRACTICE AND PROCEDURE, PART II

— Action by the NASAD Commission on Accreditation —

Rules of Practice and Procedure, Part II

Article XII. Printed Recognition of Accreditation and Use of the Association’s Name, Initials, and Acronym

Section 1. Accredited Membership

Amend as follows and add a new (D.) to Section 1. and reletter as follows:

Section 1. Accredited Membership

- A. When an accredited member institution or program 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 approves all art and design-based 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:

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

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“(Name of Institution) is accredited by NASAD”; or

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“(Name of Institution) has been accredited by NASAD since [date].”

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Note: NASAD institutional accreditation is granted to the institution, not the unit in which the art/design programs reside (see Rules of Practice and Procedure, Part II., Article 1., Section 3.A.).

D. Statements regarding single professional program accreditation must be present in the institution’s catalog or other publications. These statements shall be factual, not editorial, and brief such as: “the (name of curricular program in graphic or industrial design) has been granted single program professional accreditation” (see Rules of Practice and Procedure, Part II., Article 1., Section 3.G.).

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

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## STANDARDS FOR ACCREDITATION

— Action by the NASAD Membership —

Standards for Accreditation

Section I. Basic Criteria for Membership

B. Degree-Granting Institutions

Amend number 3. as follows:

- 3. Undergraduate degree-granting institutions shall have graduated from at least one curricular program that meets all applicable standards at least one class of students with a minimum of three students, and another class shall be in readiness subject to examination.

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Standards for Accreditation

Section II. Purposes and Operations

K. Articulation with Other Institutions

2. Guideline

**Amend 2. as follows:**

2. **Guideline.** Baccalaureate degree-granting art/design units are expected to assume joint responsibility for working cooperatively to facilitate the articulation ~~between, community, and two-year college and four-year~~ 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 (see Standards for Accreditation III.A.3. for standards regarding transfer of credits).

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**Standards for Accreditation**

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

**C. Degree Structures**

**2. Majors, Minors, Concentrations, and Areas of Emphasis**

**Amend (c.) as follows:**

- c. In order to be designated a *major* in a ~~professional degree~~ program or an associate degree program intended to transfer to a ~~four-year professional degree~~ program, a field of specialization must be accorded no less than 25% of the total credits required for the degree at the associate or baccalaureate level.

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**Standards for Accreditation**

**Section VI. Two-Year Degree-Granting Programs**

**A. Purposes and Protocols**

**4. Articulation**

**Amend 4. as follows:**

4. **Articulation.** ~~Community and 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, and two-year colleges and four-year colleges and universities~~ will assume joint responsibility for working cooperatively to facilitate the articulation of ~~community, and two-year college and four-year 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 of titles, and procedures for maintaining current information regarding credit, transfer, and admissions policies.

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**Standards for Accreditation**

**Section VIII. All Professional Baccalaureate Degrees in Art and Design**

**B. Common Body of Knowledge and Skills**

**2. Art/Design History, Theory, and Criticism**

**Amend (a.) as follows:**

2. **Art/Design History, Theory, and Criticism.** Through comprehensive courses in the history of art/design, students must:
  - a. Learn to analyze works of art/design ~~from both Western and non-Western worlds~~ perceptively and to evaluate them critically.
  - b. 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.
  - c. Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.

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.

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**Standards for Accreditation**

**Section VIII. All Professional Baccalaureate Degrees in Art and Design**

**D. Recommendations**

**Amend 2. as follows:**

2. Acquire the skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, ~~business, and leadership~~ skills necessary to engage in professional practice in their major field.

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**Standards for Accreditation**

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

**A. Fundamental Purposes and Principles**

**4. Creative Work, Inquiry, Research, and Scholarship**

**Amend (a.) as follows:**

- a. Professional work in art and design specializations is produced through creative endeavor, inquiry, and investigation. Each type of work and each individual work of ~~in~~ art or design exhibits specific intent, content, methodology, and product. Individual or group decisions about these four elements shape the ways that creativity, inquiry, and investigation are used to produce work in various artistic, scholarly, research, pedagogical, or other specializations. Competency to practice in one or more fields of specialization includes the ability to conduct the types of creative work, inquiry, and investigation normally associated with the specialization(s) chosen.

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**Standards for Accreditation**

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

**D. Museum Studies**

**Amend D. as follows:**

- D. **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 Master of Arts in Art History, oriented to connoisseurship, and including at least an introductory seminar course in museum studies and an appropriate internship. Institutions offering graduate-level programs/emphases in Curatorial Practice should ensure that curricular requirements lead to the development of competencies in practice-based elements of the profession.

**NOTE: Rationale for Changes**

The rationale for the changes proposed above are as follows:

1. *Bylaws.* To align with current and common usage of language.
2. *Rules of Practice and Procedure, Part II.* To provide clarification with regard to printed recognition of accreditation.
3. *Standards of Accreditation.* a) to clarify the intent of eligibility criteria language, b) to align with current and common usage of language, c) to address the issue by type rather than title of degree program, d) to align with current and common usage of language, e) to clarify the scope of study, f) to include leadership skills as a

recommended competency to be developed, g) to clarify that work is in the fields of art or design, and h) to include and address programs/emphases in Curatorial Practice.

Please note: Upon receipt of an affirmative vote, editorial changes will be made as appropriate to existing *Handbook* language to ensure consistency throughout the document.

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