

Proposed *Handbook* Changes

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

October 13, 2017

FOR CONSIDERATION BY THE NASAD MEMBERSHIP

FINAL VOTING DRAFT. The Membership will take action on the proposed changes to the Bylaws and Standards for Accreditation during a vote at the 2017 NASAD Annual Meeting on Friday, October 13, 2017.

Consistent with requirements of the NASAD Bylaws, the Commission on Accreditation will take action with regard to proposed changes to the Rules of Practice and Procedure, Part II. Therefore, proposed changes to the Rules of Practice and Procedure, Part II, have been removed from this voting draft for consideration by official institutional representatives of accredited member institutions, but may appear in the amended NASAD *Handbook 2017-18*.

(Note: All changes are indicated within the text; see rationales for these changes on page 4.)

BYLAWS

— Action by the NASAD Membership —

NASAD *Handbook 2016-17* – Page 7

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/junior~~ 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.

STANDARDS FOR ACCREDITATION

— Action by the NASAD Membership —

NASAD Handbook 2016-17 – Page 53

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~~The institution 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~~who have been through the institution's own program from beginning to final year, and another class shall be in readiness subject to examination.

NASAD Handbook 2016-17 – Page 69

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~~of community/~~junior and two-year~~ college and ~~senior-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).

NASAD Handbook 2016-17 – Page 83

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 ~~Bachelor of Fine Arts~~professional degree ~~studio~~ program or an associate degree program intended to transfer to a ~~BFA~~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.

NASAD Handbook 2016-17 – Page 88

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/~~junior and two-year~~ colleges and ~~senior-four-year~~ colleges and universities will assume joint responsibility for working cooperatively to facilitate the articulation of community/~~junior and~~

two-year college and senior-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 or titles, and procedures for maintaining current information regarding credit, transfer, and admissions policies.

NASAD Handbook 2016-17 – Page 97

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 cultures 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.

NASAD Handbook 2016-17 – Page 97

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, ~~and~~ business, and leadership skills necessary to engage in professional practice in their major field.

NASAD Handbook 2016-17 – Page 132

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.

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. *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.