

Addendum to the NASAD Handbook 2019-20

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

November 2020

As noted below, the NASAD Membership approved these revisions during a vote through electronic means in October 2020.

Code of Ethics

— Action by the NASAD Membership —

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Code of Ethics

Article II., Student Recruitment

Amend Article II., Section 4. as follows:

Section 4. Students are free to attend the institutions of their choice. However, at an appropriate point in time, a **mutual** commitment in writing must be made between students and institutions. At such a point, administrators, faculty members, students, and all other parties involved must clearly state the nature of these commitments, the schedules for their implementation, ~~and~~ the conditions under which such commitments may be released by any or all of the parties, **and the institutional offices responsible for areas addressed in the commitment statement.**

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Code of Ethics

Add Article III. as follows and amend and renumber as noted:

ARTICLE III FINANCIAL AID

Section 1. For the purposes of this Code in its entirety, financial aid is an award made directly to the student based at least in part on demonstrated talent, this in addition to need-oriented aid based on generic national formulas. Financial aid relates to awards at the undergraduate and graduate levels, including teaching assistantships or fellowships.

Section 2. Consistent with Article II., Section 4. above, financial aid shall be awarded according to the criteria and through the procedures established by the member institution granting the award.

Section 3. Any offer of admission with a talent-based scholarship made within one calendar month of the semester of matriculation is normally considered a transfer under provisions of the Code of Ethics, Article IV.

ARTICLE IV ### TRANSFER STUDENTS

Section 1. No member institution may actively recruit a student presently enrolled in another institution, unless ~~that the~~ student will complete the normal program of study **for which he or she is enrolled** prior to the ~~proposed~~ time of transfer. It is ethical, of course, to accept for transfer a student who applies for **and achieves** admission to **another institution the new school** of his or her own volition.

Section 2. Institutions recognize that students are free to make inquiries about study at any institution at any time. However, if a student with financial aid begins to make an application for transfer, the institution to which the student is applying must inform the student of its procedures, conditions, and criteria for considering such

applications, including the extent to which credit earned at the present institution can or will be considered for acceptance by the prospective new institution.

ARTICLE V ~~IV~~ **FACULTY APPOINTMENTS**

Section 1. Article V. ~~IV~~ of the NASAD Code of Ethics is intended to apply to the conduct of member institutions and their employees or agents who are involved in the negotiation of faculty employment agreements or appointments on behalf of their respective institutions. It is not intended to govern the activities of individual faculty members who may seek employment with other institutions. The purpose of the provision is to encourage communications between institutions so as to avoid, to the extent possible, last-minute disruptions in faculty coverage that could significantly impact an institution's ability to fulfill its artistic and academic obligations to its students.

Section 2. Inquiries about an individual's interest in and conversation concerning a new, full-time academic appointment are in order at any time of the year.

Section 3. Institutions hiring faculty who are employed full-time at other institutions under a written contract that contemplates continuation of such employment for some or all of the next academic year shall be mindful of their responsibility to secure the approval of the chief administrative officer of the original institution when an employment offer in the form of a written contract is made during, or so close to the ensuing academic period as to threaten major disruptions in the original institution's ability to fulfill its artistic and academic obligations to its students during that period.

Those institutions using an academic calendar should contact the chief administrative officer of the original institution when such offers of employment are made after April 1 for the following academic year.

ARTICLE VI ~~V~~ **COMPLIANCE**

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, Part II, Article VIII.).

ARTICLE VII ~~VI~~ **AMENDMENTS**

The Code of Ethics may be amended by a majority vote of the members 1) present and voting at any Annual Meeting at which a quorum is present, or 2) voting at a meeting on in a poll conducted through electronic means when the same quorum requirements are met, provided a written notice of any proposed amendment, with Board review and recommendation, be sent with opportunity to comment to all accredited institutional members at least four weeks prior to said meeting.

Standards for Accreditation

— Action by the NASAD Membership —

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

A. Animation

3. Essential Competencies

Amend IX.A.3.d. as follows:

d. Ability to use concepts and processes for the development, coordination, and completion of animation art

(examples include, but are not limited, to concept, visual, and character development; **cinematic and character performance**; the use of scenarios and personas; and storyboarding, ~~flowcharting~~, and layout).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

B. Ceramics

3. Essential Competencies, Experiences, and Opportunities

Amend IX.B.3. as follows:

3. Essential Competencies, Experiences, and Opportunities *(in addition to those stated for all degree programs in Standards for Accreditation VIII.B. and C.):*

- 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. Knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of raw materials and technical procedures such as clays, glazes, and firing, **and of user practices with these materials and processes consistent with health, safety, and broader environment stewardship.**
- c. Understanding of the ~~industrial~~-applications of **various** ceramics techniques.
- d. Understanding of the place of ceramics within the history of art, design, and culture.
- e. Functional knowledge of basic business practices.
- f. Preparation of clay bodies and glazes, kiln stacking procedures, and firing processes. ~~Special firing methods such as salt glaze and raku are recommended.~~
- g. Easy and regular access to materials, equipment, and library resources related to the study of ceramics.
- h. Completion of a final project related to the exhibition of original work.

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Standards for Accreditation

X. Specific Professional Baccalaureate Degrees in Design

D. Fashion Design

3. Essential Competencies, Experiences, and Opportunities

Amend X.D.3.i. follows:

- i. Opportunities to develop a balanced orientation to the practical and theoretical aspects of fashion design, including understanding of the profession's connection with other **related design-fields, and with current cultural, social, and global issues as they may influence the fashion industry.**

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Standards for Accreditation

X. Specific Professional Baccalaureate Degrees in Design

Add X.E. and reletter as follows:

- E. Game Design.** Game design requires the application of competencies in specific disciplines and in multidisciplinary convergence enabled by electronic technology. Consistent with the nature of a rapidly developing field, educational programs in game design cover a wide range of purposes, orientations, and

content. Normally, programs with undergraduate majors in game design intended for first stage development of full-fledged professional game designers are reviewed using standards in Appendix I.D., Creative Multidisciplinary Convergence and Technologies, with particular focus on items in Section 2., I. through O. These or other NASAD standards may be applicable to programs that concentrate on specific aspects or components of game design, or offer less than a major in the field. Institutions with or contemplating programs at any level or with any scope in game design should contact the NASAD staff for assistance in determining the program's eligibility for review, and if applicable, developing applications for review by the Commission on Accreditation.

- F. E- Industrial Design.** Industrial designers create and develop concepts and specifications that optimize the function, value, and aesthetics of products, environments, systems, and services for the benefit of user, industry, and society. Industrial design involves combinations of the visual arts disciplines, sciences, and technology, and requires problem-solving and communication skills.

Only professional undergraduate degree programs structured to develop the composite set of competencies listed in Standards for Accreditation X.E.3. prepare students for entry-level professional practice in industrial design. Such programs must be represented and taught primarily by instructors with appropriate industrial design education and professional experience. Normally, such programs require at least four years of full-time study or the equivalent (see Standards for Accreditation III.A.1.).

Titles normally used to identify professional undergraduate programs (four or five years) with a major structured to prepare students for entry-level professional practice are Bachelor of Fine Arts in Industrial Design (BFA), Bachelor of Industrial Design (BID), or Bachelor of Science in Industrial Design (BSID). The titles "product design," "process design," and "systems design" normally refer to areas encompassed by the profession of industrial design.

Only institutions with a sufficient number of qualified industrial design faculty, technological resources, a comprehensive curriculum, and core and specialized courses in industrial design have the prerequisites to offer these degrees or other degrees with different titles having objectives to prepare students for entry-level professional practice in industrial design.

NOTE: When preparing information for review by NASAD, all professional undergraduate degree programs, regardless of length in years or credit hours, must calculate ratios of coursework distributions based upon 120 semester hours.

1. Curricular Structure

- a. **Standard.** 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 as indicated below and in Standards for Accreditation VIII.
- b. **Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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/design histories and theory, 10–15%; and general studies, 25–30%. Studies in industrial design; supportive courses in design, related technologies, and the visual arts; and studies in art and design histories and theory normally total at least 65% of the curriculum (see Standards for Accreditation III.C. regarding forms of instruction, requirements, and electives).

2. **Recommendations for General Studies** (see *Standards for Accreditation VIII.A.6.*). Studies in the physical and natural sciences, the social and behavioral sciences, quantitative reasoning, and the humanities are important for industrial designers. Students should be able to make connections among these disciplines and their work in industrial design.

3. **Essential Competencies, Experiences, and Opportunities** (in addition to those stated for all professional degree programs in *Standards for Accreditation VIII.B. and C.*):

- a. Ability to design products and systems including, but not limited to a foundational understanding of

how products and systems are made; what makes them valuable; how they are developed, realized, and distributed; and how they are related to environmental and societal issues and responsible design.

- b. Ability to use technologies and tools associated with multi-dimensional design representation, development, dissemination, and application.
- c. Foundational knowledge of the history of industrial design including, but not limited to the influences of works and ideas on the evolution of design study and practice over time and across cultures.
- d. Fundamental knowledge of user experience, human factors, applied ergonomics, contextual inquiry, user preference studies, and usability assessments.
- e. Ability to research, define, and communicate about problems, variables, and requirements; conceptualize and evaluate alternatives; and test and refine solutions, including the ability to synthesize user needs in terms of value, aesthetics, and safety.
- f. Ability to communicate concepts and specifications in verbal, written, and multiple media at levels ranging from abstraction and sketches, to detailed multi-dimensional, functional, and visual representations.
- g. Functional knowledge of professional design practices and processes including, but not limited to ethical behaviors and intellectual property issues such as patents, trademarks, and copyrights.
- h. Knowledge of basic business practices and their relationship to industrial design, as well as the ability to investigate and reconcile the needs related to entrepreneurship, marketing, engineering, manufacturing, servicing, and ecological and social responsibility in the process associated with specific design projects.
- i. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams.
- j. Opportunities for advanced undergraduate study in areas that intensify skills and concepts, and that deepen and broaden knowledge of the profession of industrial design.
- k. Experience in applying design knowledge and skills beyond the classroom is essential. Opportunities for field research and experience, internships, collaborative programs with professional and industry groups, and international experiences are strongly recommended. Such opportunities to become oriented to the working profession should be supported through strong advising.

4. Essential Resource-based Opportunities (see Standards for Accreditation X.B.).

- G. F- Interior Design.** Interior designers address the visual, technical, functional, and aesthetic aspects of inhabited spaces. Interior designers integrate art and design concepts, space analysis and planning, and knowledge of materials, furnishings, and construction necessary to produce finished interior environments that interpret and serve the specific needs of clients and users.

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 Interior Design. In some cases, institutions use the designation Bachelor of Fine Arts in Interior Architecture. Degrees with a major in Interior Architecture are separate and distinct from degrees in architecture that lead to and enable professional practice in architecture (see also Standards for Accreditation VII.B.2.).

Only institutions with a sufficient number of qualified interior design faculty, technological resources, a comprehensive curriculum, and core and specialized courses in interior design have the prerequisites to offer these interior design degrees or other degrees with different titles having objectives to prepare students for entry-level professional practice in interior design.

1. Curricular Structure

- a. **Standard.** 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 as indicated below and in Standards for Accreditation VIII.
- b. **Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area, supportive courses in art and design, and studies in visual arts/design histories normally total at least 65% of the curriculum (see Standards for Accreditation III.C. regarding forms of instruction, requirements, and electives).


2. Recommendations for General Studies (*see Standards for Accreditation VIII.A.6.*). Studies in architecture, business, planning, psychology, and sociology are particularly useful for interior designers.

3. Essential Competencies, Experiences, and Opportunities (*in addition to those stated for all professional degree programs in Standards for Accreditation VIII.B. and C.*):

- a. Ability to conceive of and design for interior spaces, incorporating and integrating the knowledge and skills listed in Standards for Accreditation X.F.3.b.–j.
- b. Understanding of the basic principles and applications of design and color in two and three dimensions, particularly with regard to human response and behavior. Design principles include, but are not limited to, an understanding of basic visual elements, principles of organization and expression, and design problem solving.
- c. Ability to apply design and color principles in a wide variety of residential and nonresidential projects. This requires an in-depth knowledge of the aesthetic and functional properties of structure and surface, space and scale, materials, furniture, artifacts, textiles, lighting, acoustics, heating and cooling systems, air quality systems, and the ability to research and solve problems creatively in ways that pertain to the function, quality, and effect of specific interior programs.
- d. Understanding of the technical issues of human factors and basic elements of human behavior, including areas such as programming, environmental control systems, anthropometrics, ergonomics, proxemics, wayfinding, sustainability, universal design, and design for the physically/mentally challenged. In making design decisions, the ability to integrate human-behavior and human-factor considerations with project goals and design elements is essential.
- e. Knowledge of the technical aspects of construction and building systems, and energy conservation, as well as working knowledge of applicable legal codes, contract documents, specifications protocols, schedules, and regulations related to construction, environmental systems, accessibility, and human health and safety, and the ability to apply such knowledge appropriately in specific design projects.
- f. Ability to hear, understand, and communicate to the broad range of professionals and clients involved or potentially involved the concepts and requirements of 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. Capabilities with technical tools, conventions of rendering and representation, global measuring systems, and systems of projection, including perspective, are essential. Competence with technologies applicable to interior design is also essential. The ability to work on teams is essential.
- g. Functional knowledge of production elements such as installation procedures, project management, schedules, and specification of materials and equipment.
- h. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams.

- i. Functional knowledge of the history of art, architecture, decorative arts, and interior design including, but not limited to the influences of work and ideas on the evolution of interior design practice.
- j. Functional knowledge of professional design practices and processes including, but not limited to professional and ethical behaviors and intellectual property issues such as patents, trademarks, and copyrights.
- k. Functional knowledge of basic business practices including, but not limited to entrepreneurship, marketing, accounting, and manufacturing; and basic practices associated with the overall business of interior design such as ethics, intellectual property, labor issues, and decisions associated with ecological and social responsibility and sustainability.
- l. The ability to gather information, conduct research, and apply research and analysis to design projects. Familiarity with research theories and methodologies related to or concerned with interior design is essential.
- m. Experience in applying design knowledge and skills beyond the classroom is essential. Opportunities for field research and experience, internships, collaborative programs with professional and industry groups, and international experiences are strongly recommended. Such opportunities to become oriented to the working profession should be supported through strong advising.
- n. Experience with a variety of professional practices and exposure to numerous points of view in historic and contemporary interior design.

4. Essential Resource-based Opportunities. See Standards for Accreditation X.B.

- H.  Textile Design.** Textile designers address the aesthetic and technical aspects of fabrics and related textile arts to produce products and services. They 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 (see also Standards for Accreditation VII.B.2.).

Only institutions with a sufficient number of qualified textile design faculty, technological resources, a comprehensive curriculum, and core and specialized courses in textile design have the prerequisites to offer this textile design degree or other degrees with different titles having objectives to prepare students for entry-level professional practice in textile design.

1. Curricular Structure

- a. **Standard.** 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 as indicated below and in Standards for Accreditation VIII.
 - b. **Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area, supportive courses in art and design, and studies in visual arts/design histories normally total at least 65% of the curriculum (see Standards for Accreditation III.C. regarding forms of instruction, requirements, and electives).
- 2. Recommendations for General Studies** (*see Standards for Accreditation VIII.A.6.*). Studies in anthropology, business, material culture, psychology, and sociology are useful for textile designers.
- 3. Essential Competencies, Experiences, and Opportunities** (*in addition to those stated for all professional degree programs in Standards for Accreditation VIII.B. and C.*):
- 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. Knowledge and skills in the use of basic tools, techniques, technologies, and processes sufficient to produce work from concept to finished product. This includes awareness of the potentials and uses of current and developing materials, media, and technologies, and involves studio work in two-dimensional design for woven, printed, and knit fabrics and in contemporary fabric structures.
 - c. Ability to determine design priorities and alternatives; research, define, and evaluate criteria and requirements; and coordinate project elements in multimedia, high tech, and advanced applications.
 - d. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams.
 - e. Understanding of the history of textile design.
 - f. Functional knowledge of professional design practices and processes including, but not limited to professional and ethical behaviors and intellectual property issues, such as patents, trademarks, and copyrights.
 - g. Functional knowledge of basic business practices including, but not limited to entrepreneurship, marketing, accounting, and manufacturing; and basic practices associated with the overall business of textiles, such as ethics, intellectual property, labor issues, and decisions associated with ecological and social responsibility and sustainability.
 - h. 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.
 - i. Experience in applying design knowledge and skills beyond the classroom is essential. Opportunities for field research and experience, internships, collaborative programs with professional and industry groups, and international experiences are strongly recommended. Such opportunities to become oriented to the working profession should be supported through strong advising.

4. Essential Resource-based Opportunities. See Standards for Accreditation X.B.

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Standards for Accreditation

XIV. Graduate Programs in the Visual Arts and Design

A. Fundamental Purposes and Principles

7. Preparation for the Professions

Amend XIV.A.7.a. as follows:

- a. **Career Development.** Many of those who earn graduate degrees in art and design will be engaged for several decades in a variety of artistic and art- and design-related professions. Students should be encouraged to acquire ~~the~~ career development and entrepreneurial techniques, **become aware of the attributes and characteristics associated with leadership**, and develop connections and records of achievement necessary to (1) advance themselves consistent with expectations and practices in their area of specialization, and (2) fulfill their own career objectives.

Standards for Accreditation

XXI. Specific Operational Standards for all Institutions of Higher Education for which NASAD is the Designated Institutional Accreditor

Section 1. Standards for Accreditation

Add XXI., Section 1.E. and reletter as follows:

E. Administrative and Staff Appointments. In addition to consideration of the provisions of the Code of Ethics regarding faculty, when recruiting key administrators and staff, independent institutions are encouraged to consider contractual or other arrangements that candidates may have with their current employers that promote desired continuity so as to avoid disruptions that could significantly impact an institution's ability to fulfill its artistic and academic obligations to its students.

F. ~~E~~ General Studies in Undergraduate Programs

- 1. Content.** Institutions granting associate degrees (with the exception of two-year vocational programs, which should follow standards in Standards for Accreditation VI.B.) or baccalaureate degrees must develop and operate or otherwise provide for general studies programs addressing the content listed in Standards for Accreditation VII.D. for liberal arts programs, or Standards for Accreditation VIII.A.6. and applicable portions of Standards for Accreditation IX. and X. for professional programs.
- 2. Evaluation.** Institutions shall have means for evaluating student achievement in general studies against general curricular and specific subject matter goals.
- 3. Resources and Program Components.** Institutions providing general studies programs must document the presence and application of adequate resources and program components to support the content of each course or type of study offered. These resources include but are not limited to qualified faculty, facilities and equipment, library and information resources, and distance learning, if applicable. Program components include but are not limited to credit and time requirements, program continuity, and forms of instruction. Resources and program components for general education must be in compliance with applicable standards outlined in Standards for Accreditation II. and III.
- 4. General Studies Offered by Other Institutions.** If any or all of the general studies requirements for degrees offered by the institution are offered through another institution, the second institution shall be accredited by the appropriate nationally recognized regional or national accrediting agency.
- 5. Review Protocol.** If an institution administers its own general studies program, at least one member will be added to each NASAD visiting team unless the team is empanelled for a specific purpose that does not include general education. This member(s) shall have expertise and experience in the operation and assessment of undergraduate general studies programs, and in cooperation with other members of the team, be responsible for reviewing the general studies program at the institution.

G. ~~F~~ Facilities and Equipment

1. 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 written, clear, fixed understanding with those controlling the outside resources that ensures the reasonable continued availability of those resources during the accreditation period.
2. 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.

H. ~~G~~ Student Services

- 1. General.** 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.

2. **Personnel.** Student services shall be organized and managed by individuals with appropriate training, experience, and abilities.
3. **Access**
 - a. Appropriate types of services shall be available to all students.
 - b. 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.
 - c. The institution shall provide and/or facilitate access to education, counseling, and professional care associated with the maintenance of physical and mental health.
 - d. The institution shall provide and/or facilitate access to counseling covering personal, social, vocational, and financial issues.
4. **Financial Transactions.** Students and the institution shall confirm in writing their mutual agreement regarding any financial requirements and conditions associated with enrollment, tuition, or scholarship awards.
5. **Financial Aid and Student Loans**
 - a. **Financial Aid**
 - (1) If the institution administers a program of financial aid, such aid shall be provided and administered in an organized and accessible manner.
 - (2) Awards shall be based on the equitable application of clear and published eligibility criteria.
 - (3) The financial aid program must be audited by an independent auditing firm at least once a year.
 - (4) Records for financial aid shall be accurate, clearly documented, and safely maintained.
 - b. **Student Loans**
 - (1) If the institution participates in student loan programs, such programs shall be provided and administered in an organized and accessible manner.
 - (2) Awards shall be based on the equitable application of clear and published eligibility criteria.
 - (3) Students must be made aware of the exact conditions under which loans are made.
 - (4) The student loan program must be audited by an independent auditing firm at least once a year.
 - (5) Records for student loans shall be accurate, clearly documented, and safely maintained.
6. **Housing and Food Service**
 - a. 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.
 - b. If provided, food service must meet recognized standards of nutrition, sanitation, and safety. Food services must be professionally administered and operated.
7. **Student Records.** 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.

8. **Complaints.** The institution must maintain policies concerning student responsibilities and rights, including complaint procedures. Policies must be clearly stated, well publicized and readily available, and administered fairly and consistently.
9. **Opportunities.** 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.

I. ✚ Publication of Articulation Agreements

In addition to the requirements of Standards for Accreditation III.A.4., the institution must make readily available to enrolled and prospective students a list of any institutions with which the institution has established an articulation agreement.

J. ✚ Occupations of Graduates

If NASAD accreditation enables the institution's participation in federal student loan and grant programs, and if the institution participates in such programs or plans to participate in the next academic year, the institution must have systems for:

1. Requesting and compiling occupation information from graduates, particularly the most recent graduates.
2. Considering the compiled information in efforts to improve.

For purposes of this standard, *occupation* refers to employment or further study.

K. ✚ Teach-Out Plans and Agreements

1. Conditions of Applicability

NASAD requires an accredited institution to which Standards for Accreditation XXI. apply to submit a teach-out plan requesting Commission review and action upon the occurrence of any of the following events:

- a. The U.S. Secretary of Education notifies NASAD that the Secretary has initiated an emergency action against an institution, in accordance with section 487(c)(1)(G) of the Higher Education Act (HEA), or an action to limit, suspend, or terminate an institution participating in any Title IV Higher Education Act (HEA) program, in accordance with section 487(c)(1)(F) of the Higher Education Act (HEA), and that a teach-out plan is required.
- b. NASAD acts to withdraw, revoke, or suspend the accreditation of the institution.
- c. The institution notifies NASAD that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.
- d. A state licensing or authorizing agency notifies NASAD that an institution's license or legal authorization to provide an educational program has been or will be revoked.
- e. The institution stops offering an educational program before all students enrolled in that program complete the program or transfer to another program.

2. NASAD Actions

If one or more conditions stipulated in Standards for Accreditation XXI., Section 1.J.1.a.–e. occurs:

- a. NASAD will evaluate the teach-out plan to ensure it provides for the equitable treatment of students under criteria established by NASAD, specifies additional charges, if any, and provides for notification

- to the students of any additional charges.
- b. If NASAD approves a teach-out plan that includes a program that is accredited by another recognized accrediting agency, it will notify that accrediting agency of NASAD's approval.
 - c. NASAD may require an institution it accredits to enter into a teach-out agreement as part of its teach-out plan.
 - d. NASAD will require an institution it accredits that enters into a teach-out agreement, either on its own or at the request of NASAD, with another institution to submit that teach-out agreement to NASAD for approval (see Rules of Practice and Procedure, Part II, Article V.). NASAD will review and take positive action on the teach-out agreement only if the agreement is between institutions that are accredited by NASAD or another accrediting agency recognized by the U.S. Secretary of Education; is consistent with all applicable NASAD standards, the Code of Ethics, and the Rules of Practice and Procedure, as well as applicable federal and state regulations; and provides for the equitable treatment of students in terms outlined in Standards for Accreditation XIX., Section 1.J.3.
 - e. If an NASAD-accredited institution plans to establish a teach-out agreement with another institution, the agreement must receive approval from the NASAD Commission on Accreditation prior to ratification of the agreement by the parties.

3. Review Criteria

- a. The institution responsible for teaching-out students must have the necessary experience, resources, and support services to:
 - (1) Provide an educational program that is of acceptable quality and substantially similar in function, content, structure, and scheduling to that provided by the institution that is ceasing operations either entirely or at one of its locations; and
 - (2) Remain stable, carry out its mission, and meet all obligations to existing students.
- b. The institution responsible for the teach-out must demonstrate that it can provide students access to the program and services without requiring them to move or travel substantial distances and that it will provide students with information about additional charges, if any.

4. Definitions

- a. *Teach-out agreement* means a written agreement between accredited institutions that provides for the equitable treatment of students under certain conditions when an institution [or program] is closing.
- b. *Teach-out plan* means a written plan developed by an institution that provides for equitable treatment of students under certain conditions when an institution [or program] is closing.

Appendix II.E.

— Action by the NASAD Membership —

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Appendix II.E., NASAD Advisory Concerning Art and Design in General Education

Section 4. Guidelines for Specific Aspects of Art/Design in General Education

D. The Local Community

Add Section 4.D.6. as follows:

- D. The Local Community.** The community beyond the campus provides numerous opportunities for 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 art/design groups to enhance art/design development in the community.
6. The art/design unit should consider the inherent benefits which result from drawing upon the various cultural resources in the community.