

Addendum to the NASAD Handbook 2021-22

NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

October 2022

As noted below, the NASAD Membership and Commission on Accreditation approved these revisions during votes which took place during the NASAD Annual Meeting in October 2022.

Rules of Practice and Procedure, Part II

— Action by the NASAD Commission on Accreditation —

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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 Article XII., Section 1.E. as follows:

- 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.

Standards for Accreditation

— Action by the NASAD Membership —

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Standards for Accreditation

II. Purposes and Operations

E. Faculty and Staff

4. Loads

b. Guidelines, Recommendations, and Comment

Amend II.E.4.b.(1) as follows:

- (1) Institutions use a variety of methods for calculating teaching loads. The choice of method is the prerogative of the institution. ~~When determining loads, it is recommended that institutions consider the means by which educational programs are delivered.~~

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Standards for Accreditation

III. Art and Design Program Components

H. Distance Learning

Amend III.H. as follows:

H. **Distance Learning** (*applicable to programs that are partially or entirely delivered by distance learning*)

1. **Definitions.** ~~Distance learning involves programs of study delivered entirely or partially away from regular~~

~~face-to-face interactions between teachers and students in studios, classrooms, tutorials, and laboratories associated with coursework, degrees, and programs on the campus. Normally, distance learning uses technologies to deliver instruction and support systems, and enable substantive interaction between instructor and student. Technologies include, but are not limited to:~~

a. Distance Learning. Involves programs of study delivered entirely or partially away from regular face-to-face interactions between teachers and students in studios, classrooms, tutorials, and laboratories associated with coursework, degrees, and programs on the campus. Normally, distance learning uses technologies to deliver instruction and support systems, and enable substantive interaction between instructor and student either synchronously or asynchronously. Technologies include, but are not limited to:

- ~~(1) a-~~ The Internet;
- ~~(2) b-~~ One- and/or two-way transmission through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, or wireless communications devices;
- ~~(3) c-~~ Audio conferencing; or
- ~~(4) d-~~ Other media ~~Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in (1)–(3) a–c-~~ above.

b. Substantive Interaction. Involves engaging students in teaching, learning, evaluation, and assessment as related to the course of study in which the student is enrolled. It also includes, but is not limited to, at least two of the following:

- (1) Providing direct instruction;
- (2) Assessing and/or providing feedback to students regarding their course of study;
- (3) Providing information and/or responding to questions regarding the content of a course and/or required competencies;
- (4) Facilitating group discussion regarding the content of a course and/or required competencies; and
- (5) Other instructional opportunities and/or initiatives deemed appropriate by the institution intended to support and advance a student's course of study.

2. Means. The distance aspect of these programs may be delivered through a variety of means, including teaching and learning through electronic systems. ~~Regardless of the means employed, an institution shall ensure that regular interaction between a student and an instructor(s), prior to the student's completion of course of study, takes place through:~~

- ~~a. The provision of opportunities for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the breadth of the student's course of study; and~~
- ~~b. Monitoring the student's academic engagement and success, and ensuring that instructors are responsible for promptly and proactively engaging in substantive interaction with a student as needed as indicated by such monitoring, or upon request by the student.~~

3. Standards Applications

- a. 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.

- b. Programs in which 40% or more of their requirements are fulfilled through distance learning will be designated as distance learning programs in NASAD publications.

4. Standards

a. Purposes and Resources

- (1) Purposes shall be clear. The institution must demonstrate that such purposes can be delivered through current or proposed systems of distance learning.
- (2) Expectations with regard to competency development and the acquisition of knowledge and skills shall be consistent among curricular programs whether offered through on ground, hybrid, or distance learning means. This applies to both lecture and studio coursework.
- (3) ~~(2)~~ The institution must provide financial and technical support commensurate with the purpose, size, scope, and content of its distance learning programs.
- (4) ~~(3)~~ Any sustained enrollment growth must be accompanied in a timely manner by a corresponding growth in resources and support systems.

b. Delivery Systems, Verification, and Evaluation

- (1) 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 expectations and mechanisms.
- (2) The institution must have processes that establish that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit. Verification methods are determined by the institution and may include, but are not limited to, secure login and password protocols, proctored examinations, and new or other technologies and practices.
- (3) Institutions must use processes that protect student privacy and notify students of any projected or additional student charges associated with verification of student identity at the time of registration or enrollment in distance education programs.
- (4) Specific opportunities for student evaluations shall be established throughout the time period of each course or program.

c. Technical Prerequisites

- (1) The institution must determine and publish for each distance learning program or course (a) requirements for technical competence, and (b) 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.
- (2) The institution shall publish information regarding the availability of academic and technical support services.

d. Program Consistency and Equivalency

- (1) 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.

- (2) 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.
- e. **Communication with Students.** 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.
5. **Notification Rule.** A special notification rule applies to institutions that participate in federal Title IV programs and to which Standards for Accreditation XXI., Section 2.D. apply.

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

A. Animation

1. Curricular Structure

b. Guidelines

Amend IX.A.1.b. as follows:

- b. **Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural guidelines: studies in animation including the final project should comprise 25–30% of the total degree program; supportive courses associated with animation (e.g., visual arts, design, film/video, technologies, etc.), 30–35%; studies in **art, design, and film art/design/film** and/or animation history and theory, 10–15%; and general studies, 25–35%. Studies in the major area; supportive courses associated with animation; and studies in **related visual arts/design histories and theory related history and theory** normally total at least 65% of the curriculum (see Standards for Accreditation III.C. regarding forms of instruction, requirements, and electives).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

B. Ceramics

1. Curricular Structure

b. Guidelines

Amend IX.B.1.b. as follows:

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

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

C. Digital Media

1. Curricular Structure

b. Guidelines

Amend IX.C.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose normally adhere to the following guidelines: studies in digital media as indicated by the title of the major comprise 25–35% of the total program; supportive courses in various aspects of art, design, and film/video according to the goals and objectives of the major, 20–30%; studies in art, design, and film/video history and theory, 10–15%; and general studies, 25–35%. Studies in the major area, supportive courses in art and design, and studies in **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

D. Drawing

1. Curricular Structure

b. Guidelines

Amend IX.D.1.b. as follows:

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

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

E. Film/Video Production

1. Curricular Structure

b. Guidelines

Amend IX.E.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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** ~~art, design,~~ and film/video history **and theory**, 10–15%; and general studies, 25–35%. Studies in the major area; supportive courses in film, video, art, and design; and studies in **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

F. General Crafts

1. Curricular Structure

b. Guidelines

Amend IX.F.1.b. as follows:

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

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

G. General Fine Arts

1. Curricular Structure

b. Guidelines

Amend IX.G.1.b. as follows:

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

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

H. Glass

1. Curricular Structure

b. Guidelines

Amend IX.H.1.b. as follows:

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

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

I. Illustration

1. Curricular Structure

b. Guidelines

Amend IX.I.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural guidelines: studies in illustration 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 **related visual arts/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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

J. Jewelry/Metals

1. Curricular Structure

b. Guidelines

Amend IX.J.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area; supportive courses in art, design, and crafts; and studies in **related visual arts/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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

K. Painting

1. Curricular Structure

b. Guidelines

Amend IX.K.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area, supportive courses in art and design, and studies in **related visual arts/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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

L. Photography

1. Curricular Structure

b. Guidelines

Amend IX.L.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area, supportive courses in art and design, and studies in **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

M. Printmaking

1. Curricular Structure

b. Guidelines

Amend IX.M.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area, supportive courses in art and design, and studies in **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

N. Sculpture

1. Curricular Structure

b. Guidelines

Amend IX.N.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area, supportive courses in art and design, and studies in **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

O. Weaving/Fibers

1. Curricular Structure

b. Guidelines

Amend IX.O.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area; supportive courses in art, design, and crafts; and studies in **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

IX. Specific Professional Baccalaureate Degrees in Art

P. Woodworking

1. Curricular Structure

b. Guidelines

Amend IX.P.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area; supportive courses in art, design, and crafts; and studies in **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

X. Specific Professional Baccalaureate Degrees in Design

A. Common Curricular Elements Incorporated in All Specific Professional Undergraduate Degrees in Design

3. Designing for and with People

Amend X.A.3. as follows:

- 3. Designing for and with People.** Contemporary design practice addresses varying levels of responsibility between designers and users. For example, control for design decisions can shift proportionally from project to project **and purpose to purpose**. Knowledge and skills to understand and begin to work in this environment are essential. Competencies include the ability to:
- a. Choose and apply research and other methods for understanding **various potential** users' wants, needs, and patterns of behavior.
 - b. Recognize social, cultural, **ability**, and perspective differences on scales ranging from individual to global.
 - c. Consider and evaluate strategies for addressing or resolving competing values in the process of finding design solutions.
 - d. Work with issues and projects associated with participatory design and its processes.

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Standards for Accreditation

X. Specific Professional Baccalaureate Degrees in Design

C. Communication Design

1. Curricular Structure

b. Guidelines

Amend X.C.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural guidelines: studies in communication design comprise 25–35% of the total program; supportive courses in design, related technologies, and the visual arts, 20–30%; studies in **art and design history and theory** ~~art/design histories and theory~~, 10–15%; and general studies, 25–35%. Studies in the major area; supportive courses in design, related technologies, and the visual arts; and studies in **related visual arts/design histories and theory** ~~visual arts/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).

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Standards for Accreditation

X. Specific Professional Baccalaureate Degrees in Design

D. Fashion Design

1. Curricular Structure

b. Guidelines

Amend X.D.1.b. as follows:

- b. Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area, supportive courses in art and design, and studies in **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

X. Specific Professional Baccalaureate Degrees in Design

F. Industrial Design

1. Curricular Structure

b. Guidelines

Amend X.F.1.b. as follows:

- 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 and design history and theory** ~~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 **related visual arts/design histories and theory** ~~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).

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Standards for Accreditation

X. Specific Professional Baccalaureate Degrees in Design

G. Interior Design

1. Curricular Structure

b. Guidelines

Amend X.G.1.b. as follows:

- 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 **related visual arts/design histories and theory 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).

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Standards for Accreditation

X. Specific Professional Baccalaureate Degrees in Design

H. Textile Design

1. Curricular Structure

b. Guidelines

Amend X.H.1.b. as follows:

- 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 **related visual arts/design histories and theory 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).

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Standards for Accreditation

XII. Baccalaureate Degrees in Art Education

A. Curricular Structures

1. The Bachelor of Fine Arts Degree

Amend XII.A.1. as follows:

- 1. The Bachelor of Fine Arts Degree.** The education degree based on the professional undergraduate degree in the visual arts is the Bachelor of Fine Arts. 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 and professional preparation 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 12–15 semester hours of **art and/or design history 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 that deal with philosophical and social foundations of education, educational psychology, special education, history of education, etc. Student teaching is also counted as professional education.

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Standards for Accreditation

XII. Baccalaureate Degrees in Art Education

A. Curricular Structures

2. The Bachelor of Arts or Bachelor of Science Degree

Amend XII.A.2. as follows:

- 2. The Bachelor of Arts or Bachelor of Science Degree.** The undergraduate education degree based on the liberal arts degree in the visual arts is the Bachelor of Arts or Bachelor of Science 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 liberal-arts baccalaureate degree in art and professional preparation in art education. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in **art and/or design art**, including 12–15 semester hours of **art and/or design history 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 school 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 on BFA-type programs that provide the structure and sequence for a primary emphasis in studio work.

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Standards for Accreditation

XIV. Graduate Programs in the Visual Arts and Design

A. Fundamental Purposes and Principles

5. Types of Degree Programs

c. Art Education, Art Therapy, Art-Related Professions

Amend XIV.A.5.c. as follows:

- c. Art Education, ~~Art Therapy,~~ and Art-Related Professions.** These degrees combine practice-oriented study in the field of specialization, inquiry, investigation, research, and scholarship in various ways that focus on the advanced preparation of practitioners, scholars, and/or researchers.

Degree titles reflect level of study and curricular content and normally include Master of Arts, Master of Science, Master of Education, Doctor of Education, and Doctor of Philosophy.

For policies pertaining to professional graduate education in the field of art therapy, please refer to Standards for Accreditation XIII.A.

For policies pertaining to terminal training for the technical field of medical illustration, please refer to Standards for Accreditation XIII.B.

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Standards for Accreditation

XVI. Specific Initial Graduate Degree Programs

F. Art Therapy

Amend XVI.F. as follows:

~~F.—Art Therapy~~

- ~~1.—Credit Requirement.~~ The master's degree in art therapy requires a minimum of 48 semester hours or 72-**

~~quarter hours. (Sixty graduate semester hours or 90 quarter hours may be required for licensure or clinical education standards in some states.)~~

2.—Admission. Each student admitted to an art therapy master's program or admitted to candidacy for a master's degree in art therapy must:

- a.—~~Hold a bachelor's degree from an accredited institution in the United States, be accepted into a bachelor's/master's dual degree program in art therapy, or have the equivalent academic preparation from an institution outside the United States.~~
- b.—~~Present a portfolio of studio work demonstrating competence in the use of art materials.~~
- c.—~~Complete prerequisite courses including a minimum of 18 semester-hour (27 quarter-hour) credits of study in studio art and a minimum of 12 semester-hour (18 quarter-hour) credits of study in psychology. The psychology component must include developmental psychology and abnormal psychology. If any of these credits have not been earned prior to admission, they must be completed no later than twelve months after beginning the program. Credits for prerequisite courses may not count toward the 48 semester-hour or 72 quarter-hour minimum for the degree.~~

3.—Curriculum

- a.—~~At least 24 semester-hour credits or 36 quarter-hour credits of the curricular requirements shall be in art therapy coursework only. Content shall include: history and theory of art therapy, techniques of practice in art therapy, application of art therapy with people in different treatment settings, group work, art therapy assessment, ethical and legal issues of art therapy practice, standards of practice in art therapy, and cultural and social diversity. A thesis or culminating project in art therapy is required. Career and Lifestyle Development and Substance Abuse in art therapy may be required in some areas to fulfill state specifications for counseling licensure.~~
- b.—~~The art therapy program must provide one or more opportunities for specialization in competency areas such as variations in patient age, practice setting, and type of intervention (e.g., individual, group, or family, etc.).~~
- c.—~~In addition to art therapy studies, students must complete studies and develop knowledge in the following related content areas: psychopathology, human growth and development, counseling and psychological theories, cultural and social diversity, assessment, research, and studio art.~~

4.—Practical Training. In addition to art therapy and related coursework, each student must successfully complete supervised practical training:

a.—Practicum and Internship: Each student must successfully complete supervised practice as follows:

- (1)—~~A minimum of 100 hours of supervised art therapy practicum involving observation and practice in preparation for internship.~~
- (2)—~~A minimum of 600 hours of supervised art therapy internship over at least two academic terms. A minimum of 350 total client contact hours must be accumulated in practicum and/or internship. It is recommended that programs preparing students for mental health counseling licensure require a minimum of 900 hours of supervised art therapy internship during which at least 400 total client contact hours must be accumulated in practicum and/or internship.~~
- (3)—~~The balance of the supervised hours (indirect hours) must include discussion of student's work with the supervisor(s) and related activities including, but not limited to case review, record-keeping, preparation, treatment team meetings, in-service conferences, and related milieu activities, evaluation of outcome, and successful termination of therapy. Students will demonstrate the ability to effectively communicate clinical material and integrate theory and~~

~~practice through case presentation.~~

~~(4) Any credit awarded for art therapy practicum or internship may not be included as part of required degree coursework.~~

~~**b. Supervision:** Students must have both individual and group supervision as follows:~~

~~**(1) Individual Supervision.** For every 10 hours of client contact, there must be 1 hour of supervision by a registered art therapist (ATR) or licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling). This may be one-to-one or triadic and is usually performed by the onsite supervisor.~~

~~**(2) Group Supervision.** There must be 1.5 hours of group supervision by a registered art therapist for every 10 hours of client contact. The ratio of 8 students to 1 ATR supervisor may not be exceeded. This is usually performed by a program faculty member.~~

~~**5. Faculty** *(in addition to standards for all programs stated in Standards for Accreditation II.E.)*~~

~~a. The program must have a director with responsibility and time assignments sufficient to lead the program. The director's position must be full time. The director shall hold one of the following professional credentials:~~

~~(1) Registered and Board-Certified Art Therapist (ATR-BC).~~

~~(2) Registered Art Therapist (ATR) with licensure in a mental health-related field (e.g., art therapy, counseling, social work, psychology).~~

~~(3) Registered Art Therapist (ATR) with a doctorate in art therapy or related field (e.g., counseling, psychology, social work).~~

~~b. All faculty teaching required art therapy content areas indicated in Standards for Accreditation XVI.F.4. must be Registered Art Therapists (ATR).~~

~~c. At least one-half of the art therapy faculty must have practiced art therapy within the most recent five-year period.~~

~~**6. Facilities and Equipment** *(in addition to standards for all programs stated in Standards for Accreditation II.F.)*~~

~~a. The program must have regular access to the following facilities:~~

~~(1) Classrooms for academic courses;~~

~~(2) Studio space for working with art materials; and~~

~~(3) Offices and conference rooms for faculty and student advisement.~~

~~b. The program must have regular access to the following equipment:~~

~~(1) Audio-visual equipment for classroom instruction;~~

~~(2) Studio art equipment and special supplies;~~

~~(3) Office equipment and supplies; and~~

~~(4) Computers with internet access.~~

~~c. The program must have access to library and learning resources. Students and faculty must have~~

~~access to books, journals, and online resources in art therapy, and in mental health and fine arts.~~

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Standards for Accreditation

XVI. Specific Initial Graduate Degree Programs

G. Multiple Orientations

Amend XVI.G. as follows:

F. ~~G.~~ Multiple Orientations

1. The Master of Arts or Master of Science degree combining studio practice and scholarship or research, 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.
2. 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.
3. Requirements for work in other disciplines must be correlated to the goals and objectives of common or individual degree programs.
4. Normally, the awarding of the degree requires the satisfactory completion of a thesis and/or a comprehensive examination.

Appendix I.E.

— Action by the NASAD Membership —

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Appendix I.E., Standards and Guidelines for Professional Undergraduate Degrees with a Major in General Design

Section 1. Curricular Standards

A. Curricular Structure

2. Guidelines

Amend Section 1.A.2. as follows:

2. **Guidelines.** Curricula to accomplish this purpose that meet the standards previously indicated normally adhere to the following structural 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, 25–35%. Studies in the major area, supportive courses in art and design, and studies in **art and design history** ~~visual arts/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).