

National Association of Schools of Dance

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STANDARDS FOR NON-DEGREE-GRANTING PROGRAMS

For current official curricular standards, see the
NASD [*Handbook 2016-17*](#)

COMMENT PERIOD I

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Please forward all comments to:

Sarah Yount, Programming and External Affairs Associate
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

Email: syount@arts-accredit.org

Phone: 703-437-0700, Extension 120

Fax: 703-437-6312

Website: <http://nasd.arts-accredit.org>

1 **XVI. NON-DEGREE-GRANTING PROGRAMS IN DANCE**

2 **A. Basic Program Types.** The National Association of Schools of Dance recognizes
3 two distinct types of non-degree-granting programs:

4 **1. Community or Precollegiate Education.** Non-degree-granting programs of
5 study for children, youth, and adults, often in the institution’s local community.
6 These range from private lessons to large institutionalized programs with
7 specialized professional faculty and administration. *Community Dance School,*
8 *Preparatory Program, Community Division, Magnet School, and Performing and*
9 *Visual Arts School,* are among the many titles used to designate such programs.

10 **2. Postsecondary Professional Education and Training.** Non-degree-granting
11 programs of study in a particular field or fields of dance. These programs are at
12 the collegiate or graduate level.

13 **B. Fundamental Purposes and Principles**

14 **1. Purposes.** Each institution is responsible for developing and defining the
15 specific purposes of its overall non-degree-granting program in dance and of
16 each non-degree-granting program it offers.

17 **2. Relationships: Purposes, Content, and Requirements**

18 a. For each non-degree-granting program, there must be logical and functioning
19 relationships among purposes, structure, and content, and levels of competency
20 or proficiency expected for continuation or completion.

21 b. For each non-degree-granting program, the program or curricular structure and
22 any requirements for admission, continuation, or completion must be
23 consistent with program purposes and content.

24 c. Titles of programs must be consistent with their content.

25 **C. Certificates and Diploma Programs.** The awarding of a certificate, diploma, or
26 equivalent implies the successful completion of a prescribed course of study oriented
27 to the achievement of specific results.

28 **D. Independent Study.** Programs that include or are based upon independent study
29 must meet applicable requirements in Standards for Accreditation III.

30 **E. Programs Involving Distance Learning, Disciplines in Combination, or with a**
31 **Focus on Electronic Media.** Programs in these categories must meet applicable
32 requirements in Standards for Accreditation III.

33 **F. Resources**

34 1. Resources must be sufficient to support the purposes, goals, objectives, and
35 content of non-degree-granting programs and must meet NASD operational
36 requirements in this regard (see Standards for Accreditation II.).

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- 1 2. Curricular components of non-degree-granting programs must meet NASD
2 requirements in Standards for Accreditation III. (including but not limited to
3 Credit and Time Requirements; Time on Task, Curricular Proportions, and
4 Competencies; Forms of Instruction, Requirements, and Electives; Individual
5 Program Continuity; Residence).
- 6 3. The standards applicable to each non-degree-granting program are comprised of
7 those referenced in Standards XVI.F.1. and 2., as well as those outlined for
8 specific programs that follow.

9 **XVII. ADMISSION TO PROFESSIONAL POSTSECONDARY**
10 **NON-DEGREE-GRANTING PROGRAMS IN DANCE**

11 **A. Admission Criteria.** Institutions are responsible for establishing specific
12 admission policies or requirements for their non-degree-granting programs in
13 dance. Admission standards must be sufficiently high to predict the prospect of
14 success in the program for which the student is enrolling. Diversities of previous
15 education, background, and interests of applicants should be considered in
16 assessments of potential as appropriate to the specific purposes of individual
17 programs.

18 **B. High School Diploma**

- 19 1. The admission policy must be clearly stated with respect to students entering
20 from high schools.
- 21 2. Applicants to postsecondary certificate or diploma programs at non-degree-
22 granting institutions must have a high school diploma or its recognized
23 equivalent. Students who are currently attending high school or who have not
24 received their high school diploma or equivalent may attend classes in
25 certificate or diploma programs, but are considered special students and are not
26 candidates for the certificate or diploma. Special students who subsequently
27 complete high school or who pass the G.E.D. examination, or a nationally
28 recognized equivalent, may apply for advanced standing or similar statuses in
29 the postsecondary certificate or diploma program, according to the policies of
30 the institution.

31 **C. Dance Aptitudes and Achievements**

- 32 **1. Auditions and Evaluations.** Member institutions must require auditions or other
33 evaluations as part of the admission decision to any professional certificate or
34 diploma requiring more than 30 semester hours or the equivalent, or to any
35 program for which students are eligible for governmentally funded or guaranteed
36 loans or grants.
- 37 **2. Professional Certificates or Diplomas.** Admission procedures for professional
38 certificates or diplomas in dance must develop evidence that the candidate
39 possesses the requisite talent, the potential to develop high-level competencies as
40 a practitioner, artistic sensibilities, and a strong sense of commitment.

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1 **D. Admission to Advanced Standing.** Students who are able to pass examinations in
2 dance demonstrating competence beyond that required for entrance may be exempted
3 from one or more courses in the subject or subjects covered by the examinations,
4 provided that such demonstration of competence is confirmed by further successful
5 study in residence in the same field.

6 **XVIII. SPECIFIC PROFESSIONAL POSTSECONDARY NON-DEGREE-**
7 **GRANTING PROGRAMS**

8 *(The following standards apply to each professional postsecondary non-degree-*
9 *granting program.)*

10 A. Specific coherent sets of purposes shall be developed and published that include, but
11 are not limited to:

- 12 1. Title or basic information regarding subject matter, techniques, or issues to be
13 addressed.
- 14 2. The level and length of the program.
- 15 3. Specific content, methods, and perspectives used to consider subject matter,
16 techniques, or issues, including expectations regarding:
- 17 a. Specific artistic, intellectual, or disciplinary engagement; and
18 b. Breadth and depth in component disciplines and specializations.

19 B. Applicable prerequisites for courses or curricula shall be clearly stated, especially
20 with regard to levels of competence in specific disciplines central to the artistic or
21 educational purposes and content.

22 C. There must be clear descriptions of what students are expected to know and be able
23 to do upon completion, consistent with Standards for Accreditation XVIII.A., and
24 effective mechanisms for assessing student competencies against these expectations.
25 For programs with specific emphases or concentrations such as performance,
26 choreography, history, etc., students shall be expected to develop the same
27 competencies in the area(s) of specific emphasis or concentration as those required
28 for degree programs at the level of the program.

29 These expectations must include, but are not limited to:

- 30 1. Achieving a measurable degree of advancement in and fulfillment of specified
31 and stated program purposes including mastery in the content and in at least one
32 of the sets of traditional or innovative techniques appropriate to their craft or
33 field of study.
- 34 2. Developing an effective work process and a coherent set of ideas and goals
35 which are embodied in their work.
- 36 3. Developing a significant body of knowledge and skills sufficient for evaluation
37 and a level of artistry and/or technical proficiency and/or scholarly competence
38 observable in work acceptable for public performance or publication.

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- 1 D. Evaluation mechanisms shall be consistent with the goals defined for specific
2 courses, projects, programs, or curricula, and to the specific approach(es) involved.
- 3 E. Guidance, advising, and mentoring shall be adequate to support the achievement of
4 purposes.

5 **XIX. COMMUNITY EDUCATION AND PRECOLLEGIATE NON-DEGREE-**
6 **GRANTING PROGRAMS**

7 **A. Enrollment or Admission.** Institutions are responsible for establishing enrollment or
8 admission policies for the community and precollegiate programs in dance consistent
9 with the nature and expectations of program offerings.

10 **B. Specific Community or Precollegiate Programs.** A review of each institutional
11 offering must demonstrate that:

- 12 1. Students are achieving a measurable degree of advancement toward the
13 fulfillment of program purposes.
- 14 2. Students are appropriately engaged and/or are developing an effective work
15 process.
- 16 3. Students are acquiring a body of knowledge and skills sufficient for evaluation
17 and a level of competence acceptable for presentation within and/or beyond the
18 school.

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

21 **C. Pre-Professional Certificate Programs**

22 **1. General Standards and Guidelines**

- 23 a. The pre-professional certificate program is a formal course of studies offered
24 by the institution to provide training on the secondary level to develop dance
25 competence at least equivalent to the entrance requirements of NASD
26 member institutions offering professional studio programs or baccalaureate
27 degrees in dance.
- 28 b. While policies and procedures concerning admission to the pre-professional
29 certificate program will vary among institutions, essential components of the
30 process are:
- 31 (1) A determination of student potential for advanced dance study; and
32 (2) A thorough explanation of the requirements of the certificate program.
- 33 c. Through an appropriate and structured advising process, the matters listed
34 above and information concerning future study and professional
35 opportunities should be discussed with students and parents/guardians
36 throughout the duration of the program.

- 1 **2. Essential Competencies, Experiences, and Opportunities**
- 2 **a. Performance and/or Choreography**
- 3 (1) Achievement of the highest possible level of accomplishment in the field
- 4 or fields chosen. It is assumed that study in the major performing
- 5 medium will continue throughout the entire certificate program.
- 6 (2) Opportunities for presentation and critique in a variety of formal and
- 7 informal settings.
- 8 (3) Opportunities for study and/or experiences in more than one area. In
- 9 most cases, study of more than one dance style or genre is appropriate
- 10 and should be encouraged.
- 11 **b. Analysis and Dance History**
- 12 (1) Students should develop fundamental understanding of the elements of
- 13 dance and abilities to respond to, interpret, create, analyze, and evaluate
- 14 their own performances or works and those of others.
- 15 (2) Students should develop a basic knowledge of some of the major
- 16 achievements in dance history.
- 17 **c. Final Project.** A final project before certification is essential. Although most
- 18 students will choose to perform in fulfillment of this requirement, students
- 19 who show exceptional promise and inclination toward choreography, dance
- 20 history, or analysis may undertake other appropriate projects.
- 21 **D. Other Elementary/Secondary Certificate Programs**
- 22 1. The awarding of a certificate implies the successful attainment of certain
- 23 competencies at the elementary and/or secondary level either through
- 24 coursework or individual study.
- 25 2. Certificate programs usually provide a curriculum of performance studies
- 26 combined with other studies in dance. Certificates indicating a level of
- 27 achievement, such as Junior, Intermediate, Senior, and College Preparatory
- 28 Certificates are examples of this type. In certain instances, however, a course of
- 29 study that has a specific emphasis may be appropriate.
- 30 3. It is essential that the institution provide a clear statement of the entrance
- 31 requirements, objectives, level of the program, and completion requirements for
- 32 all types of certificate programs offered. This information shall be available to
- 33 students and parents/guardians, and opportunities for advising and discussion in
- 34 this regard shall be provided.