

Addendum to the NASD Handbook 2016-17

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

November 2017

The NASD Membership approved the proposed revisions to the Bylaws and Standards for Accreditation set forth during the Second General Session: Plenary Business Meeting held on Saturday, September 16, 2017. Proposed revisions to the Rules of Practice and Procedure were approved by the NASD Board of Directors (Part I) and the Commission on Accreditation (Part II) in September of 2017 as well.

BYLAWS

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Bylaws

Article VII. Meetings and Voting

Section 1. Membership Meetings

Amend Section 1.C. as follows:

C. Special Meetings. Special meetings of the members may be called at any time by a majority of the Board of Directors or by the President. In any case, such meetings may be convened by the members entitled to cast twenty percent of the total number of votes entitled to be cast at such meetings, who may, in writing, demand the call of a special meeting specifying the date and month thereof, which shall not be less than two nor more than three months from the date of such written demand. The Executive Director of the Corporation upon receiving the written request shall promptly give notice of such meeting, or if ~~he~~ the Executive Director fails to do so within five business days thereafter, any member signing such request may give such notice. At any special meeting, only business related to the purpose or purposes set forth in the notice thereof may be transacted.

RULES OF PRACTICE AND PROCEDURE, PART I

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Rules of Practice and Procedure, Part I

Article I. Association Policies

Section 2. Conflict of Interest

Amend Section 2. as follows:

If a conflict of interest issue arises, the matter shall be forwarded to the Executive Director, who shall gather information, solicit advice as appropriate, and attempt to resolve the matter to the satisfaction of all concerned, consistent with the published policies and procedures of the Association and with consideration of standard practice within the postsecondary accreditation community. Should the Executive Director be unable to achieve resolution, ~~he~~ ~~or she~~ the Executive Director shall bring the matter to the Executive Committee. The Executive Committee shall seek resolution through procedures developed to address the specifics of each case.

RULES OF PRACTICE AND PROCEDURE, PART II

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Rules of Practice and Procedure, Part II

Article VIII. Procedures for Reviewing Complaints Directed Against Member Institutions of the National Association of Schools of Dance

Section 7. Executive Director Negotiations

Amend Section 7.A. as follows:

- A. If the decision in the initial review is to open a proceeding as specified in Section 6., item B.3.c., the NASD Executive Director contacts the dance executive of the institution against which the complaint has been filed, advises of the complaint, provides the complaint and documentation submitted by the complainant, and seeks information from the institution(s) involved regarding circumstances surrounding the complaint. The Executive Director may also seek additional information from other sources, as ~~he or she~~ the Executive Director deems appropriate.

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Rules of Practice and Procedure, Part II

Article XII. Printed Recognition of Membership

Section 1. Accredited Membership

Amend Section 1.C. as follows:

- C. Statements regarding accredited **institutional** Membership must be present in the institution's catalog or other publications. These statements shall be factual, not editorial, and brief—such as:

“(Name of the institution)--- is an accredited institutional member of the National Association of Schools of Dance (or of NASD)”; or

“(Name of the institution)--- is accredited by NASD”; or

“(Name of the institution)--- has been accredited by NASD since [date]”.

Note: NASD accreditation is granted to the institution, not the unit(s) in which the dance program resides.

STANDARDS FOR ACCREDITATION

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Standards for Accreditation

II. Purposes and Operations

Section K. Articulation with Other Institutions

Amend Section K.2. as follows:

2. **Guideline.** Baccalaureate degree-granting dance units are expected to assume joint responsibility for working cooperatively to facilitate the articulation ~~between of~~ community/~~junior and two-year~~ college and senior college programs: for example, the development of validation examinations, state and/or regional articulation committees, and procedures for maintaining current information regarding credit and admission policies. See Standards for Accreditation III.A.3. for standards regarding transfer of credit.

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Standards for Accreditation

VI. Two-Year Degree-Granting Programs

Section B. Standards for the Dance Major Transfer Program

Amend Section B.2. as follows:

2. **Degree and Resources Relationship.** NASD recognizes the responsibility of community ~~junior and two-year~~ colleges to offer the general enrichment program according to its goals for studies in dance. The dance major transfer program shall be offered only by those institutions that can demonstrate the need for this program in terms of minimum dance major enrollment criteria, and are in a position to commit adequate faculty, physical facilities, equipment, and library resources to maintain a quality program.

Amend Section B.6. as follows:

6. **Articulation.** ~~Community and T~~two-year colleges preparing students for continuing study in four-year colleges should maintain close liaison with those institutions to which their students may transfer. It is expected that community ~~junior and two-year~~ colleges and senior colleges and universities will assume joint responsibility for working cooperatively to facilitate the articulation of community ~~junior and two-year~~ college and senior college programs; for example, the development of validation examinations, state and/or regional articulation committees, means for relating courses in terms of content rather than numbers of titles, and procedures for maintaining current information regarding credit, transfer, and admissions policies.

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Standards for Accreditation

VIII. All Professional Baccalaureate Degrees in Dance

Section B. Common Body of Knowledge and Skills

Amend Section B.1.a. as follows:

- a. Studio experiences are of prime importance in the preparation of students for professional careers in dance. Skill in at least one major area of performance must be progressively developed to the highest level appropriate to the particular area of concentration. Students should achieve the highest possible level of technical skill in the medium and the highest possible level of conceptual understanding of the medium and its expressive possibilities. Technical proficiency standards must be established for each area of technique (~~i.e., modern dance, ballet, jazz, ethnic, etc.~~) **appropriate to each dance genre** and for each level (e.g., freshman, sophomore, etc.), and the achievement of a specified level of proficiency in technique is required for graduation.

Amend Section B.2. as follows:

2. **Choreography.** Students must develop **basic functional** knowledge and skills in choreography and have opportunities to develop their choreographic potential in studies that include traditional and/or experimental approaches. A minimum of two years of coursework in choreography is required.

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Standards for Accreditation

VIII. All Professional Baccalaureate Degrees in Dance

Section D. Recommendations

Add a new point (2) to Section D. as renumber follows:

1. Student orientation to the nature of professional work in their major field. Examples are organizational structures and working patterns; artistic, intellectual, educational, economic, technological, and political contexts; development potential; and career development.
2. **Acquire the skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, and business and leadership skills necessary to engage in professional practice in their major field.**
32. Student experience with broadly based examples of excellence in various dance professions.
43. Opportunities for students to explore areas of individual interest related to dance in general or to the major. A few examples are dance bibliography, notations, aesthetics, performance practices, pedagogy, and specialized topics in history and analysis.
54. Opportunities for students to explore multi-disciplinary issues that include dance.
65. Opportunities for students to practice synthesis of a broad range of dance knowledge and skills, particularly through independent study that involves a minimum of faculty guidance, where the emphasis is on evaluation at completion (see Standards III.G.).

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Standards for Accreditation

XII. Graduate Programs in Dance

Section A. Fundamental Purposes and Principles

Amend Section A.2.a.(3) as follows:

- (3) Requirements in such areas as performance, **and** choreography, research, scholarship, preparation for teaching, **and new art forms** in terms of (a) the specialization, (b) support for the specialization, and (c) breadth of competence.

Amend Section A.4.a. as follows:

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

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Standards for Accreditation

XII. Graduate Programs in Dance

Section A. Fundamental Purposes and Principles

Amend Section A.5.a. as follows:

a. Practice-Oriented Degrees

These degrees focus on the preparation of choreographers, performers, pedagogues, **dance/movement** therapists, or other dance professionals.

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

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Standards for Accreditation

XII. Graduate Programs in Dance

Section B. Resources and Dance Program Components

Add a new point (3) to Section B. and renumber as follows:

1. Resources must be sufficient to support the purposes, goals, objectives, and content of graduate programs and must meet NASD operational requirements in this regard (see Standards II.). The relationships between the establishment of objectives and the development of program structure and resources are crucial to success. The process of establishing and maintaining these relationships should be characterized by the same rigorous pursuit of creative development and analytical exchange that are functions of graduate study itself.
2. Curricular components of graduate programs must meet NASD requirements in Standards III., including, but not limited to, Credit and Time Requirements, Time on Task, Curricular Proportions, and Competencies; Forms of Instruction, Requirements, and Electives; Individual Program Continuity; Residence.
3. **The standards applicable to each graduate program ~~are comprised of~~ comprise those referenced in Standards XII.B.1. and 2., as well as those outlined for specific programs that follow.**
43. **Community.** An institution's overall graduate program in dance requires a traditional and/or virtual community of students and faculty to permit the formal and informal sharing of experience, ideas, and knowledge.
54. **Experiences.** Graduate education is conditioned by certain kinds of experiences, which go beyond curriculum, faculty, facilities, and administrative considerations. These include opportunities for active participation in small seminars and tutorials, extensive informal contact with faculty, and consultation during preparation of a final project over an extended period of time.

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Standards for Accreditation

XII. Graduate Programs in Dance

Section C. General Degree Requirements and Procedures

Amend Section C.1.c. as follows:

- c. A course may enroll an undergraduate student and maintain its status as being intended for graduate students only if, in the context of that course, the undergraduate student is expected to meet the same standards, do the same work, and otherwise perform as a graduate-**level** student.

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Standards for Accreditation

XIV. Specific Initial Graduate Degrees

Section A. Practice-Oriented Degrees

Amend Section A.1. as follows:

1. Performance and/or Choreography

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Standards for Accreditation

XIV. Specific Initial Graduate Degrees

Section A. Practice-Oriented Degrees

Amend Section A.1.d.(3)(a) as follows:

- (a) Dance/movement therapy with several and various populations.

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Standards for Accreditation

XVI. Non-Degree-Granting Programs in Dance

Section A. Basic Program Types

Amend Section A.1. by adding a second paragraph as follows:

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

NASD will process applications for Membership from independent schools in this category including boarding or day schools offering general education, only if the school is accredited by the Accrediting Commission for Community and Precollegiate Arts Schools (see NASD Bylaws, Article I., Section 1.).

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Standards for Accreditation

XVII. Admission to Professional Postsecondary Non-Degree-Granting Programs in Dance

Section C. Dance Aptitudes and Achievements

Amend Section C.1. as follows:

1. **Auditions and Evaluations.** Member institutions must require auditions or other evaluations as part of the admission decision to any professional certificate or diploma requiring ~~more than~~ 30 semester hours or more, or the equivalent, or to any program for which students are eligible for governmentally funded or guaranteed loans or grants.

Standards for Accreditation

XIX. Community Education and Precollegiate Non-Degree-Granting Programs

Section C. Pre-Professional Certificate Programs

Amend Section C.2.c. as follows:

- c. **Final Project.** A final project, **completed prior to the awarding of a certificate, ~~before certification~~** is essential. Although most students will choose to perform in fulfillment of this requirement, students who show exceptional promise and inclination toward choreography, dance history, or analysis may undertake other appropriate projects.