

Draft II: Proposed Revisions to the *Handbook 2022-23*

NATIONAL ASSOCIATION OF SCHOOLS OF DANCE

August 11, 2023

OFFICIAL NOTICE. This constitutes the official notice of proposed revisions to the *Handbook* forwarded in advance as required by the NASD Bylaws and Rules of Practice and Procedure, Part II.

Note: All proposed revisions are indicated in red.

VOTE SCHEDULED. A final text of these proposed revisions will be presented to the NASD Commission on Accreditation and NASD membership for a vote in September.

Rationales for these changes are provided at the end of the document on page 9.

COMMENT PERIOD II

August 11–September 10, 2023

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Rules of Practice and Procedure, Part II

— Action by the NASD Commission on Accreditation —

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Rules of Practice and Procedure, Part II

Article I., Institutional Membership

Section 6. Accreditation and Institutional Autonomy

Amend Article I., Section 6. as follows:

Section 6. Accreditation and Institutional Autonomy. The National Association of Schools of Dance has established standards for accreditation that are applied only at the invitation of institutions. These standards are developed and approved by accredited Member institutions acting autonomously. The standards provide benchmarks for reviewing the extent to which operational, curricular, and evaluative functions associated with particular degree programs and areas of study are being fulfilled.

As they evolve, NASD standards for accreditation are continuously designed to allow considerable variation within broad principles applicable to degree programs and areas of study. Failure to meet the exact provisions of a specific standard will not preclude accreditation if it can be shown that artistic, intellectual, educational, and developmental functions indicated by the standard are and can continue to be fulfilled by appropriate means.

NASD standards are applied with profound respect for the rights and responsibilities of institutions and programs to identify, designate, and control (a) their missions, goals, and objectives; (b) artistic, educational, and philosophical principles and methodologies used to pursue functions implicit in their various missions, goals, and objectives; (c) specific repertoires, texts, and other teaching materials utilized for study and presentation; (d) agendas and areas of study pursued through scholarship, research, criticism, and policy development; (e) specific personnel choices, staffing configurations, and other operational decisions; and (f) content and methodologies of tests, evaluations, and assessments.

Respect for institutional mission as required in the Rules of Practice and Procedure, Part II, Article I., Section 5., paragraph 3, and throughout the Association’s published materials includes respect for religious mission. **NASD bases its decisions regarding accreditation on its published standards and shall not use as a negative factor the institution’s mission-based policies, decisions, and practices in consideration of curricula; faculty; facilities, equipment, and supplies; student support services; and recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.**

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Rules of Practice and Procedure, Part II

Article X., Appeals of Adverse Decisions Concerning Accredited Institutional Membership

Section 10. Decision on an Appeal

Amend Article X., Section 10. as follows:

Section 10. Decision on an Appeal. After following requisite procedures, considering the appeal and responding to it only in terms of one or both of the grounds for appeal in the Rules of Practice and Procedure, Part II, Article X., Section 5., and making judgments based solely on NASD published standards and procedures and the documentation provided, the appeals committee’s final decision shall be either to (a) deny the appeal and sustain the decision of the Commission; or (b) sustain the appeal and remand the decision to the Commission for reconsideration **explaining the basis for the decision to remand, including, but not limited to, any amendments to the original decision proposed by the appeals committee by identifying specific issues the Commission must address, including but not limited to the appeals committee’s decision regarding amendments to or a reversal of the original decision.** In making its final decision, the Commission must act in a manner consistent with **published NASD standards and procedures, and with due consideration of all written findings and recommendations of the appeals committee accompanying its decision to remand the appeals panel’s decisions or instructions.**

The final decision of the appeals committee shall be distributed to the dance executive and the chief executive officer of the institution and to the Chair of the Commission whose decision is being appealed.

An institution’s continuing disagreement with a final decision of the appeals committee to deny the appeal shall be settled by arbitration in accordance with the Rules of the American Arbitration Association. Arbitration considers only items (a) and (b) of the Grounds for Appeal outlined in the Rules of Practice and Procedure, Part II, Article X., Section 5.

Standards for Accreditation

— Action by the NASD Membership —

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Standards for Accreditation

II. Purposes and Operations

D. Governance and Administration

2. Guideline and Recommendations

Amend II.D.2. as follows:

2. Guideline and Recommendations

- a. Normally, the dance executive exercises leadership in program evaluation and planning, encourages faculty development, and promotes among all faculty and staff a spirit of responsibility, understanding, and cooperation.
- b. The dance executive should nurture an environment that contributes to the dance unit's pursuit of its artistic, intellectual, and educational purposes.
- c. Normally, the dance executive participates in considerations and decision-making processes related to the dance program.
- d. ~~e~~ Written descriptions of governance and administrative relationships should be publicly available.

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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 (such as on ground, hybrid, fully online) by which educational programs are delivered.

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Standards for Accreditation

III. Dance 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, laboratories, and rehearsals associated with coursework, degrees, and programs on the campus. Normally, distance learning uses technologies to deliver instruction and support systems, and enables substantive interaction between instructor and student. Technologies include, but are not limited to:~~

a. **Distance Learning.** Involves programs of study delivered entirely or in any part 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 and/or video 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 a 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 NASD 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 ~~any part more than 40%~~ of their ~~required coursework is requirements are~~ fulfilled through distance learning will be designated as distance learning programs in NASD 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 XX., Section 2.D. apply.

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Standards for Accreditation

XX. Specific Operational Standards for Free-Standing Dance Institutions of Higher Education

Section 1. Standards for Accreditation

K. Teach-Out Plans and Agreements

2. Conditions of Applicability

Amend XX., Section 1.K.2.b. as follows:

b. NASD requires an accredited institution to which Standards for Accreditation XX. apply to submit a teach-out plan and, if practicable, teach-out agreements requesting Commission review and action upon the occurrence of any of the following events:

1. The U.S. Secretary of Education notifies NASD that:

- i. it has placed the institution on the reimbursement payment method under 34 CFR 668.162(c) or the heightened cash monitoring payment method requiring the Secretary’s review of the institution’s supporting documentation under 34 CFR 668.162(d)(2);
- ii. 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).

2. NASD acts to withdraw, revoke, or suspend the accreditation of the institution.

NOTE: Under such conditions, NASD may maintain the institution’s accreditation until the institution has had reasonable time to complete the activities in its teach-out plan or to fulfill the obligations of any teach-out agreement to assist students in transferring or completing their programs.

3. The institution notifies NASD that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.

4. A state licensing or authorizing agency notifies NASD that an institution’s license or legal authorization to provide an educational program has been or will be revoked.

5. The institution stops offering an educational program before all students enrolled in that program complete the program or transfer to another program.

Standards for Accreditation

XX. Specific Operational Standards for Free-Standing Dance Institutions of Higher Education

Section 2. Procedural Requirements

E. Starting a Branch Campus or Similar Entity

Amend XX., Section 2.E.2. as follows:

2. Within six months of the opening of a branch campus or similar entity, the branch/similar entity must schedule a **site** visit and host a team of NASD visiting evaluators, **and the team must conduct and complete the visit.**

Appendix I.A.

— Action by the NASD Membership —

Appendix I.A., Standards and Guidelines Pertaining to Branch Campuses and Other Entities

Section 2. Guidelines

Amend Section 2.B. as follows:

- B. A branch campus, **or similarly functioning entity**, is ~~typically considered~~ an additional location of an institution that is geographically apart and independent of the main campus of the institution and ~~typically~~:
 1. is permanent in nature;
 2. offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
 3. has its own faculty and administrative or supervisory organization; and
 4. has its own budgetary and hiring authority.

Appendix I.A., Standards and Guidelines Pertaining to Branch Campuses and Other Entities

Section 2. Guidelines

Amend Section 2.C. as follows:

- C. An additional location, **or similarly functioning entity**, is ~~typically considered~~ a facility geographically apart from the main campus of the institution at which the institution offers at least 50 percent of a program and may qualify as a branch campus.

Appendix III.E.

— Action by the NASD Membership —

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Appendix III.E., Policies Concerning Regard for Decisions of States and Other Accrediting Organizations in the NASD Accreditation Process

Section 1. Institutions Offering Dance Curricular Programs Only

Amend Section 1. as follows:

Section 1. Institutions Offering Dance Curricular Programs Only

- A. NASD accredits only those free-standing postsecondary institutions offering degree- or non-degree-granting curricular programs in dance that are legally authorized under applicable state law to provide a program of education beyond the secondary level.
- B. NASD does not renew the accreditation of a free-standing postsecondary institution during a period in which the institution:
 - 1. Is the subject of an interim action by a recognized institutional accrediting agency potentially leading to the suspension, revocation, or termination of accreditation or preaccreditation.
 - 2. Is the subject of an interim action by a state agency potentially leading to the suspension, revocation, or termination of the institution’s legal authority to provide postsecondary education.
 - 3. Has been notified of a threatened loss of accreditation, and the due process procedures required by the action have not been completed.
 - 4. Has been notified of a threatened suspension, revocation, or termination by the state of the institution’s legal authority to provide postsecondary education, and the due process procedures required by the action have not been completed.
- C. In considering whether to grant initial accreditation to a free-standing postsecondary institution, NASD takes into account actions by:
 - 1. Recognized institutional accrediting agencies that have denied accreditation or preaccreditation to the institution, placed the institution on public probationary status, or revoked the accreditation or preaccreditation of the institution.
 - 2. A state agency that has suspended or revoked the institution’s legal authority to provide postsecondary education.
- D. If the Commission grants accreditation to a free-standing postsecondary institution notwithstanding the actions described Section 1.B. or C., NASD provides the U.S. Secretary of Education, no later than thirty days after the date of Commission action, a thorough explanation, consistent with its accreditation standards, why the previous action by a recognized institutional accrediting agency or the state does not preclude a grant of accreditation status.
- E. NASD will promptly review its accreditation of a free-standing postsecondary institution to determine if it should also take adverse action against the institution if:
 - 1. A recognized institutional accrediting agency takes an adverse action with respect to a dually accredited institution;
 - 2. ~~A recognized institutional accrediting agency places the institution on public probationary status; or~~

2. ~~3.~~ A recognized programmatic accrediting agency takes an adverse action, for reasons associated with the overall institution rather than the specific program ~~or~~, against a program offered by an institution ~~or~~ places the program on public probation.
- F. NASD will promptly review its accreditation of a free-standing postsecondary institution to determine if it should place the institution on probation or show cause if:
1. A recognized institutional accrediting agency places the institution on public probationary or an equivalent status.
 2. A recognized programmatic agency places the program on public probation or an equivalent status.

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Appendix III.E., Policies Concerning Regard for Decisions of States and Other Accrediting Organizations in the NASD Accreditation Process

Section 2. Multipurpose Institutions Offering Dance Curricular Programs

Amend Section 2.D. as follows:

- D. NASD will promptly review its accreditation of a multipurpose institution offering one or more dance curricular programs to determine if it should also take ~~adverse~~ action against the program if a **recognized institutional accrediting agency**:
1. ~~A recognized institutional accrediting agency~~ Takes an adverse action with respect to the institution offering the program~~;~~, or
 2. Places the institution on public probationary status.

NOTE: Rationale for Changes

The rationale for the changes proposed above are as follows:

1. *Standards for Accreditation, II.D.2.*: To offer clarity to the role of the dance executive in institutional considerations and decision-making processes.
2. *Standards for Accreditation, II.E.4.b.(1)*: To recommend the inclusion of consideration of the means of delivery when determining teaching loads.
3. *All other changes proposed above*: To align with federal regulation and guidelines.