OFFICIAL NOTICE. This constitutes the official notice of proposed revisions to the Handbook forwarded in advance of the Annual Meeting as required by the NAST Bylaws.

Note: All proposed revisions are indicated in red.

Following the current comment period, a second proposal of these amendments will be presented to the NAST Membership in February for further review and comment.

VOTE SCHEDULED. A final text of these proposed revisions will be presented to the membership for a vote on March 26, 2020 during the NAST Annual Meeting.

Rationales for these changes are provided at the end of the document on pages 14 and 15.
A. **Chair.** The Chair shall be an official representative of an institution with Membership in the Association as defined in the Bylaws, Article I., Section 1. The Chair shall be elected for a three-year term. The Chair should have served one or more terms on the Commission, and the term as Chair shall be in addition to time already served as a Commission member.

B. **Public Members.** There shall be two public members to represent the public interest. The public members shall have full privileges of the floor and full voting powers. The public members shall be appointed annually by the President in consultation with the Executive Committee of the Board of Directors. Public members shall serve no more than six consecutive years. Once appointed, the public members have no reporting responsibility to the President or to the Executive Committee regarding the work of the Commission. The public members must keep the confidentiality required of all Commission members (see Bylaws, Article IV., Section 1., concluding paragraph).

C. **Representatives.** In addition to the Chair, there shall be twelve (12) members of the Commission; each shall be the official representative of an institution with membership in the Association as defined in the Bylaws, Article I., Section 1. The Commission shall have members from institutions with professional degree programs such as the Bachelor of Fine Arts or Master of Fine Arts; liberal arts and/or academic degree programs such as the Bachelor of Arts, Master of Arts, or Doctor of Philosophy; and professional training that may or may not result in the awarding of a certificate. Members shall serve three-year terms or less if elected to fill an unfinished term. Terms shall be staggered.

D. **Recorder.** The Executive Director or his/her agent shall serve as the Recorder of the Commission. The Recorder of the Commission shall have no vote.

**Although Though** the above procedure ensures a broad range of individual and institutional perspectives, once elected or appointed, members of the Commission shall act as individuals in accordance with the standards, policies, procedures, and autonomy of the Association. In conducting the business of the Commission, Commission members shall serve the interests of the Association. They shall not serve as representatives of types of institutions or other organizations, however defined. They shall hold in confidence the actions of the Commission and the discussions leading to them.

**Standards for Accreditation**

*NAST Handbook 2019-20—Pages 61 and 62*

**Standards for Accreditation**

**II. Purposes and Operations**

**F. Facilities, Equipment, Technology, Health, and Safety**

**1. Standards**

Amend II.F.1.f. as follows:

f. Students enrolled in theatre unit programs and faculty and staff with employment status in the theatre unit must be provided basic information about the maintenance of health and safety within the contexts of studio practice, theatrical shop and lab experiences, pre-production elements and processes, rehearsal, and performance.

For theatre majors and theatre faculty and staff, general topics include, but are not limited to, basic information regarding health and safety issues, hazards, and procedures associated with making, producing, and presenting theatre. They also include instruction on the use, proper handling, and operation of potentially dangerous materials, chemicals, equipment, and technology as applicable to specific program offerings or experiences. Beyond the provision of basic general information, and the identification of available resources, decisions regarding topic areas and breadth and depth are made by the institution, and normally are correlated with the nature, content, and requirements of specific areas of specialization or specific courses of study.

For non-majors enrolled in courses offered by the theatre unit, topics chosen are directly related to health and
safety issues associated with their specific area of study or activity in theatre.

Theatre program policies, protocols, and operations must reflect attention to maintenance of health and injury prevention and to the relationships among: the health and safety of theatre artists, designers, and technicians; safe practices as they pertain to scenes requiring movement, fight choreography, intimacy, and the like; suitable choices of equipment and technology for various specific purposes; appropriate and safe operation of equipment and technology; and other conditions associated with health and safety in studio, shop, lab, rehearsal, and performance facilities.

Specific methods of providing information and addressing injury prevention, technology, and facilities are the prerogative and responsibility of the institution.

**NOTE:** Health and safety depend in large part on the personal decisions of informed individuals. Institutions have health and safety responsibilities, but fulfillment of these responsibilities cannot and will not ensure any specific individual’s health and safety. Too many factors beyond any institution’s control are involved. Individuals have a critically important role and each is personally responsible for avoiding risk and preventing injuries to themselves before, during, and after study or employment at any institution. The NAST standards in this section and applicable guidelines below, and institutional actions taken under their influence or independently do not relieve the individual from personal responsibility for appropriate, prudent, and safe behavior or action, nor do they shift such responsibility and liability for the consequences of inappropriate, imprudent, and/or unsafe behavior or action in any instance or over time to any institution, or to NAST.

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**Proposed Revisions to the NAST Handbook**  
January 2020
(1) Appropriate to the purposes of the institution’s curricular programs.

(2) Clearly defined.

(3) Published for students and faculty.

(4) Applied with rigor and fairness.

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Standards for Accreditation
II. Purposes and Operations
K. Articulation with Other Institutions
2. Guideline.

Amend II.K.2. as follows:

2. Guideline. Baccalaureate degree-granting theatre units are expected to assume joint responsibility for working cooperatively to facilitate the articulation between community and two-year college and four-year college programs: for example, the development of clear and functional understandings and agreements (see Standards for Accreditation II.I.1.b.(10)), 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
III. Theatre Program Components
K. Non-Degree-Granting Programs for the Community

Add III.K.3. as follows:

K. Non-Degree-Granting Programs for the Community (applicable according to provisions of Standards for Accreditation III.K.1.)

1. Standards Applicability. Many postsecondary theatre units offering liberal arts or professional degrees or programs also offer non-degree-granting programs of study for children, youth, and adults in their communities. These range from private lessons with collegiate instructors to large, institutionalized programs with specialized professional faculty and administration. Community theatre school, preparatory program, laboratory school, and community division are among the many titles used to designate such programs when they have a specific published identity.

When a postsecondary institution offers non-degree-granting theatre programs that (a) serve individuals in their communities in a pre-professional or avocational context; (b) have a specific published identity; (c) have at least one specifically designated administrator; and (d) operate on an academic year or year-round basis, the part of the theatre unit or other entity so designated and the programs it offers must meet the following standards in order to protect the institution’s name and its accreditation status as a theatre unit.

2. Standards

a. Specific purposes correlated with those of the postsecondary theatre unit and the institution as a whole must be developed and published.

b. Statements of purpose must clarify priorities among theatre and other important goals.

c. Functional principles in the NAST standards for purposes and operations (see Standards for Accreditation II.) shall be visible in the organizational and management relationship between the postsecondary and non-degree-granting community-oriented elements of the total theatre effort,
and shall support the achievement of educational results as specified by programmatic purposes.

d. Titles of programs and terminology must be consistent with content and programmatic focus. For example, use of the term community implies open opportunity for all; the term laboratory, units or programs involving the majority of intern teachers from pedagogy programs.

e. A review of each instructional program demonstrates that students are:

   (1) Achieving a measurable degree of technical mastery in at least one of the traditional or innovative techniques appropriate to their area of study.

   (2) Developing an effective work process and a coherent set of ideas and goals appropriate to their level of study.

   (3) Developing a significant body of skills sufficient to produce work consistent with the goals of their programs.

f. The offering of non-degree-granting credentials such as certificates and diplomas shall be consistent with NAST standards for such programs.

3. Opportunities. Community education programs are encouraged to provide cultural opportunities to the communities they serve. When planning programs of study and community activities, consideration should be given to, and informed by, the heritage of the community in which the institution operates.

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Standards for Accreditation
VII. The Liberal Arts Degree with a Major in Theatre
E. Liberal Arts Programs in Musical Theatre

Amend VII.E. as follows:

E. Liberal Arts Programs with Studies in Musical Theatre. Standards and Guidelines for all such programs are found in Appendix I.B., Sections 3. and 5.

NAST Handbook 2019—20—Pages 94 and 95

Standards for Accreditation
IX. Specific Professional Baccalaureate Degrees in Theatre
A. Bachelor of Fine Arts in Acting

Amend IX.A.1.b., 3.e., and 3.k. as follows:

A. Bachelor of Fine Arts in Acting

1. Curricular Structure

   a. Standard. Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in acting as indicated below and in Standards for Accreditation VIII.

   b. Guidelines. Curricula to accomplish this purpose that meet the standards indicated normally adhere to the following structural guidelines: studies in the major area, including acting (speech, voice, and movement), participation in full-length plays performed before an audience or performances in other media, and independent study should comprise 30–40% of the total program; supportive courses in theatre, 20–30%; general studies, 25–35%. Studies in the major area and supportive courses in theatre normally total at least 65% of the curriculum (see Standards for Accreditation III.C.).

2. Specific Recommendations for General Studies. Studies in social, political, cultural, and intellectual history that form the subject matter of plays are strongly recommended.
3. **Essential Competencies, Experiences, and Opportunities** *(in addition to those stated for all degree programs)*

a. Demonstrated ability to act (i.e., to project one’s self believably in word and action into imaginary circumstances, evoked through improvisation or text).

b. Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.

c. Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.

d. A developed technique for analyzing the specific tasks required in performing varied characters from written plays.

e. Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature. and media.

f. Clear, articulate, and expressive speech, normally with demonstrated ability to use appropriate tools and systems to learn and perform dialects, and the ability to perform effectively in verse plays.

g. A flexible, strong, and controlled voice with trained breath support; appropriate vocal range and freedom from vocal and postural tension in rehearsal and performance; demonstrated ability to use the voice effectively as an instrument for characterization together with the ability to project the voice effectively in theatre spaces of varying sizes and in media productions.

h. A flexible, relaxed, and controlled body trained in basic stage movement disciplines, including dance and mime; demonstrated ability to use the body effectively on stage as an instrument for characterization and to be responsive to changing time/rhythm demands and spatial relationships.

i. An overview understanding of makeup materials and techniques.

j. Demonstrated comprehension of the basic business procedures of the actor’s profession, including audition procedures, résumés, agents, and so forth.

k. Solo and ensemble performance experience in a variety of formal and informal settings shall be provided throughout the degree program. Students must participate in at least one fully produced major production during their course of study. In addition, performance of a significant role in at least one production during advanced study and no later than senior year is required. This performance need not be fully produced and may be in a medium other than live theatrical performance. including the opportunity for a significant role in a major production no later than the senior year.

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**Standards for Accreditation**

**IX. Specific Professional Baccalaureate Degrees in Theatre**

**D. Bachelor of Fine Arts in Musical Theatre**

**3. Essential Competencies, Experiences, and Opportunities**

**Amend IX.D.3.e. as follows:**

e. **Performance experience** in workshops and full productions of musical theatre in a variety of formal and informal settings shall be provided throughout the degree program. Students must participate in at least one fully produced major musical production during their course of study. In addition, performance of a significant role in at least one musical production during advanced study and no later than senior year is required. This performance need not be fully produced and may be in a medium other than live musical performance. Performance of a significant role in at least one full production during advanced study is regarded as an essential experience.
Standards for Accreditation
XII. Graduate Programs in Theatre
A. Fundamental Purposes and Principles
4. Creative Work, Inquiry, Research, and Scholarship

Amend XII.A.4.b.3. as follows:

(3) Research and scholarship as defined and practiced by professional humanists, scientists, and social scientists. In theatre, this includes but is not limited to such areas as theatre history, theory, and criticism; performance studies; the relationship of theatre to inquiry in the humanities, the sciences, and the social sciences; the influences of theatre in and on larger social, cultural, educational, economic, and technological contexts; and the nature and application of theatre thinking and pedagogy.

Standards for Accreditation
XII. Graduate Programs in Theatre
A. Fundamental Purposes and Principles
7. Preparation for the Professions
a. Career Development

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

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

Standards for Accreditation
XIX. Specific Operational Standards for Free-Standing Theatre Institutions of Higher Education
Section 1. Standards for Accreditation

Add XIX., Section 1.E. as follows and reletter as noted:

Section 1. Standards for Accreditation

In addition to meeting all operational and curricular standards of the Association appropriate to the scope of programs offered, as noted in Standards for Accreditation I.–XVIII., institutions of higher education to which Standards for Accreditation XIX. apply shall meet the following standards:

A. Title. The descriptive title of the institution shall be appropriate to its purpose, size, and complexity.

B. Operating Authority. The institution must have specific official documentation confirming that the institution has a charter and/or formal authority of incorporation and state recognition and/or licensure.

C. Finances

1. Operation

a. The institution must demonstrate that tuition and other fees are reasonable and appropriate in relation to subject matters taught; to goals, objectives, and time requirements of the degrees, credentials, or programs offered; and to any other relevant variables.

b. The institution must conduct an annual financial review resulting in an annual audit with opinion
prepared by an independent certified public accountant. The annual audit must be completed within 180 days after the close of each fiscal year.

c. If the institution supplements tuition revenue with contributions private or public or earnings from endowment, evidence must be provided that there are appropriate policies, plans, procedures, and volunteer and/or professional resources to generate sustainable non-tuition revenue sufficient for the needs of the school.

2. Review Protocol

For the purpose of evaluating the financial stability and business policies of the institution, at least one member will be added to each NAST visiting team. This member shall have expertise and experience in the management, operation, and assessment of financial practices, and in cooperation with other members of the team, be responsible for reviewing the practices and sufficiency of financial resources of the institution.

D. Governance and Administration

NOTE: Standards for Accreditation XIX., Section 1.D.1.a. and D.3. apply to not-for-profit institutions only. The remaining paragraphs apply to both not-for-profit and proprietary institutions.

1. Governing Board

   a. Structure

      (1) A not-for-profit institution must have a governing board consisting of at least five members with the duty and authority to ensure that the overall mission of the institution is carried out.

      (2) The governing board must be the legal body responsible for the institution it holds in trust.

      (3) The presiding officer of the board, along with a majority of other voting members, must have no contractual, employment, or personal or familial financial interest in the institution.

      (4) The board must have adequate representation of the public interest recognizing that institutions serve a public purpose when they provide educational services and opportunities. Public representatives receive no financial benefit from the operation of the institution.

   b. Financial Responsibilities. For all institutions, the duties of the board include securing financial resources to support the achievement of institutional mission, goals, and objectives. The board is responsible for approving the annual budget, reviewing periodic fiscal audits, participating in and overseeing any non-tuition revenue gathering and management, and approving the long-range financial plan.

   c. Conflict of Interest. In all institutions, the board shall maintain policies concerning conflict of interest, both with respect to its own actions and to actions of administration, faculty, and staff.

   d. Duties. All institutions must have an official document that defines board duties, responsibilities, and operations, including the number of members, length of service, rotation policies, organization and committee structure for overseeing areas such as finance, properties, and programs, and frequency of regular meetings. Board policies shall clearly state that no member or committee acts in place of the board, except by formal delegation of authority by majority vote of the board of directors.

2. Governance Scope. If the institution is involved with multi-campus, off-campus, continuing education, evening and weekend programs, etc., governance and administrative procedures must be clearly defined and appropriately integrated and incorporated into the total governance and administration system.

3. Chief Executive Officer

   a. In all not-for-profit institutions, the institution must have a chief executive officer whose primary
responsibility is to the institution and who is an employee of the institution.

b. The Board selects and regularly evaluates the institution’s chief executive officer using consultative mechanisms described in the official document outlining duties of the board.

c. The chief executive officer must not be the presiding officer of the board, but may be an ex officio member of the board.

d. The board must delegate to the chief executive officer and, as appropriate, to other officers whose primary responsibilities are to the institution, the requisite authority and autonomy to manage the institution effectively and formulate and implement policies compatible with the overall structures and intents established by the board.

4. Administration and Record Keeping

a. The administrative structure of the institution must be sufficient in size and competence to cover business, registrar, maintenance, security, safety, and student services functions.

b. The institution shall have appropriate administrative and physical capabilities to protect the permanent records of students and any other permanent records as board policies and applicable laws and regulations may dictate.

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

F. General Studies in Undergraduate Programs

1. Content. Institutions granting associate degrees (with the exception of two-year vocational programs, which should follow standards in Standards for Accreditation VI.C.) or baccalaureate degrees must develop and operate or otherwise provide for general studies programs addressing the content listed in Standards for Accreditation VII.D. for liberal arts programs, or Standards for Accreditation VIII.A.6. and applicable portions of Standards for Accreditation IX. for professional programs.

2. Evaluation. Institutions shall have means for evaluating student achievement in general studies against general curricular and specific subject matter goals.

3. Resources and Program Components. Institutions providing general studies programs must document the presence and application of adequate resources and program components to support the content of each course or type of study offered. These resources include, but are not limited to, qualified faculty, facilities and equipment, library and information resources, and distance learning if applicable. Program components include, but are not limited to, credit and time requirements, program continuity, and forms of instruction. Resources and program components for general education must be in compliance with applicable standards outlined in Standards for Accreditation II. and III.

4. General Studies Offered by Other Institutions. If any or all of the general studies requirements for degrees offered by the institution are offered through another institution, the second institution shall be accredited by the appropriate nationally recognized regional or national accrediting agency.

5. Review Protocol. If an institution administers its own general studies program, at least one member will be added to each NAST visiting team unless the team is empanelled for a specific purpose that does not include general education. This member(s) shall have expertise and experience in the operation and assessment of undergraduate general studies programs, and in cooperation with other members of the team, be responsible for reviewing the general studies program at the institution.

G. Facilities and Equipment
1. If the institution depends on facilities, equipment, or resources outside of its direct control (for example, studio and performance facilities, library resources), there must be a written, clear, fixed understanding with those controlling the outside resources that ensures the reasonable continued availability of those resources during the accreditation period.

2. The institution must provide clear guidelines and procedures for its constituents’ use of such resources and must ensure that such descriptions are readily available to students whose programs of study require use of these resources.

H. Student Services

1. General. Consistent with its mission, goals, and objectives, the institution shall provide a physical, philosophical, and human environment that fosters the artistic, intellectual, and personal development of students. The institution’s program of student services is derived from the relationship between specific goals for student development and the purposes of the institution.

2. Personnel. Student services shall be organized and managed by individuals with appropriate training, experience, and abilities.

3. Access
   a. All types of services shall be available to all students.
   b. Institutions must provide an effective orientation program that acquaints new and transfer students with all aspects of the institution related to their course of study and their personal well-being.
   c. The institution shall provide and/or facilitate access to education, counseling, and professional care associated with the maintenance of physical and mental health.
   d. The institution shall provide and/or facilitate access to counseling covering personal, social, vocational, and financial issues.

4. Financial Transactions. Students and the institution shall confirm in writing their mutual agreement regarding any financial requirements and conditions associated with enrollment, tuition, or scholarship awards.

5. Financial Aid and Student Loans
   a. Financial Aid
      (1) If the institution administers a program of financial aid, such aid shall be provided and administered in an organized and accessible manner.
      (2) Awards are based on the equitable application of clear and published eligibility criteria.
      (3) The financial aid program must be audited at least once a year.
      (4) Records for financial aid shall be accurate and clearly documented.
   b. Student Loans
      (1) If the institution participates in student loan programs, such programs shall be provided and administered in an organized and accessible manner.
      (2) Awards are based on the equitable application of clear and published eligibility criteria.
      (3) Students must be made aware of the exact conditions under which loans are made.
      (4) The student loan program must be audited by an independent auditing firm at least once a year.
      (5) Records for student loans shall be accurate and clearly documented.
6. Housing and Food Service
   a. If provided, housing must be conducive to individual well-being and personal development. Housing controlled by or affiliated with the institution must meet recognized standards of health, safety, and security, and be appropriately staffed.
   b. If provided, food service must meet recognized standards of nutrition, sanitation, and safety. Food services must be professionally administered and operated.

7. Student Records. The institution must have policies regarding the kinds of information that will be included in the permanent record of students. It shall also have policies regarding the retention, safety and security, and disposal of records. Information-release policies shall respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution.

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

9. Opportunities. The institution should provide opportunities for student leadership consistent with its mission, goals, objectives, and policies. Students should be encouraged to develop their abilities to work with people in as many settings and contexts as feasible. Opportunities to be involved in appropriate institutional decision-making processes are highly desirable.

I. Publication of Articulation Agreements

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

J. Occupations of Graduates

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

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

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

K. Teach-Out Plans and Agreements

1. Conditions of Applicability

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

   a. The U.S. Secretary of Education notifies NAST that the Secretary has initiated an emergency action against an institution, in accordance with section 487(c)(1)(G) of the HEA, or an action to limit, suspend, or terminate an institution participating in any Title IV HEA program, in accordance with section 487(c)(1)(F) of the HEA, and that a teach-out plan is required.
   b. NAST acts to withdraw, revoke, or suspend the accreditation of the institution.
   c. The institution notifies NAST that it intends to cease operations entirely or close a location that provides 100% of at least one program.
   d. A state licensing or authorizing agency notifies NAST that an institution’s license or legal authorization...
to provide an educational program has been or will be revoked.

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

2. NAST Actions

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

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

b. If NAST approves a teach-out plan that includes a program that is accredited by another recognized accrediting agency, it will notify that accrediting agency of NAST’s approval.

c. NAST may require an institution it accredits to enter into a teach-out agreement as part of its teach-out plan.

d. NAST will require an institution it accredits that enters into a teach-out agreement, either on its own or at the request of NAST, with another institution to submit that teach-out agreement to NAST for approval (see Rules of Practice and Procedure, Part II, Article V.). NAST will review and take positive action on the teach-out agreement only if the agreement is between institutions that are accredited by NAST or another accrediting agency recognized by the U.S. Secretary of Education; is consistent with all applicable NAST standards, the NAST Code of Ethics, and the NAST Rules of Practice and Procedure, as well as applicable federal and state regulations; and provides for the equitable treatment of students in terms outlined in Standards for Accreditation XIX., Section 1.J.3.

e. If an NAST-accredited institution plans to establish a teach-out agreement with another institution, the agreement must receive approval from the NAST Commission on Accreditation prior to ratification of the agreement by the parties.

3. Review Criteria

a. The institution responsible for teaching-out students must have the necessary experience, resources, and support services to:

   (1) Provide an educational program that is of acceptable quality and substantially similar in function, content, structure, and scheduling to that provided by the institution that is ceasing operations either entirely or at one of its locations; and

   (2) Remain stable, carry out its mission, and meet all obligations to existing students.

b. The institution responsible for the teach-out must demonstrate that it can provide students access to the program and services without requiring them to move or travel substantial distances and that it will provide students with information about additional charges, if any.

4. Definitions

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

b. Teach-out plan means a written plan developed by an institution that provides for equitable treatment of students under certain conditions when an institution [or program] is closing.
Appendix I.B.

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Appendix I.B., Standards and Guidelines for Opera and Musical Theatre Programs
Section 5. Standards for the Professional Baccalaureate Degree in Musical Theatre
A. Musical Theatre Degrees with a Music Emphasis
3. Essential Competencies, Experiences, and Opportunities

Amend Section 5.A.3.e. as follows:

e. Performance experience in workshops and full productions of musical theatre in a variety of formal and informal settings shall be provided throughout the degree program. Students must participate in at least one fully produced major musical production during their course of study. In addition, performance of a significant role in at least one musical production during advanced study and no later than senior year is required. This performance need not be fully produced and may be in a medium other than live musical performance. Opportunities for performances in workshops and full productions of musical theatre in a variety of formal and informal settings. Performance of a significant role in at least one full production during advanced study is regarded as an essential experience.

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Appendix I.B., Standards and Guidelines for Opera and Musical Theatre Programs
Section 5. Standards for the Professional Baccalaureate Degree in Musical Theatre
B. Musical Theatre Degrees with a Theatre Emphasis
3. Essential Competencies, Experiences, and Opportunities

Amend Section 5.B.3.e. as follows:

e. Performance experience in workshops and full productions of musical theatre in a variety of formal and informal settings shall be provided throughout the degree program. Students must participate in at least one fully produced major musical production during their course of study. In addition, performance of a significant role in at least one musical production during advanced study and no later than senior year is required. This performance need not be fully produced and may be in a medium other than live musical performance. Opportunities for performances in workshops and full productions of musical theatre in a variety of formal and informal settings. Performance of a significant role in at least one full production during advanced study is regarded as an essential experience.

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Appendix I.B., Standards and Guidelines for Opera and Musical Theatre Programs
Section 5. Standards for the Professional Baccalaureate Degree in Musical Theatre
C. Interdisciplinary Degree in Musical Theatre
3. Essential Competencies, Experiences, and Opportunities

Amend Section 5.C.3.f. as follows:

f. Performance experience in workshops and full productions of musical theatre in a variety of formal and informal settings shall be provided throughout the degree program. Students must participate in at least one fully produced major musical production during their course of study. In addition, performance of a significant role in at least one musical production during advanced study and no later than senior year is required. This performance need not be fully produced and may be in a medium other than live musical performance. Opportunities for performances in workshops and full productions of musical theatre in a variety of formal and informal settings. Performance of a significant role in at least one full production during advanced study is regarded as an essential experience.
Appendix II.A.

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Appendix II.A., NAST Advisory Concerning Theatre in General Education
Section 4. Guidelines for Specific Aspects of Theatre in General Education
D. The Local Community

Add Section 4.D.6. as follows:

D. The Local Community. The community beyond the campus provides numerous opportunities in presentation, education, and advocacy.

The theatre unit should be concerned about activities with the community as well as for the community, in order to develop resources and cooperative endeavors with support groups and interested individuals who are willing to join in the common cause for theatre.

The following are recommended:

1. The theatre unit should encourage faculty and student productions in the community. A variety of times, settings, and formats should be investigated to best establish rapport with prospective audiences.

2. The theatre unit should be supportive of community theatrical societies and production groups.

3. The theatre unit, insofar as possible and appropriate, should be involved in teaching theatre at the pre-school, K–12, adult, and senior citizen levels.

4. The theatre unit should be directly involved in the establishment and furtherance of community arts policy both through representation on governing boards and in artistic presentations.

5. There should be cooperation with school theatre programs and community performing groups to enhance theatrical development in the community.

6. The theatre unit should consider the inherent benefits which result from drawing upon the various cultural resources in the community.

NOTE: Rationale for Changes

The rationale for the changes proposed above are as follows:

1. Bylaws, Article IV., Section 1.: To clarify responsibilities of the members of the Commission on Accreditation.

2. Standards for Accreditation, II.F.1.f.: To amend health and safety standards to include the requirement that policies, protocols, and operations address issues related to safe performance practices.

3. Standards for Accreditation, II.G.5.b.: To provide a guideline which speaks to the training of students in the use of the library and its resources.

4. Standards for Accreditation, II.H.1.f.: To confirm that retention policies pertain to students.

5. Standards for Accreditation, II.K.2.: To amend the guideline to include the development of clear and functional understandings and agreements.

6. Standards for Accreditation, III.K.3.: To add a guideline which speaks to the positive benefits that can arise from establishing connections between and among community members and entities.

7. Standards for Accreditation, VII.E.: To clarify requirements for musical theatre studies within a liberal arts degree.
8. *Standards for Accreditation, IX.A.1.b.*: To amend the guidelines to include the possibility of performance in other media as an aspect of studies in the major area.

9. *Standards for Accreditation, IX.A.3.e.*: To amend the standard to include periods and genres of various media in addition to that of dramatic literature.

10. *Standards for Accreditation, IX.A.3.k.*: To clarify performance expectations for students in the Bachelor of Fine Arts in Acting degree.


12. *Standards for Accreditation, XII.A.4.b.3.*: To include performance studies as a field of inquiry.

13. *Standards for Accreditation, XII.A.7.a.*: To add a guideline which speaks to issues to be considered by representatives of independent institutions when recruiting key administrators and staff.

14. *Standards for Accreditation, XIX., Section 1.*: To provide greater clarity regarding aspects which may assist students in their efforts to advance their career development initiatives.

15. *Appendix I.B., Section 5.A.3.e.*: To clarify performance expectations for students in the Bachelor of Fine Arts in Musical Theatre degree with a Music emphasis.

16. *Appendix I.B., Section 5.B.3.e.*: To clarify performance expectations for students in the Bachelor of Fine Arts in Musical Theatre degree with a Theatre emphasis.

17. *Appendix I.B., Section 5.C.3.f.*: To clarify performance expectations for students in the Bachelor of Fine Arts in Musical Theatre degree with an Interdisciplinary emphasis.

18. *Appendix IIA., Section 4.D.*: To add a guideline which speaks to the positive benefits that can arise from establishing connections between and among community members and entities.