

# Approved Handbook Changes

National Association of Schools of Music

November 2009

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The following revisions to the *Handbook 2009-2010* were ratified by the Board of Directors and NASM Membership during the Annual Meeting held November 20–24, 2009.

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## — Action by the NASM Membership —

### TERMINOLOGY

Throughout the *Handbook* text, it is proposed that the word “terminate” or variant thereof will be deleted and/or replaced, where applicable, with the term “revoke” or variant thereof to clarify the intent of the language, maintain consistency with existing NASM terminology, and eliminate redundancy.

## BYLAWS

### — Action by the NASM Membership —

#### NASM Handbook 2009-2010 – page 8

##### Article II. Dues

###### *Revise Section 2 as follows:*

Notice of non-payment of dues shall be sent to delinquent members on November 15 of each year. If the dues of any member remain unpaid on the following February 15, said membership may be revoked. Revocation is not automatic and must be acted upon by the Commission on Accreditation or the Commission on Community/Junior College Accreditation. Resignation shall not be accepted from delinquents.

## RULES OF PRACTICE AND PROCEDURE

### — Action by the NASM Board of Directors —

#### NASM Handbook 2009-2010 – page 21

##### Article I. Institutional Membership

##### Section 2. Determination of Readiness for Application

###### *Revise first sentence of first paragraph as follows:*

All institutions are advised to determine their readiness to apply for Membership by consulting Article I. of the Bylaws and the Basic Criteria for Membership as appropriate to the type of institution, and by self-evaluation in terms of the appropriate curricular and operational standards published by NASM.

#### NASM Handbook 2009-2010 – page 23

##### Article I. Institutional Membership

##### Section 6. Accreditation and Institutional Autonomy

###### *Add new paragraph four as follows:*

Respect for institutional mission as required in Article I, Section 6., paragraph 3 above and throughout the Association’s published materials includes respect for religious mission.

**NASM Handbook 2009-2010 – page 24**

**Article II. Application for Membership and Renewal of Membership**

**Section 3. Application Procedures**

***Revise paragraph 7 as follows:***

Associate Membership or Membership shall become effective after positive action by the appropriate Commission. Continuation of accredited status is contingent upon meeting NASM requirements, including payment of annual dues.

**NASM Handbook 2009-2010 – page 28**

**Article V. Substantive Change**

**Section 2. Definition**

***Revise items C and D as follows:***

- C. The amendment of curricular programs that represent a significant departure, in terms of either the content or method of delivery, from those that were offered when NASM most recently evaluated the institution. This provision includes significant changes made in conjunction with a change from quarter hours to semester hours or vice versa.
- D. The addition of courses or programs at a degree or credential level other than the curricular level(s) included in the institution's current accreditation.

**NASM Handbook 2009-2010 – pages 28-29**

**Article VI. New Curricula — Plan Approval and Final Approval for Listing**

***Revise entire section as follows:***

**Section 1. Procedure.** When instituting new curricula, member institutions are required to submit documentation to the appropriate Commission in order to remain in compliance with Article I., Section 3., of the NASM Rules of Practice and Procedure. This includes the addition of programs and degrees to be reviewed and listed by NASM at a degree or credential level other than the curricular level(s) included in the institution's current accreditation.

The Association also offers the opportunity for member institutions to receive an optional consultative review of proposed new curricula by the appropriate Commission prior to the submission of an official request for Plan Approval.

Submission procedures and forms regarding applications for reviews of new curricula may be accessed from the NASM Web site. There are separate procedures for Plan Approval and Final Approval for Listing.

The Commission does not ordinarily send visitors to examine a new curriculum. However, an on-site evaluation is strongly recommended as part of the Plan Approval process when an institution plans to offer a master's or doctoral degree in music for the first time.

**Section 2. Plan Approval.** Plan Approval is required after institutional approval and before students are admitted into a new degree program. The application for Plan Approval normally includes information concerning the structure of the new curriculum as well as information and documentation concerning areas such as faculty, library, equipment, and/or other resources necessary for its support.

When the curriculum has received Plan Approval, the program is listed in NASM publications in italics.

**Section 3. Final Approval for Listing.** Final Approval for Listing is granted when the appropriate Commission has reviewed an application including validation of the Plan Approved curriculum through transcript evidence. Three transcripts must be provided for each undergraduate curriculum or non-degree-granting program. Two transcripts must be submitted for each graduate program.

When the curriculum has received Final Approval for Listing, the program is listed in NASM publications in regular type.

**NASM Handbook 2009-2010 – page 31**

**Article VII. Procedures for Reviewing Complaints Directed Against  
Member Institutions of the National Association of Schools of Music  
Section 3. Authority**

*Add to the end of the last sentence of item A as follows:*

The sole and final authorities regarding compliance are the elected officials and staff of NASM operating under the requirements and procedures of the Association's *Handbook* and any addenda to the *Handbook* current at the time of the complaint.

**NASM Handbook 2009-2010 – page 35**

**Article VIII. Requests for Reconsideration of Actions by an Accrediting Commission**

*Revise first paragraph of Section 1 as follows:*

**Section 1. Actions Eligible for Reconsideration.** A request for reconsideration may be filed with the Executive Director of NASM regarding the following actions: denial of Membership, or denial of renewal of Membership, or revocation of Membership, or the placing of an institution on probation, or denial of a request for approval of new curricula.

**NASM Handbook 2009-2010 – page 35**

**Article VIII. Requests for Reconsideration of Actions by an Accrediting Commission**

*Add new Section 2 as follows:*

**Section 2. Disclosure and Confidentiality.** The reconsideration process operates under the NASM Rules of Practice and Procedure statement on Disclosure and Confidentiality. NASM considers the reconsideration process to be confidential and, at all times during the course of the reconsideration, will maintain complete confidentiality of all documents and information supplied or reviewed during the reconsideration, as well as the deliberations and decision-making process relating to reconsideration or the Commission action under the reconsideration process. However, should a potential or actual petitioner publicly disclose a pending or actual reconsideration or decision based on such reconsideration, or publicly characterize or make misleading or inaccurate representations about the reconsideration process, the decision that may be, or is subject to, the reconsideration process, or the concluding decision, whether before, during, or after the reconsideration, NASM reserves the right to respond immediately and publicly through the appropriate medium or media to correct or clarify such inaccurate or misleading representations or characterizations.

Statements regarding disclosure and confidentiality appearing in the NASM Rules of Practice and Procedure are consistent with NASM's responsibility under law and regulation to inform various governmental authorities when decisions are reached at the conclusion of accreditation or reconsideration procedures.

*Renumber current Sections 2 and 3, to Sections 3 and 4.*

**Article VIII. Requests for Reconsideration of Actions by an Accrediting Commission**

*Add new final section as follows:*

**Section 5. Special Rule Concerning Financial Standards**

- A. An institution may seek reconsideration of the following Commission actions: denial of membership, denial of renewal of membership, or revocation of membership under this rule if all of the following conditions are met:
1. The adverse action listed in Section 5.A. above is based solely and exclusively on failure to meet a standard or criterion concerning finances;
  2. There is significant financial information that was not available to the institution prior to the Commission decision to take an action listed in Section 5.A. above;
  3. The new financial information bears materially upon the financial deficiencies identified by the Commission;
  4. Within thirty (30) days from the date of the Commission Action Report, the institution has notified the NASM Executive Director in writing of its intent to seek reconsideration under this rule;
  5. Within sixty (60) days from the date of the Commission Action Report of the same date indicated in item 4., the institution has submitted documentation supporting its request along with a notarized statement signed by the chief executive officer of the institution stating the following: [Name of institution] understands and agrees that any determination by NASM made with respect to the request for reconsideration, new information submitted by the institution, or any decision or action described in any item of Article VIII is not separately appealable, and thus not eligible for further reconsideration or appeal.
- B. The Executive Director of NASM selects three (3) reviewers with the advice and unanimous consent of the President, Vice President, Treasurer, and Secretary of NASM, to the extent that such offices are then filled. Those selected shall not have participated in any phase of the decision listed in Section 5.A. above. The three reviewers determine whether the documentation submitted meets the criteria of significance and materiality indicated in Sections 5.A.2. and 3. above. The Executive Director shall serve as non-voting secretary to the review committee.
- C. Following review and decision of the review committee, the Executive Director either informs the institution that the reconsideration may proceed, or that the reconsideration is terminated and that the institution is not eligible for further reconsideration or appeal.
- D. If the reconsideration proceeds:
1. The Executive Director places the request for reconsideration on the next agenda of the appropriate Commission.
  2. The Commission acts on the request using its normal procedures, and the institution is informed of the Commission's action within thirty (30) days after the Commission's action is completed.
- E. When the institution is informed of the Commission's decision, the institution is notified that the decision is not separately appealable and thus not eligible for further reconsideration or appeal.
- F. The status of any institution shall remain unchanged during the reconsideration process. There shall be no public notice of the decision until the reconsideration review is completed and a final determination in the matter is reached.

**NASM Handbook 2009-2010 – page 36**

**Article IX. Appeals of Adverse Decision Concerning Accredited Institutional Membership**

*Add new Section 3 as follows:*

**Section 3. Counsel.** The institution and any other party participating in the appeal determines the extent to which it will be advised or represented by legal counsel in any aspect of the appeal process for which it is responsible or in which it participates.

*Renumber remaining items.*

**STANDARDS FOR ACCREDITATION**  
— Action by the NASM Membership —

**NASM Handbook 2009-2010 – page 45**

**Section I. Basic Criteria for Membership**

**C. Non-Degree-Granting Institutions**

*Replace the beginning of the first sentence of paragraph 6 as follows:*

Unless specified otherwise below, regardless of institutional type, the composite institution offering non-degree-granting programs must meet the following Basic Criteria for Membership:

*Add new item 4. as follows:*

4. The institution offering postsecondary professional education and training programs must offer at least one non-degree curricular program at the undergraduate level requiring at least 30 semester hours or the equivalent, or one non-degree curricular program at the graduate level requiring at least 15 semester hours or the equivalent. Such institutions shall offer at least one curricular program that meets all appropriate standards that (a) has been completed by students, (b) has an enrollment of at least three students, and (c) is progressing students toward completion.

*Renumber remaining items.*

**NASM Handbook 2009-2010 – page 58**

**Section II. Purposes and Operations**

**I. Published Materials and Web Sites**

**1. Standards**

*Insert new item c as follows:*

- c. The institution shall have transfer of credit policies that (1) are publicly disclosed, and (2) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

*Reletter remaining items.*

NASM Handbook 2009-2010 – page 63

**Section III. Music Program Components**

**A. Credit and Time Requirements**

**4. Published Policies**

*Insert new second paragraph as follows:*

The institution shall have transfer of credit policies that (1) are publicly disclosed, and (2) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

NASM Handbook 2009-2010 – page 64

**Section III. Music Program Components**

**G. Independent Study**

**1. Definition**

*Amend first sentence as follows:*

Each offering institution must publish information that includes its definitions of independent study and its policies for the conduct of independent study on campus or through distance or correspondence learning.

NASM Handbook 2009-2010 – pages 64-65

**Section III. Music Program Components**

**H. Distance Learning**

*Amend entire section as follows:*

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

**1. Definitions**

- a. Distance learning involves programs of study delivered entirely or partially away from regular face-to-face interactions between teachers and students in 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 substantive interaction between instructor and student.
- b. Correspondence education is provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses typically are self-paced.

**2. Means.** The distance or correspondence aspect of these programs may be delivered through a variety of means, including teaching and learning through electronic systems.

**3. Standards Applications**

- a. Distance or correspondence learning programs must meet all NASM 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 or correspondence learning mechanisms predominate in the total delivery system.
- b. Programs in which more than forty percent of their requirements are fulfilled through distance learning will be designated as distance learning programs in NASM publications.
- c. Correspondence courses and programs will be noted as such in NASM publications.

#### **4. Standards**

##### **a. Purposes and Resources**

- (1) Purposes shall be clear. The institution must demonstrate that such purposes can be delivered through proposed systems of distance or correspondence learning.
- (2) The institution must provide financial and technical support commensurate with the purpose, size, scope, and content of its distance or correspondence learning programs.
- (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 or correspondence 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 or correspondence education programs.
- (4) Specific student evaluation points 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 or correspondence 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 or correspondence 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 or correspondence learning program. Students must be fully informed of means for asking questions and otherwise communicating with instructors and students as required.

NASM Handbook 2009-2010 – pages 66-67

**Section III. Music Program Components**  
**J. Majors in or Based on Electronic Media**

*Amend item 1 as follows:*

**1. Standards Applicability**

- a. In reviewing majors in or based on electronic media and technology, the Commission will consider the extent to which electronic technology is used in the context of programs in the standard music disciplines discussed elsewhere in the *Handbook*. Given the extent to which electronic media and technology are the focus of such programs, the standards in this section may apply along with the standards for the home field.
- b. Programs centered on new approaches and combinations will be reviewed by the standards in this section and, as applicable, by those that address distance or correspondence learning and disciplines in combination.

NASM Handbook 2009-2010 – page 75

**Section IV. Undergraduate Programs in Music**  
**C. Degree Structures**

*Amend title of item 7 as follows:*

7. Programs Involving Distance or Correspondence Learning, Disciplines in Combination, or with a Focus on Electronic Media

NASM Handbook 2009-2010 – page 102

**Section X. Graduate Programs in Music**  
**C. General Degree Requirements and Procedures**

*Amend item 2 as follows:*

2. **Residence.** Residence policies are determined by the institution. Normally, a period of continuous concentrated study within the graduate community is required. Programs based on distance or correspondence learning, or with a significant distance-learning component, must fulfill the function of community by providing experiences that produce interaction among graduate students and faculty.

*Amend title of item 6 as follows:*

6. Programs Involving Distance or Correspondence Learning, Disciplines in Combination, or with a Focus on Electronic Media.

NASM Handbook 2009-2010 – pages 110-111

**XIV. Specific Master's Degrees**  
**F. The Master's Degree in Music Therapy**

*Amend as follows:*

1. **Music Therapy Studies.** The master's degree shall impart further breadth and depth to entry-level competencies in music therapy.
  - a. The following advanced competencies shall be developed in all music therapy programs. Studies in such areas shall comprise at least one-third of the total curriculum.
    - (1) Music therapy theory, which may include principles, foundations, current theories of music therapy practice, supervision, education, implications for research.

- (2) Advanced clinical specializations and skills, including knowledge of clinical and supervisory roles of the music therapist. These competencies must be developed through one or more supervised clinical components in music therapy that require post-internship, graduate training.
- b. In addition to competencies for all music therapy graduate programs outlined above, the master's degree is expected to develop advanced competencies in at least one of the following areas:
  - (1) **Research** (e.g., quantitative and qualitative research designs and their application to music therapy practice, supervision, administration, higher education).
  - (2) **Musical development and personal growth** (e.g., leadership skills, self-awareness, music skills, improvisation skills in various musical styles, music technology).
  - (3) **Clinical administration** (e.g., laws and regulations governing the provision of education and health services, the roles of a clinical administrator in institutions and clinical settings).
- c. Competencies outlined in sections a. and b. above may be developed through various requirements in music therapy, music, and other disciplines.

## 2. Other Studies

- a. **Discipline-Centered Degrees.** For music therapy degrees focused primarily on practice and research in the field of music therapy:
    - (1) Studies in music, related to the objectives of the degree, shall comprise at least one-third of the curriculum. These studies may include coursework in diverse areas (e.g., performance, ethnomusicology, advanced musicianship, analysis).
    - (2) The remainder of the curriculum shall consist of supportive studies which bear directly on the specific educational objectives of the degree program and which facilitate successful completion of the final project. Institutions are encouraged to develop graduate-level specializations and courses based on faculty expertise and local resources.
  - b. **Multidisciplinary Degrees.** For music therapy degrees with published objectives for the development of specific disciplinary competence in addition to music therapy or music, programs must meet the following NASM standards:
    - (1) NASM Standards for Accreditation, Section III, Item I., "Disciplines in Combination."
    - (2) NASM Standards for Accreditation, Section XIV, Item D.3., "Unique Combinations and Formats" (also item D.2, "Research and Practice Combinations" as applicable to program objectives).
    - (3) All standards for the master's degree in music therapy listed here with the exception of item F.2.a. above. However, if the title Master of Music in Music Therapy is used for a multidisciplinary degree, the program must meet F.2.a.(1) above.
3. A final thesis project, clinical paper, or demonstration project is required.
  4. Students entering the master's degree without the baccalaureate degree in music therapy and/or the MT-BC credential must take a minimum of 30 semester hours or 45 quarter hours of graduate credit toward advanced competence at the master's level in addition to and beyond any courses needed to demonstrate entry-level competencies expected by students entering with a baccalaureate degree in music therapy or the MT-BC credential. Students without the baccalaureate degree in music therapy and/or the MT-BC credential must also complete a supervised clinical component beyond completion of 1200 hours of clinical training required for entry-level competency equivalency.

5. A master's degree in music therapy must include a minimum of 12 semester hours or 18 quarter hours of graduate credit in music therapy, irrespective of all other requirements. Courses needed to demonstrate the entry-level competencies in music therapy do not count in this regard.
6. Master's degree programs in music therapy may carry the title Master of Arts in Music Therapy, Master of Science in Music Therapy, Master of Music in Music Therapy, Master of Music Education in Music Therapy, or Master of Music Therapy.

Degree programs titled Master of Music Therapy require that at least one-half of the coursework be in music therapy studies.

Degree programs titled the Master of Music in Music Therapy require that at least one-third of the coursework be in music studies as indicated in F.2.a.(1) above., including Master of Music in Music Therapy degrees with a multidisciplinary format (see item F.2.b.(3) above).

NASM acknowledges that music therapy study at the graduate level can be placed within various contexts, including music, research, music therapy practice, expressive therapies, psychology, counseling, education, medicine, allied health, etc.

The context of study for the music therapy graduate degree must be clearly outlined in the program purposes, and must be reflected in the overall content, curricular structure, and degree title of the program.

7. Institutions are expected to state in their published materials any specific certification or licensure to which their curricula may lead.

**NASM Handbook 2009-2010 – page 114**

**Section XVII. Non-Degree-Granting Programs in Music**

*Amend title of item E as follows:*

- E. Programs Involving Distance or Correspondence Learning, Disciplines in Combination, or with a Focus on Electronic Media.

**NASM Handbook 2009-2010 – page 120**

**Section XXI. Specific Operational Standards for All Institutions of Higher Education for Which**

**NASM is the Designated Institutional Accrerator**

**Section 1. Standards for Accreditation**

**E. General Studies in Undergraduate Programs**

**3. Resources and Program Components**

*Amend second sentence of item 3 as follows:*

These resources include but are not limited to qualified faculty, facilities and equipment, library and information resources, and distance or correspondence learning, if applicable.

**NASM Handbook 2009-2010 – page 122**

**Section XXI. Specific Operational Standards for All Institutions of Higher Education for Which**

**NASM is the Designated Institutional Accrerator**

**Section 1. Standards for Accreditation**

**I. Teach-Out Agreements**

*Amend first paragraph as follows:*

*Teach-out agreement* means a written agreement between accredited institutions that provides for the equitable treatment of students if (1) the U.S. Department of Education notifies the accrediting agency of an action against the institution pursuant to section 487(f) of the HEA, as amended by the HEOA; (2) the agency acts

to withdraw, suspend, or revoke the accreditation of the institution; (3) the institution notifies the agency that the institution intends to cease operation; or (4) the institution stops offering an education program before all students enrolled in that program complete the program.

**NASM Handbook 2009-2010 – page 123**

**Section XXI. Specific Operational Standards for All Institutions of Higher Education for Which**

**NASM is the Designated Institutional Accreditor**

**Section 2. Procedural Requirements**

**A. Supplemental Annual Report**

*Insert new item 7 as follows:*

7. For the current and the previous academic year, the total enrollment of the institution and of any distance or correspondence education programs it offers.

*Renumber remaining items.*

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