

# ADDENDUM TO THE NASM HANDBOOK 2010-11

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

November 2011

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The NASM Membership approved the revisions to the Bylaws and Standards for Accreditation set forth below during the First General Session – Plenary Business Meeting on Sunday, November 20, 2011. Revisions to the Rules of Practice and Procedure were approved by the NASM Board of Directors.

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## BYLAWS

— Action by the NASM Membership —

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### Article I. Membership

#### Section 4. Special Statutes

*Amend as follows:*

#### Section 4. Special Statutes

- A. Administrative Warning Status.** After due notice from NASM requesting clarification or remediation, member institutions failing to (1) pay dues or meet other financial obligations, (2) provide any response to requests of the Committee on Ethics, or (3) maintain administrative requirements of the NASM Code of Ethics or the NASM Rules of Practice and Procedure may be placed on administrative warning by the appropriate accrediting Commission. Administrative warning status may extend from one to twelve months, and is removed as soon as the administrative issue is resolved. Failure to resolve the issue may result in probation, or revocation of accreditation, and thus of Membership.

Administrative warning status is not a negative or adverse action and is not published. Institutions with administrative warning status retain accredited institutional Membership and thus do not lose their voting or other rights and responsibilities.

- B. Accreditation Warning Status.** After due notice from NASM requesting clarification or remediation, any accredited member institution failing to (1) apply for reaccreditation, (2) file annual reports, or (3) provide any response to requests of the accrediting Commissions may be placed on accreditation warning status by the appropriate accrediting Commission. Accreditation warning status may extend from one to twelve months, and is removed as soon as the accreditation-related issue is resolved. Failure to resolve the issue may result in probation, or revocation of accreditation, and thus of Membership.

Accreditation warning status is not a negative or adverse action and is not published. Institutions with accreditation warning status retain accredited institutional Membership and thus do not lose their voting or other rights and responsibilities.

- C. Probationary Status.** After due notice from NASM, any accredited member (1) failing to respond satisfactorily to issues that resulted in being placed on administrative warning status or accreditation warning status, (2) failing to maintain the required standards, (3) failing to respond satisfactorily to the requests of the appropriate accrediting Commission, or (4) found to be in violation of one or more aspects of the Code of Ethics or Rules of Practice and Procedure may be placed on probation by the appropriate accrediting Commission with notice of right to request reconsideration. The probationary period shall extend not fewer than five months or more than five years, the specific period to be determined by the appropriate Commission at each time such action is taken. A comprehensive evaluation including a Self-Study Report and visitation may be required for the removal of probation.

Probation is not an adverse action. However, notice of probation is forwarded to the U.S. Secretary of Education, the appropriate state licensing or authorizing agency, and the appropriate accrediting agencies at the same time the institution is notified, and the public within twenty-four (24) hours of notification to the institution. All such notices are provided not later than thirty (30) days after the date of Commission action. See Rules of Practice and Procedure, Article XI. [becoming Article XII.], Section 2.

Institutions on probation do not lose their accredited status, nor their voting or other membership rights and responsibilities.

**D. Suspension of Accreditation Status.** This status can be applied only to independent institutions of higher education for which NASM is the designated institutional accreditor. It cannot be applied to institutions with regional or other nationally recognized institutional accreditation. Automatic suspension of accreditation will occur under the following circumstances:

1. The filing of Chapter 11 or Chapter 7 bankruptcy proceedings by the institution;
2. Change in ownership or major change in control without previous notice as stipulated in NASM policies, standards, and procedures for such institutions;
3. The establishment without prior notice of a branch campus or other entity offering degrees and programs eligible for accreditation by NASM, or significant expansion of affiliative uses of the institution's name without prior notice.

Following automatic suspension, accreditation may be reinstated only upon application to, and approval by the appropriate Commission. Because this suspension results without action or prior approval on the part of a Commission, this change in status does not constitute formal withdrawal of accreditation, and thus, is not an action that is subject to review of adverse decision or to appeal.

It is expected that institutions with automatic suspension status will regain their accredited status at the earliest feasible time, or resign from the Association. Failure to move expeditiously, or to establish an appropriate timeline for renewing accredited status, will result in revocation of Membership. Revocation of Membership is not automatic and must be approved by the appropriate accrediting Commission. Failure to move from suspended accreditation status to regular accreditation status within a period not to exceed the earlier of six months or the expiration of the institution's current accreditation period will cause the appropriate accrediting Commission to consider revocation of Membership.

When evidence concerning remediation of the reasons for automatic suspension is submitted and judged adequate by the appropriate Commission, reinstatement of accreditation is made, along with time and other stipulations for future reviews. If Commission action is not taken by the expiration of the previous grant of accreditation, the institution must then follow procedures for initiating accreditation.

Automatic suspension is an adverse action. Notice of automatic suspension is forwarded to the U.S. Secretary of Education, the appropriate state licensing or authorizing agency, and the appropriate accrediting agencies at the same time the institution is notified, and the public within twenty-four (24) hours of notification to the institution. All such notices are provided no later than thirty (30) days after the date of Commission action. See Rules of Practice and Procedure, Article XI. [becoming Article XII.], Section 2.

Institutions with automatic suspension status are suspended as members of the Association and thus lose their voting rights during the suspension period.

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**Article I. Membership**

**Section 6. Revocation of Membership**

*Amend as follows:*

**Section 6. Revocation of Membership.** Member institutions failing to maintain the required standards, or failing to respond appropriately to administrative warning status, accreditation warning status, probationary status, or suspension of accreditation status, may have their Membership revoked by vote of the appropriate accrediting Commission, with notice of right to request reconsideration and right to appeal. Such institutions may apply for reinstatement through the usual Membership procedures of the Association. A request for readmission to Membership will not be considered until two years have elapsed and until any outstanding financial obligations of the applicant institution to the Association have been satisfied.

Final action to revoke Membership is an adverse action. Notice of revocation of Membership is forwarded to the U.S. Secretary of Education, the appropriate state licensing or authorizing agency, and the appropriate accrediting agencies at the same time the institution is notified, and the public within twenty-four (24) hours of notification to the institution. All such notices are provided no later than thirty (30) days after the date of Commission action. See Rules of Practice and Procedure, Article XI. [becoming Article XII.], Section 2.

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**Article V. Elections and Appointments**

**Section 3. Terms of Office**

*Amend first sentence as follows:*

**Section 3. Terms of Office.** The elected officials of the Association shall serve three-year terms, with the exception of the Chair and members of the Nominating Committee. ...

*Insert new paragraph between current paragraphs two and three:*

The Chair and members of the Nominating Committee shall each serve a one-year term. The Chair in a given year may not be reappointed as Chair or elected or appointed as a member of the Nominating Committee for the immediately following year. Members in a given year may not be elected or reappointed as members of the Nominating Committee for the immediately following year. If appointment is offered by the Board, a member of the Nominating Committee in a given year is eligible for service as Chair for the immediately following year.

## **RULES OF PRACTICE AND PROCEDURE**

— Action by the NASM Board of Directors —

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**Article I. Institutional Membership**

**Section 3. Curricular Requirement**

*Amend first paragraph of Section 3. as follows:*

**Section 3. Curricular Requirement.** The Association will grant Membership or renewal of Membership only when every curricular program of the applicant institution (including graduate work, and distance and correspondence learning, if offered) meets the standards of the Association. The particular administrative structure used to manage music curricula in multipurpose institutions has no effect on the applicability of this rule.

**Article III. Institutional Procedures**  
**Section 8. Annual Report to NASM**

*Replace current Section 8. as follows:*

**Section 8. Annual Reports to NASM**

**A. Statistical Report**

The Higher Education Arts Data Services (HEADS) Data Survey requests statistical information regarding music program operations and achievements. This report is required annually of all NASM accredited postsecondary institutions.

**B. Accreditation Audit**

This audit:

1. Verifies the accuracy and currency of information including degree and programs offerings, administrative personnel, and contact information.
2. May indicate the need to file an application for Plan Approval for new curricula or Substantive Change in the period between full accreditation reviews. See Rules of Practice and Procedure, Articles V. and VI. Notification regarding new curricula or substantive change on the Annual Accreditation Audit is not a substitute for the required application for Plan Approval or Substantive Change.
3. Is required annually of all accredited NASM member institutions.

**C. Affirmation Statement**

1. Verifies that all curricular programs under the purview of NASM, thus meeting NASM eligibility requirements for review and/or listing (a) have been approved or (b) have been or will be submitted for review requesting approval.
2. Verifies that all substantive changes eligible for review that are past, current, or projected (a) have been approved or (b) have been or will be submitted for review requesting approval.
3. Verifies that all submissions for review and approval indicated in items C.1. and 2. above will be forwarded to NASM in a manner and on a schedule consistent with the rules and guidelines of NASM.
4. Verifies continuing compliance with NASM accreditation standards or reports changes that would affect or otherwise require a review for compliance with NASM accreditation standards.
5. Is required annually of all accredited NASM member institutions.

Notifications regarding new or current curricula or substantive change on the Affirmation Statement are not substitutes for any required applications for Plan Approval or Substantive Change.

**D. Supplemental Annual Report**

This report is required annually only from institutions for which NASM may serve as the designated institutional accreditor. Specific information regarding this report is outlined in Standards for Accreditation, item XXI., Section 2.A.

**Article IV. Association Procedures**

*Add new Section 6. as follows:*

**Section 6. Orientation and Training of Personnel.** Prior to or at the beginning of service, and as appropriate as service continues, the Association orients or trains members of the Board of Directors, Commission on Accreditation, Commission on Community/Junior College Accreditation, Committee on Ethics, and National Office staff in a manner consistent with the nature and scope of their respective duties and responsibilities. For individuals involved in accreditation reviews, orientation and training includes the Association's responsibilities regarding distance and correspondence education. Orientation and training is conducted through written materials and through various interactive means. The requirements of this section also apply to the members of any Appeals Committee established for a specific review as provided for in Article VII. [becoming Article VIII.] below.

*Add new Section 7. as follows:*

**Section 7. Third-Party Comment.** Consistent with national accreditation practice and U.S. Department of Education regulations, a notice indicating opportunity for third-party comment is published on the NASM Web site for a specific period during the application process for NASM Membership or renewal of Membership. To be considered as part of an NASM accreditation review, third-party comment must be in written form and signed, meet all NASM written eligibility criteria and all other requirements for third-party comment, and be subject to review and written response by the institution being reviewed prior to initial action regarding the Membership or renewal of Membership by an accrediting commission. Consistent with the principles and requirements of Article XIII. [becoming Article XIV.] of the Rules of Practice and Procedure, NASM will not make publicly available any information provided in third-party comment or an institution's response to third-party comment or any correspondence related to third-party comment.

Governing statements and requirements regarding rules and processes for third-party comment are approved by the Board of Directors and are located in Association publications outlining various procedures for NASM accreditation reviews.

The third-party comment process and the Association's complaint procedure outlined in Article VII. [becoming Article VIII.] below are not the same, and neither one is a substitute for the other.

*Add new Section 8. as follows:*

**Section 8. Information Reviews and Requests.** Information provided by institutions in annual statistical reports, Accreditation Audits, Affirmation Statements, and in Supplemental Annual Reports, applications for Commission review in various categories, and in other categories is subject to regular review by the National Office staff, and as applicable under NASM procedures and rules, the Commission(s) on Accreditation. The staff and/or the Commission(s) may seek additional information and documentation to (a) clarify conditions at or the status of an institution with regard to one or more issues, (b) request documentation regarding improvement or remediation, (c) produce the basis for a determination by the Commission(s) regarding the institution's current or continuing compliance with applicable NASM standards or rules, or (d) fulfill any other purpose associated with maintaining the requirements for accredited institutional Membership.

With regard to all such reviews and requests, accreditation status is determined and maintained only by action of the Commission(s) on Accreditation. However, under a restricted number of specified conditions, accreditation status may be suspended automatically for independent institutions of higher education for which NASM is the designated institutional accreditor. See Bylaws, Article I., Section 4.D.

*Current Section 6. becomes Section 9.*

*Add new Section 10. as follows:*

**Section 10. Policies and Rules Concerning USDE Title IV**

- A. Under regulations of the United States Department of Education (USDE) applicable to institutions participating in Title IV of the Higher Education Act (HEA) and therefore to the programs of those institutions, NASM must notify the U.S. Secretary of Education (the Secretary) of the name of any institution or program it accredits that NASM has reason to believe is failing to meet its Title IV HEA program responsibilities, or is engaged in fraud or abuse, along with NASM's reasons for concern about the institution or program.
- B. If the Secretary requests, NASM must provide information that may bear upon an accredited institution's compliance with its Title IV HEA program responsibilities, including the eligibility of the institution or its programs to participate in Title IV HEA programs.
- C. Under USDE regulations, NASM, at its sole discretion based on a specific review of the circumstances applicable to each need to contact USDE under provisions of item A. above, has the authority to decide whether the contact will be confidential to the Secretary alone or whether the institution will also be informed of the contact.
- D. Under USDE regulations, if USDE contacts NASM under provisions of item B. above and requests that the contact remain confidential, NASM must honor that request. Otherwise, unless USDE has already informed the institution or indicated that it will do so, NASM will inform the institution of the contact by USDE.

**Note:** Institutions participating in Title IV programs under the federal Higher Education Act have multiple compliance and reporting requirements directly to USDE, the agency with primary and ultimate administrative responsibility for decisions regarding institutional eligibility and compliance with all statutes and regulations associated with Title IV. Accreditation by an independent but federally recognized agency or association is one of many federally-established eligibility criteria for institutional participation in Title IV. Only one agency serves this role for each institution. Consistent with their scope, specialized accrediting organizations that are federally recognized may have accreditation responsibilities for programs within an institutionally accredited multi-purpose institution. Accreditation focuses on academic and closely associated operational issues that by statute are not within the purview of the federal government. In this and other ways, independent accreditation organizations and USDE are separate with regard to some functions and connected with regard to other functions.

The policies and rules in Section 10. above are intended to establish protocols for the flow of information between federally recognized institutional and specialized accreditors and USDE in cases where practices or conditions at an institution observed by accreditors or USDE produce concerns about Title IV compliance or fraud and abuse. The text of these rules in their virtually identical USDE and NASM versions do not indicate the assumption of USDE's Title IV responsibilities by NASM, or the assumption of NASM's accreditation and any accreditation-linked Title IV responsibilities by USDE, including the review procedures normally associated with fulfilling the respective sets of responsibilities.

*Current Section 7. becomes Section 11. Amend first paragraph as follows:*

**Section 11. Procedures if an Institution Closes.** If an NASM accredited institution closes without a teach-out plan or agreement, NASM works with the U.S. Department of Education and the appropriate state agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charge.

*Current Section 8. becomes Section 12.*

**Article V. Substantive Change**  
**Section 2. Definition**

*Add new item C. as follows:*

- C. The acquisition of any other institution or any program or location of another institution.

*Reletter next four items D., E., F., G.*

*Amend current item G. (to become item H.) as follows:*

- H. Starting a branch campus or extension program, regardless of how many such campuses or extension programs have been approved previously by NASM.

*Add three new items I., J., and K. between current items G. and H. (to become H. and L.) as follows:*

- I. Participation in an agreement to teach-out students from an institution or program that is closing. See Rules of Practice and Procedure, [new] Article VII.
- J. The addition of a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all of the students previously enrolled at the closed institution have completed their programs of study.
- K. If NASM accreditation enables the institution to seek eligibility to participate in Title IV Higher Education Act (HEA) programs, the entering into a contract under which an institution or organization not approved to participate in Title IV HEA programs offers more than 25 percent of one or more of the NASM accredited institution's educational programs.

*Previous item H. becomes L., otherwise not amended:*

- L. Other major changes that would impact continuing compliance with NASM standards applicable to degrees and programs being offered.

*Add new Sections 3., 4., and 5. as follows:*

**Section 3. Specific or Comprehensive On-Site Evaluations.** In most cases, applications for approval regarding substantive changes can be reviewed through written documentation. However, substantive changes proposed or made may result in the necessity of on-site verification regarding the specific change or changes, with or without the need for additional documentation. On-site verification may be stipulated by provisions in published NASM standards and procedures, or required by the appropriate Commission.

In certain cases, changes proposed or made may result in a requirement to conduct a comprehensive on-site review with full documentation, under conditions and during a period to be stipulated by the appropriate Commission. Criteria for requiring a comprehensive review in the context of substantive change include, but are not limited to:

- A. A fundamental, comprehensive change of purposes resulting in complete replacement, in terms of content, of substantially all of the educational program(s) previously reviewed and approved with a substantially different set of programs. (Changes of this magnitude normally do not include evolutions or consolidations of previously-approved programs, deletions of specific programs when multiple programs are offered, title changes to existing or continuing programs consistent with NASM standards, or the additions of new programs as addressed in Article VI. below); and/or
- B. Indications from documentation that changes could affect the ability of the institution or the music unit as a whole to fulfill its purposes, maintain fundamental financial viability or operational integrity, or deliver the entire set of curricula offered or proposed to be offered in the catalog; and/or

- C. Documented conditions causing the appropriate Commission to act under provisions of the Bylaws, Article IV., Sections 1.A. and B. concerning the maintenance of standards and the observance of published commitments by accredited institutions.

**Section 4. Additional Standards and Procedures.** Additional standards and procedures regarding substantive change in certain cases for institutions for which NASM is the designated institutional accreditor are found primarily in Standards for Accreditation, item XXI., Section 2.

All standards and procedures published by the Association are applicable as appropriate to reviews regarding substantive change.

**Section 5. Accreditation Record Date.** The date of formal notification of Commission or other official action is the effective accreditation record date of any approval of substantive change.

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

*Add new Section 4. as follows:*

**Section 4. Accreditation Record Date.** The date of formal notification of Commission action is the effective accreditation record date for Plan Approval and/or Final Approval for Listing for new curricula.

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*Insert new Article between VI. and VII.:*

**Article VII. Teach-Out Plans and Agreements**

This article applies only to institutions for which NASM is the designated institutional accreditor. See Rules of Practice and Procedure, Article V. Substantive Change; Standards for Accreditation, Sections XXI. and XXII.

**Section 1. Conditions of Applicability**

NASM will require any institution it accredits as the designated institutional accreditor to submit a teach-out plan requesting approval following Commission review upon the occurrence of any of the following events:

- A. The U.S. Secretary of Education notifies NASM 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. NASM acts to withdraw, revoke, or suspend the accreditation of the institution.
- C. The institution notifies NASM that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.
- D. A state licensing or authorizing agency notifies NASM 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.



## **Section 2. NASM Actions**

If one or more conditions stipulated in Section 1.A. through E. occurs:

- A. NASM will evaluate the teach-out plan to ensure it provides for the equitable treatment of students under criteria established by NASM, specifies additional charges, if any, and provides for notification to the students of any additional charges.
- B. If NASM approves a teach-out plan that includes a program that is accredited by another recognized accrediting agency, it will notify that accrediting agency of NASM's approval.
- C. NASM may require an institution it accredits to enter into a teach-out agreement as part of its teach-out plan. See Standards for Accreditation, item XXI., Section 1.I. and Section 2.D.
- D. NASM will require an institution it accredits that enters into a teach-out agreement, either on its own or at the request of NASM, with another institution to submit that teach-out agreement to NASM for approval. See Rules of Practice and Procedure, Article V. Substantive Change. NASM will review and take positive action on the teach-out agreement only if the agreement is between institutions that are accredited by NASM or another accrediting agency recognized by the U.S. Secretary of Education; is consistent with all applicable NASM standards, the NASM Code of Ethics, and the NASM 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 Section 3. immediately below.

## **Section 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.

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#### **Article VII. [*becoming Article VIII.*] Procedures for Reviewing Complaints Directed Against Member Institutions of the National Association of Schools of Music** **Section 2. Eligibility**

***Add new item C.4. as follows:***

4. Is filed at a time when an NASM third-party comment procedure regarding the same institution, instituted by all or virtually all of the same parties, and addressing all or substantially all of the same issues, is in any stage of review.

***Renumber remaining items.***

***Amend item C.5. (to become 6.) as follows:***

6. Is, at the time of filing the complaint, the subject of administrative or institutional proceedings that have not been completed, or if such proceedings are known to the complainant to be scheduled.

*Amend item C.6. (to become 7.) as follows:*

7. Is the subject of prosecution or litigation in which the NASM member institution or its employees are in any way engaged. This requirement applies to the specific issue(s) addressed in the complaint, not to prosecution or litigation on other matters.

*Amend item C.13. (to become 14.) as follows:*

14. Repeats substantially the same allegations by the same party regarding the same institution that has previously been the subject of a completed review by the NASM Committee on Ethics or Commission(s) on Accreditation, or under the third-party comment procedure by the NASM Commission(s) on Accreditation.

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**Article IX. (becoming Article X.) Appeals of Adverse Decisions Concerning Accredited Institutional Membership**

*Amend Sections 9., 10., 11., and 12. as follows:*

**Section 9. Appeals Committee**

- A. The Executive Director, with the approval of the President, Vice President, Secretary, and Treasurer, shall appoint the chair and members of an ad hoc appeals committee comprising three to five persons, depending on the scope, nature, and content of the issues involved. One member shall be a public member who meets NASM qualifications for public members. None of the appeals committee members shall have been members of the Commission that made the original decision. Appeals committee members must be qualified by education and experience at least equivalent to those eligible to serve on an accrediting commission.
- B. Each person invited to participate in the appeals committee shall be asked to consider whether any conflict of interest or a perception thereof arises from service on the committee. Conflict of interest includes, but is not limited to, participating in any way in the process leading to the decision being appealed; coming from the same state as the institution appealing; having any prior or projected alumni, employment, or financial relationship, or having any other prior or projected relationship with the appealing institution or a competitive institution that could influence or be construed as influencing the outcome of the appeal. If conflict of interest is found, that person may not serve on the appeals committee. In addition, appeals committee members are subject to NASM policies concerning conflict of interest.
- C. The appeals committee shall receive from the institution making the appeal written materials detailing its appeal and, from the Chair of the Commission whose decision is being appealed, a written response to the appeal, and will hear in person representatives of the institution and of the Commission who choose to appear.

**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 Section 5., and making judgments based solely on NASM 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 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 the appeals panel's decisions or instructions.

The final decision of the appeals committee shall be distributed to the music 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 Section 5. of this Article.

**Section 11. Reconsideration by the Commission.** If the appeal is denied, the matter is closed, and thus the Commission has no power to consider new evidence produced since the original decision.

If the appeal is sustained and decision remanded to the Commission, the institution shall make one of two of the following choices within thirty (30) days of the date of the letter to the institution announcing the decision of the appeals committee, and the Commission will act in the timeframe indicated:

- A. The institution informs the Executive Director of NASM that it wishes to add nothing to the record prior to reconsideration by the Commission. The institution is not assessed an additional fee for Commission consideration.

Within ninety (90) calendar days of the date of the response indicating this choice, the Commission will take action and inform the institution following the stipulations of Article X.

An institution's continuing disagreement with a final decision of the Commission 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 Section 5. of this Article;

- B. The institution informs the Executive Director of NASM that it asks the Commission to take into account changes made by or occurring in the institution since the original decision. In this case, the Commission in its reconsideration shall utilize written materials submitted by the institution, and may utilize a team visit to the institution and such other procedures as are appropriate in respecting the decisions and addressing issues identified by the appeals committee and in reaching a new decision on the institution's accreditation and thus Membership. The institution may be assessed such fees as are established by the Association for such procedures. The institution is responsible, however, for reimbursing the expenses of any NASM visitors according to NASM procedures.

Within thirty (30) calendar days of the date of the response indicating this choice, the Commission will establish a final date for Commission action not to exceed one year from the date the institution is notified of the date of final Commission action.

If the institution chooses option B, its notification must be accompanied by 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 X. is not separately appealable, and thus not eligible for further reconsideration or appeal in any form, including arbitration. [Name of institution] also understands that failure to provide any or substantially different information from that previously provided to the Commission will not cancel this agreement or the schedule for final action stipulated by the Commission.

**Section 12. Effective Date of Action.** Until the final decision of the appeals committee, the decision under appeal shall not be in effect, and the accredited institutional Membership status of the institution shall remain as it was before the decision under appeal was made.

If the appeal is denied, the Commission decision under appeal shall become effective on the date of final adoption by the appeals committee of the recommendation that the appeal be denied and the decision be sustained.

If the appeal is sustained, the decision being appealed is void, and until the Commission takes a new action, the accredited institutional Membership status of the institution shall remain as it was before the decision under appeal was made.

*Add new Section 13.:*

**Section 13. Publication of Decisions.** Notices concerning appeals decisions are published by NASM consistent with the provisions of Article XI. [becoming Article XII.], Section 2.

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**Article XI. [becoming Article XII.] Publication of NASM Accreditation Actions**

*Replace current Section 2. with the following:*

**Section 2.**

- A. NASM provides written notice of the following types of decisions to the public, appropriate accrediting agencies, the appropriate state licensing or authorizing agency, and the U.S. Secretary of Education no later than thirty (30) days after it makes the decision:
  1. To award initial accreditation to an institution or program.
  2. To renew an institution's or program's accreditation.
- B. NASM provides written notice of the following types of decisions to the appropriate accrediting agencies, the appropriate state licensing or authorizing agency, and the U.S. Secretary of Education at the same time it notifies the institution or program of the decision, but no later than thirty (30) days after it makes a final decision:
  1. To place an institution or program on probation.
  2. To deny, withdraw, suspend, or revoke the accreditation of an institution or program.
- C. NASM provides written notice to the public of the decisions listed in paragraphs B.1. and B.2. of this section within twenty-four (24) hours of its notice to the institution or program.
- D. For any reason listed in paragraph B.2. of this section, NASM makes available to the public, the appropriate state licensing or authorizing agency, and the U.S. Secretary of Education, no later than sixty (60) days after the decision, a brief statement summarizing the reasons for NASM's decision and the official comments that the affected institution or program may wish to make with regard to that decision, or evidence that the affected institution has been offered the opportunity to provide official comment, and did not choose to do so in the time stipulated.
- E. NASM notifies the appropriate accrediting agencies, the appropriate state licensing or authorizing agency, the U.S. Secretary of Education, and upon request, the public, if an accredited institution or program:
  1. Decides to withdraw voluntarily from accreditation, within thirty (30) days of receiving notification from the institution or program that it is withdrawing voluntarily from accreditation; or
  2. After due notice from the appropriate Commission stipulating one or more deadlines, allows its accreditation to lapse, within thirty (30) days of the date on which accreditation lapses.

*Amend the first sentence of Section 4. as follows:*

**Section 4.** The Association recommends that the chief administrator of the institution or a designee, in consultation with the music administrator, make Association evaluation reports available to faculty members and others directly concerned.

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**Article XIII. [becoming Article XIV.] Disclosure and Confidentiality**

*Add new Section 4. as follows:*

**Section 4.** NASM will not make publicly available any information provided in third-party comment or an institution's response to third-party comment or any correspondence related to third-party comment. See Rules of Practice and Procedure, Article IV., [new] Section 7.

*Add two sentences to the end of current Section 4. (proposed Section 5.) as follows:*

**Section 5.** If an institution releases information that misrepresents or distorts any action by NASM with respect to any aspect of the accreditation process, or the status of affiliation with NASM, the chief executive officer of the institution and the program director, where applicable, will be notified by the NASM Executive Director and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASM, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

The same rule and sequence are applied to individuals and organizations misrepresenting or distorting accreditation actions of NASM.

NASM reserves the right to correct false or misleading information at any time.

*Current Section 5. becomes Section 6.*

## **STANDARDS FOR ACCREDITATION**

— Action by the NASM Membership —

**NASM Handbook 2010-11 – pages 45-48**

**Standard I. Basic Criteria for Membership**

**A. Degree-Granting Institutions**

*Add new item 7. as follows:*

7. The institution's legal authority shall be stated clearly in its published materials as identified by its charter, authority to grant degrees, structure of control, profit or non-profit status, and affiliation, if any, with a parent or sibling organization.

*Renumber remaining items.*

**B. Community and Junior Colleges**

*Add new item 6. as follows:*

6. The institution's legal authority shall be stated clearly in its published materials as identified by its charter, authority to grant degrees, structure of control, profit or non-profit status, and affiliation, if any, with a parent or sibling organization.

*Renumber remaining items.*

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

*Add new item 8. as follows:*

8. The institution's legal authority shall be stated clearly in its published materials as identified by its charter, authority to offer curricular programs, structure of control, profit or non-profit status, and affiliation, if any, with a parent or sibling organization.

*Renumber remaining items.*

### **NASM Handbook 2010-11 – pages 56-57**

#### **Standard II. Purposes and Operations**

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

##### **1. Standards**

*Reorder – current item f. becomes h.; current items g. and h. become f. and g.*

*Add new item i. as follows:*

- i. It is the obligation of the institution that all students in music programs be fully apprised of health and safety issues, hazards, and procedures inherent in practice, performance, teaching and listening both in general and as applicable to their specific specializations. This includes but is not limited to information regarding hearing, vocal, and musculoskeletal health and injury prevention, and the use, proper handling, and operation of potentially dangerous materials, equipment, and technology. Music program policies, protocols, and operations must reflect attention to injury prevention and to the relationships among musicians' health, the fitness and safety of equipment and technology, and the acoustic and other health-related conditions in practice, rehearsal, and performance facilities. Specific methods for addressing these issues are the prerogative 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 can 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 NASM standards above and applicable guidelines below, and institutional actions taken under their influence or independently do not alter or cancel any individual's personal responsibility, or in any way shift personal responsibility for the results of any individual's personal decisions or actions in any instance or over time to any institution, or to NASM.

### **NASM Handbook 2010-11 – page 57**

#### **Standard II. Purposes and Operations**

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

##### **2. Guidelines and Recommendations**

*Revise item c., as follows:*

- c. Normally, institutions assist students to acquire knowledge from qualified professionals and authoritative medical sources regarding the maintenance of professional health and the prevention of performance injuries, and to gain access to such professionals for treatment as may be necessary.

*Add new items d. and e., as follows:*

- d. Normally, institutions or music programs have policies and protocols that maintain strict distinctions between the provision of general musicians' health information in the music program and the specific treatment of individuals by licensed medical professionals.

- e. Normally, institutions and music units develop their specific methods for addressing health and safety issues in consultation with qualified professionals in the fields of health and safety and any related areas.

**NASM Handbook 2010-11 – page 61**

**Standard II. Purposes and Operations**

**I. Published Materials and Web Sites**

*Add new item c. as follows:*

- c. Basic institutional policies for defining a credit hour must be published and readily available.

*Reletter remaining items.*

*Add new item j. as follows (will become item k. after adding new item c. above):*

- j. Any statement connecting any specific degree or program offering with career preparation, career entry, or preparation for advanced study must be consistent with what the degree or program specifically prepares graduates to be able to do immediately upon completion, and therefore with all of the following elements or characteristics for that specific program:
  - (1) published purposes and requirements;
  - (2) degree or program level and type;
  - (3) subject matter content, range, and depth;
  - (4) distributions of curricular and other graduation requirements; and
  - (5) scope and levels of observable competency development in graduating students.

Publication of items j.(1) through (4) is required for all programs in Section II., item I.1.b. above.

*Reletter remaining items.*

**NASM Handbook 2010-11 – page 64**

**Standard III. Music Program Components**

**A. Credit and Time Requirements**

**2. Awarding Credit**

*Revise entire item a. as follows:*

- a. Credit shall be awarded consistently according to the published credit policies of the institution and in compliance with NASM standards. Institutional policies shall establish the credit hour in terms of time and achievement required. The minimum time requirement shall be consistent with or reasonably approximate the following: (1) a semester hour of credit represents at least three hours of work each week, on average, for a period of fifteen to sixteen weeks, (2) a quarter hour of credit represents at least three hours of work each week for a period of ten or eleven weeks. Credit for other kinds of academic requirements or offerings that are in different formats, use different modes of delivery, or that are structured to take a different amount of time is computed on the same basis in terms of representing at least the equivalent amount of work. Policies concerning achievement shall be consistent with the principle that credit is earned only when curricular, competency, and all other requirements are met and the final examination or equivalent is satisfactorily passed.

NOTE: The above standard does not (i) require that a credit hour definition at any institution for any course or purpose duplicate exactly the definition provided in items a. (1) and (2), or that all programs or courses within a single institution follow the same credit hour policies; (ii) restrict an institution from requiring more student work per credit hour than indicated in items a. (1) and (2); (iii) dictate the ratio of in-class versus out-of-class

work; or (iv) prevent an institution from establishing means and methods for equating the direct assessment of student learning to the awarding of one or more credit hours.

*Strike last sentence of item c. as follows:*

- c. It is recommended that one credit hour be given for each three hours per week of practice, plus the necessary individual instruction, with a maximum of six credits per term allowed for the major subject in music performance. ~~It is understood that the credit is not earned unless the final examination or the equivalent is satisfactorily passed.~~

*Add new item e., as follows:*

- e. Institutions or curricular programs using a clock-hour system must ensure that their system and their conversions of clock hours to credit hours are consistent with credit and time requirements as stated in Section III.A. Normally, institutions participating in federal Title IV programs also follow federal regulations regarding clock hour definitions, calculations, equivalencies, and policies.

### NASM Handbook 2010-11 – page 65

#### **Standard III. Music Program Components**

##### **A. Credit and Time Requirements**

*Add new items 6. and 7.:*

6. **Institutional Procedures.** The institution must have procedures to make credit hour assignments for courses, programs, and other requirements consistent with its credit hour policies applicable to those offerings, and the means to ensure accurate and reliable application of its credit hour policies and procedures. Consistent with the Note in Section III.A.2.a., it is recognized that institutions may have different policies or procedures for different types of programs or delivery systems.
7. **Notification Rule.** As a USDE recognized accrediting agency, NASM is required to file a specific report to the U.S. Secretary of Education when an institution is found in systemic noncompliance with the NASM standards and policies regarding credit hours either within a specific program of study or unit or, if applicable, within an institution as a whole. In this instance, *systemic* refers to organization- or unit-wide policies, procedures, or practices, including but not limited to, continuous noncompliance. Normally, specific instances or lapses promptly clarified or remediated are not considered systemic. Opportunities for the institution to remediate problems and document compliance with NASM standards and policies normally precede such notification to the Secretary. Article IV., [new] Section 10. of the NASM Rules of Practice and Procedure and federal regulations as amended from time to time provide one protocol framework for communication and notification between NASM and the Secretary.

### NASM Handbook 2010-11 – page 102

#### **Standard IX. Specific Professional Baccalaureate Degrees in Music**

##### **M. Five-Year Programs in Music Education**

*Add new item 3. as follows:*

3. **Intra-Institutional Articulation of Baccalaureate and Post-Baccalaureate Degrees to Complete Certification Requirements.** This standard is applicable when the following two conditions are present:
  - a. An institution offers an undergraduate degree with required studies in music and music education intended to prepare school music teachers but without the full set of curricular and other requirements necessary to produce eligibility for certification; and
  - b. Such an undergraduate degree is structured or publicly identified as qualifying the graduate to enter the institution's Master of Arts in Teaching or other post-baccalaureate program intended to complete requirements for certification as a specialist music teacher.



When conditions a. and b. are both present, the aggregated requirements of the institution's articulated undergraduate and master's degree or post-baccalaureate credential in teacher preparation must meet all NASM standards for the professional undergraduate degree in music education outlined in Section IX.L, irrespective of any other completion requirements that either of the two courses of study may have.

Standards in Section IX.L include knowledge, skills, and competencies in music, music education, and professional education, as well as general studies.

**NASM Handbook 2010-11 – page 127**

**Standard XXI. Specific Operational Standards for All Institutions of Higher Education  
for which NASM is the Designated Institutional Accreditor**

**Section 1. Standards for Accreditation**

*Amend Section 1., item I. as follows:*

- I. Teach-Out Agreements.** *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. Conditions of Applicability, NASM Actions, Review Criteria, and other information are found in [new] Article VII. of the Rules of Practice and Procedure.

*Strike remainder.*

**NASM Handbook 2010-11 – pages 127-128**

**Standard XXI. Specific Operational Standards for All Institutions of Higher Education  
for which NASM is the Designated Institutional Accreditor**

**Section 2. Procedural Requirements**

*Amend the first sentence of item A. as follows:*

- A. Supplemental Annual Report.** In addition to the annual HEADS Data Survey, Accreditation Audit, and Affirmation Statement, the institution must file a Supplemental Annual Report at a time and in a format stipulated by the Association, which contains the following information:

*Insert new item B. as follows:*

- B. Review of New Curricula and Substantive Change.** If an accredited institution plans to add a new curricular program, or make a substantive change to current curricular programs or operations, in the U.S. or elsewhere, it must file applications for Plan Approval or Substantive Change as applicable following the timelines and procedures established and published by the Association. See Rules of Practice and Procedure, Article V. Substantive Change and Article VI. New Curricula, in addition to procedural requirements regarding changes in this section of Standard XXI.

*Reletter remaining items under XXI., Section 2., as C. through G.*

**NASM Handbook 2010-11 – pages 131-132**

**Standard XXI. Specific Operational Standards for All Institutions of Higher Education  
for which NASM is the Designated Institutional Accreditor**

**Section 2. Procedural Requirements**

*Revise current item F.1.b. as follows:*

- b. Records of any student complaints received by NASM that are eligible for review according to provisions of the NASM Complaint Procedure.

*Replace current item F.4. with the following:*

4. **Third-Party Comment Rule.** See Rules of Practice and Procedure, Article IV., [new] Section 7.

*Replace current items F.5.a. and b. with the following:*

Notifications concerning actions by the NASM Commission on Accreditation are published consistent with the provisions of the NASM Rules of Practice and Procedure, Article XI. [becoming Article XII.], Section 2.

**NASM Handbook 2010-11 – pages 165-171**

**Appendix I.E. ABET and NASM Statement on Degree Programs Combining Studies  
in Music and Electrical/Computer Engineering**

*Replace entire Appendix I.E. with the following:*

- A. **Introduction.** This statement concerning curricular programs which combine studies in music and electrical/computer engineering represents the mutual understanding and agreement between the National Association of Schools of Music (NASM) and ABET, Inc.
- B. **Accreditation**
  1. **Organizations**
    - a. **Music.** The National Association of Schools of Music (NASM) is the nationally recognized accrediting agency for all postsecondary music programs in the United States. NASM was founded in 1924. NASM develops criteria and standards for degrees and other credentials, and for the various specializations and operational requirements associated with those degrees. NASM evaluates results as evident in student work.
    - b. **Electrical/Computer Engineering.** ABET, Inc. is the internationally recognized accrediting agency for postsecondary degree programs in applied science, computing, engineering, and technology. ABET was founded in 1932. ABET develops criteria for programs and for the various specialized and operational requirements associated with those programs, as measured by student outcomes.
    - c. **Commonalities.** For their respective fields, NASM and ABET:
      - (1) Promote excellence and continuous improvement in education at the undergraduate and graduate levels.
      - (2) Link the review process to each school's stated mission and objectives.
      - (3) Ensure performance consistent with the school's mission and ABET criteria or NASM standards through self-evaluation and peer review.
      - (4) Endorse and support diverse paths to achieving high quality education and provide guidance for continuous improvement in educational programs.
  2. **Basic Requirements for Undergraduate Degrees in Music and in Electrical/Computer Engineering**
    - a. **NASM: Official Standards Statements.** NASM standards for all types of undergraduate degrees in music and music-related fields are outlined in the *NASM Handbook*, available on the NASM Web site. These standards include patterns for combining studies in music and studies in other fields.
    - b. **ABET: Official Criteria Statements.** ABET criteria for Engineering Programs are outlined in *Criteria for Accrediting Engineering Programs*, available at <http://www.abet.org/eac-current-criteria/>.

### 3. Policies and Positions of ABET and NASM

- a. **Program Clarity.** Statements in institutional literature concerning the purposes of degree programs shall be accurate. Degree titles, program descriptions, and content shall in the aggregate both identify and be consistent with the purposes of each program.
- b. **Accreditation Clarity.** Statements and institutional literature concerning the approval of any program shall be accurate and clear to the public. In cases where music and engineering or computer engineering studies are combined, accreditation by either ABET or NASM shall not be construed to signify accreditation by both parties, nor shall regional or other institutional accreditation be construed as having provided professional review of degree programs in engineering or in music.
- c. **Cooperation.** ABET and NASM will each seek to confirm cooperation between the engineering unit and the music unit appropriate to the nature and purposes of any degree program combining studies in the two fields. When the two units share a responsibility in the organization and management of programs, cooperation in the development, operation, and evaluation of the program will be expected.

#### NASM Handbook 2010-11 – page 172

##### Following Appendix I.E.

*Add new Appendix I.F. as follows:*

#### **Appendix I.F. NASM Standards for Studies in Recording Technology**

##### **Section 1. NASM Standards**

Recording technology is the means through which sound recording engineers and others produce work in fields such as audio recording, video and film, broadcast, and many other related production applications. There are multiple pathways into each of these fields, including formal and informal education, work experience, and individually directed development. The statements below apply to studies in recording technology at institutions of higher education.

At each institution's prerogative, studies in recording technology may be incorporated into a wide variety of courses and programs on a required or elective basis. These studies may fulfill a variety of purposes. For example, they may be introductory only or intended to develop a comprehensive set of competencies. They may support a program of study in another specialization or be a major curricular focus.

NASM standards provide a framework within which many different purposes can be pursued. Specific purposes are related to specific sets of standards. All appropriate standards applicable to a purpose must be met. The locations of standards usually applicable to establishing and reviewing studies in recording technology are provided below.

- A. For standards that place purposes in the context of the appropriate undergraduate degree pattern, see Standards for Accreditation, Section IV.C.6., Baccalaureate Curricula Leading to Degrees in Music with Studies in Other Specific Disciplines.
- B. For standards regarding consistency between program offerings and published materials, see Standards for Accreditation, Section II.I., especially [proposed] item j., and Section IV.C.6.
- C. Programs that designate recording technology as an emphasis or major area of study must meet applicable standards for all programs of their type as outlined in the *NASM Handbook*, Standards for Accreditation, Sections II. through XX. For all undergraduate programs, see Standards for Accreditation, Sections II. through IX. Programs that designate recording technology as a major must also meet all standards in Section II.B. below. As appropriate, the curricular structure standard in Section II.B.6. is replaced with the curricular structure standard applicable to the title, purposes, and structure of the program in Section IV. and Section VII. or IX.

- D. For standards titled Majors in or Based on Electronic Media, see *NASM Handbook*, Standards for Accreditation, Section III.J.
- E. For standards and guidelines concerning the combination of music and business studies in preparation for management and support service careers in music-related industries, see *NASM Handbook*, Appendix I.D.

## **Section 2. The Bachelor of Music with Emphasis in Sound Recording Technology**

- A. The requirements for this program are those meeting NASM standards for the professional baccalaureate degree in music under one of the combination curricular options found in the *NASM Handbook*, Standards for Accreditation, Section IV.C.6.b.

This program is oriented toward the development of professional level competence in sound recording.

These standards are used as applicable to review other types of programs that emphasize or have a focus on sound recording technology. Such applications are based on the purposes and required content of the specific program being reviewed.

- B. The standards below are in addition to those found in *NASM Handbook*, Standards for Accreditation, Sections II., III., IV., V., and VIII.

1. **Admission.** In addition to meeting audition and other requirements specified by NASM and the institution for the professional baccalaureate degree in music, prospective students must have sufficient math knowledge and skills to begin any entry-level courses in math, engineering, or other math-based disciplines that may be required for program completion or that develop competencies necessary for any required upper-level courses in these areas or in recording technology. Normally, entering students need to be able to begin college-level trigonometry. Knowledge of high school mathematics that enables the student to begin college calculus is recommended.

2. **Faculty.** Faculty teaching courses and conducting labs in recording technology shall be qualified by demonstrated professional competence and experience. Faculty must have practical professional experience in the content covered by any course they are teaching and be qualified to teach current technology. Demonstrated teaching competence shall be a requirement for continuation.

In addition to qualified music and recording technology faculty, the institution shall have faculty qualified to teach any specifically designated math, engineering, or other science-centered course that is required to complete the program. Normally, such faculty shall have an earned doctorate in the field in which they are teaching and hold a faculty position in a school or department in that field.

A faculty member shall be designated who has primary responsibility for the program and sufficient assigned time for its operation and development consistent with the size, scope, and requirements of the program. Normally, faculty members designated as program administrators or coordinators have five or more years of professional experience as sound recording engineers.

3. **Coordination.** Music-based curricular programs that require specific engineering or math or science courses must be able to demonstrate coordination with professionally credentialed faculties and administrators responsible for teaching those disciplines at a level consistent with the nature and purposes of the recording technology program being offered. If the music unit shares the organization and management of a recording technology program with another unit, cooperation in the development, operation, and evaluation of the program is required.

3. **Facilities and Equipment.** In addition to the appropriate facilities for music study and laboratory equipment to support engineering components of the curriculum as may be required for program completion, the institution shall maintain or provide continuous access to one or more professional recording studios for instructional purposes. The number of studios and their configurations and equipment must be commensurate with program enrollment and content requirements and with current professional expectations and practices.

A professional recording studio consists of a room in which instruments and sound can be captured in an isolated fashion, free from acoustical and electrical interference; an adjacent room equipped with analog and digital devices used to capture, manipulate, and augment sound; and capabilities for recording, listening to, and judging results in mono, stereo, and surround sound.

4. **Library and Learning Resources.** In addition to holdings appropriate to the music component, the library should contain or provide access to appropriate texts, technical journals, and periodicals in the fields of recording technology, electrical engineering, and associated technologies that are current in their accuracy and applicability, as well as recordings demonstrating state-of-the-art recording techniques.
5. **Published Materials and Web Sites.** In addition to meeting requirements in the *NASM Handbook*, Standards for Accreditation, Section II., catalog statements and other promotional materials about the program and its faculty shall be consistent with the professional character of the program and shall present an accurate, detailed description of the program including specific purposes, requirements, and institutional resources. If these materials discuss career opportunities, they shall provide a realistic assessment of those available upon completion of the program. Adjunct faculty shall be listed as such in published materials.
6. **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 music with an emphasis in sound recording technology as indicated below and in Section VIII. of the Standards for Accreditation.
  - b. **Guidelines.** Curricula to accomplish this purpose that meet the standards just indicated normally adhere to the following structural guidelines: studies in the major music area and supportive courses in music should total at least 50% of the curriculum; studies in sound recording, electrical/computer engineering, and associated studies that enable connections among sound recording, science and mathematics, 20-25%; and general studies, normally 15-30%. Courses in electrical engineering, science, and mathematics may also be a part of the general studies component. See *NASM Handbook*, Standards for Accreditation, Section III.C. regarding forms of instruction, requirements, and electives.
7. **Specific Competencies in Sound Recording** (*in addition to those stated for all professional undergraduate degrees in music*):
  - a. Comprehensive capabilities in the basic techniques of audio recording, audio engineering, and studio sound, including but not limited to microphone theory and technique, knowledge of other peripheral equipment, and the ability to solve technical and artistic problems in the preparation of recordings for various purposes and in various settings.
  - b. Fundamental knowledge of recording equipment and practice and the ability to apply this knowledge in recording situations. This includes but is not limited to equipment calibration, alignment, and testing, and studio set-up for various types of recordings in various professional settings.
  - c. Ability to apply knowledge of acoustics and other aspects of the science of sounds and the electrical manipulation of sounds in recording situations.
  - d. Aural skills sufficient to make accurate and viable recording decisions associated with various applications and proper functioning of equipment.
  - e. Ability to develop specific recordings of professional quality from concept to technical and artistic process to finished work.

**8. Specific Standards and Guidelines for Supportive and General Studies** *(in addition to those stated for all professional undergraduate degrees in music):*

- a. Consistent with the purposes and requirements of the program, institutions must require studies that support knowledge development in disciplines with direct applications to or connections with the practice of sound recording. These disciplines may include but are not limited to mathematics, electrical or computer engineering, acoustics, or other sciences. Specific content choices, and the specific approaches to or locations of such studies in courses or curricular structures are the prerogative of the institution.
- b. Studies in mathematics, including college calculus if applicable, are required as may be necessary to support the needs of any electrical or computer engineering or other science-based course mandated by the program or the institution.
- c. Studies in communications, business, and expository writing are encouraged.

**9. Experiences, Opportunities, and Project Requirements.**

- a. Advanced practicums in professional recording studio operation must be provided. Students must have sufficient time in the studio to develop their individual recording skills and to complete required projects.
- b. Experiences throughout the program of recording in studio, concert, and remote situations and settings are essential. Normally, participation in the making of recordings continues throughout the four-year program.
- c. Opportunities to learn and practice recording in a variety of musical genres are strongly recommended.
- d. Internships in industry or the equivalent are strongly recommended.
- e. A final project demonstrating competence as a recording studio technician must be required for graduation.

**10. Guidelines**

- a. Normally, the institution maintains an ongoing program of consultation with professional practitioners in recording technology.
- b. Normally, institutions maintain a counseling program to provide students with a realistic assessment of job opportunities and professional requirements as appropriate to individual aptitude, professional interest, and academic progress.
- c. Normally, institutions make a thorough assessment of each student's performance during internship experiences and use such assessment in the counseling process.

**NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC**  
11250 Roger Bacon Drive, Suite 21  
Reston, Virginia 20190

E-mail: [info@arts-accredit.org](mailto:info@arts-accredit.org)

Phone: 703-437-0700

Facsimile: 703-437-6312

Web site: <http://nasm.arts-accredit.org>