

Draft II: Proposed Revisions to the *Handbook 2018-19*

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

October 23, 2019

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

NOTE. All proposed revisions are indicated in red.

VOTE SCHEDULED. A final text of these proposed revisions will be presented to the Membership for a vote on Sunday, November 24, 2019 during the NASM Annual Meeting.

Rationales for these changes are provided at the end of the document on pages 11 and 12.

COMMENT PERIOD II

October 23 – November 21, 2019

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Bylaws

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Bylaws

Article I., Membership

Section 1. Accredited Institutional Membership

A. Eligibility and Scope

Amend Article 1., Section 1.A.1. as follows:

1. Colleges, conservatories, independent schools, and universities offering baccalaureate degrees, graduate degrees, or both, including any eligible associate, professional non-degree-granting, community education, or precollegiate programs. These institutions are reviewed by the Commission on Accreditation.

Bylaws

Article IV., Commissions and Committees

Section 1. Commissions.

Amend Article IV., Section 1. and Section 1.A. as follows:

Section 1. Commissions. There shall be (a) a Commission on Accreditation and (b) a Commission on Community College Accreditation. NASM, in partnership with NASAD, NASD, and NAST, under the auspices of the Council of Arts Accrediting Associations (CAAA), shall have responsibility for the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS).

Members of the Commissions shall be elected by the members at large from among individuals officially representing member schools. With the exception of the Public Members, the Commissions shall be appropriately balanced to represent a variety of music backgrounds and perspectives. The Nominating Committee should take into consideration the representation of the various types of educational institutions (e.g., public and private colleges and universities, community colleges, women's colleges, conservatories, teachers' colleges, etc.) on the Commissions with an appropriate geographical distribution.

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

There shall be Public Members to represent the public interest. Public Members shall be considered members of the Commissions and shall have full privileges of the floor and full voting powers. The Commissions shall have three Public Members with assignments to specific Commissions at the discretion of the Executive Director. Public Members shall be appointed by the President in consultation with the Executive Committee. Once appointed, Public Members have no reporting responsibility to the President or to the Executive Committee regarding the work of the Commissions. Public Members must keep the confidentiality required of all Commission members. The terms of Public Members shall be one year and may be renewed upon the recommendation of the Executive Committee. Public Members shall serve no more than six consecutive years.

A. The Commission on Accreditation shall consist of eighteen selected members, sixteen of whom shall be elected to serve terms of three years each. Commission members must have had experience as visiting evaluators. There shall be elected by the membership at large, a Chair and an Associate Chair of the Commission, each of whom shall be elected for a three-year term. The Chair and Associate Chair must have served one or more terms as members of the Commission on Accreditation. The term as Chair or Associate Chair should be in addition to the time already served on the Commission. Normally, the Associate Chair shall be nominated as Chair at expiration of the term as Associate Chair.

The Chair, Associate Chair, and sixteen members of the Commission shall be the official representatives of institutions with Membership in the Association as defined in the Bylaws, Article I., Section 1.

Each of the sixteen Commission members shall be elected in one of four categories: Baccalaureate, Master's, Doctorate, or At-Large. Each category contains four places. At-Large members of the Commission may be serving in any type of baccalaureate or graduate degree-granting institution. Irrespective of category, at least two members of the Commission shall be from institutions that offer non-degree-granting programs at the postsecondary level. At the time of their election, members of the Baccalaureate category are from institutions granting no higher degree than the Baccalaureate; those in the Master's category, no higher degree than the Master's. At the time of their election, those in the Doctorate category are from institutions that grant the doctorate. Once elected, Commission members work with the entire range of Commission business.

The Executive Director, with the advice and consent of the Executive Committee, shall have the power to assign elected Commission members to different categories under the guidelines above, if necessary for balance or for

other purposes.

The duties of the Commission shall be to apply the accreditation and membership standards of the Association for baccalaureate and graduate institutions and programs, including eligible precollegiate or postsecondary non-degree-granting programs in such institutions, and for independent postsecondary non-degree-granting institutions, including eligible precollegiate non-degree-granting programs they may offer. The Commission shall receive applications and determine the qualifications of institutions seeking Membership and, after thorough examination in accordance with Association procedures, take action on behalf of the Association. The Commission shall also have the power to investigate the maintenance of standards and the observation of published commitments in any member institution under its jurisdiction.

The Commission on Accreditation may consider applications for Membership from institutions offering only baccalaureate, or only graduate, or only non-degree-granting programs in music.

The Commission on Accreditation shall confirm that independent community education and precollegiate schools seeking Membership in NASM have achieved and are maintaining accreditation by the Accrediting Commission for Community and Precollegiate Arts Schools.

The Executive Director of the Association or his or her agent shall serve as Secretary for the Commission on Accreditation.

Standards and Guidelines for Accredited Institutional Membership

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Standards and Guidelines for Accredited Institutional Membership

II. Commission Jurisdiction

Amend II. as follows:

II. COMMISSION JURISDICTION

NASM has two accrediting Commissions. Their separate jurisdictions are described below.

A. Jurisdiction of the Commission on Community College Accreditation

Associate degree programs, postsecondary non-degree-granting programs, and community education and precollegiate programs (e.g., preparatory programs, continuing education programs, etc.) in institutions whose primary mission it is to offer associate degrees as their highest degree in music and in most other fields indicated in the institution's published materials.

B. Jurisdiction of the Commission on Accreditation

Associate, baccalaureate, and graduate degree programs offered by institutions offering four-year baccalaureate and/or graduate degrees; postsecondary non-degree-granting programs offered by baccalaureate and graduate degree-granting institutions; and community education and precollegiate programs (e.g., preparatory programs, continuing education programs, etc.) in baccalaureate and graduate degree-granting institutions.

Standards for Accreditation

NASM Handbook 2018-19—Pages 56 and 57

Standards for Accreditation

I. Basic Criteria for Membership

B. Community Colleges

Amend I.B. as follows:

B. Community Colleges

The National Association of Schools of Music recognizes several distinct types of programs in community colleges. Normally, these are subsumed under Music Major Transfer and Two-Year Vocational Programs. The primary purpose of all institutions, whatever types of program they offer, should be to provide the best possible environment for musical training. Such an environment should foster an understanding of the arts and an attitude of respect for their potential contribution to society.

A community college may be granted accreditation in the Association when its curricula and resources are equivalent to the first two years of a four-year member institution as outlined by NASM.

Community colleges shall meet the following basic criteria for membership:

1. The institution shall offer regular classes in such areas as theory, history, and appropriate repertoires of music, as well as instruction in performance.
2. The institution shall maintain a curricular program in musicianship skills at various levels appropriate to the needs of its students.
3. The institution shall offer instruction in and opportunities for ensemble performance.
4. The institution shall offer at least one complete program of study that meets all applicable standards and is structured to provide transfer to a baccalaureate program in music.
5. The institution shall have graduated from at least one curricular program that meets all applicable standards, at least one class with a minimum of three students and another shall be in readiness subject to examination.
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.
7. All policies regarding the admission and retention of students, as well as those pertaining to the school's evaluation of progress through its educational program, shall be clearly defined in literature published by the institution.
8. All tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution's published literature.
9. Faculty members shall be qualified, by educational background and/or professional experience, for their specific teaching assignments. The institution shall list its faculty in its published literature.
10. The institution shall have facilities and equipment adequate to the needs of its educational program.
11. The institution shall either have library space and holdings adequate for its educational programs, or shall have made arrangements for its students and faculty to have access to appropriate library facilities in the immediate area.
12. The institution shall be licensed or chartered to operate as required by local and state legal codes. The institution shall meet all legal requirements to operate wherever it conducts its activities. Multipurpose

institutions offering programs in music and in other disciplines shall be accredited by the appropriate regional or institutional accrediting agency, unless such accreditation is not available.

13. The institution shall provide (or, in the case of foreign studies programs, be responsible for) all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency.

14. The institution shall demonstrate a commitment to a program of continued self-evaluation.

NOTE: Please see *Standards and Guidelines for Accredited Institutional Membership, II.A.* as it pertains to *Commission Jurisdiction.*

NASM Handbook 2018-19—Pages 57 and 58

Standards for Accreditation

I. Basic Criteria for Membership

C. Non-Degree-Granting Institutions

Amend I.C. as follows:

C. Non-Degree-Granting Institutions

The National Association of Schools of Music recognizes two distinct types of programs in non-degree-granting schools of music:

2. ~~4.~~ Community Education ~~and Precollegiate Non-Degree-Granting Programs;~~ and
1. ~~2.~~ Professional Postsecondary ~~Professional Education and Training Programs Non-Degree-Granting Programs;~~ and

Note: Specifically designated programs that are precollegiate by intent and content may or may not be designated as community education programs.

Note: Institutions may offer either or both community education and precollegiate non-degree-granting programs.

~~Professional postsecondary education and training refers to non-degree-granting programs of study in a particular field or fields of music. These programs are at the collegiate or graduate level. Community education refers to non-degree-granting programs of study for children, youth, and adults in the institution's local community. These range from private lessons to large institutionalized programs with specialized professional faculty and administration. Community Music School, Preparatory Program, and Community Division are among the many titles used to designate such programs.~~

~~Community and precollegiate education and training refers to non-degree-granting programs of study for children, youth, and adults in the institution's local community. These range from private lessons to large institutionalized programs with specialized professional faculty and administration. Community Music School, Preparatory Program, and Community Division are among the many titles used to designate such programs. Postsecondary professional education and training refers to non-degree-granting programs of study in a particular field or fields of music. These programs are at the collegiate or graduate level.~~

The primary purpose of all non-degree-granting programs should be to provide the best possible environment for musical education and training. Such an environment should foster an understanding of the arts and an attitude of respect for their potential contribution to society.

In addition to the offerings of independent, strictly non-degree-granting schools, non-degree-granting music programs may be found in independent, degree-granting schools of music and in multipurpose colleges or universities offering degree and non-degree programs in music.

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

1. The mission must reflect intent to offer music study in an institutional context.
2. The institution shall have a mission statement and one or more comprehensive programs consistent with that mission.
3. The institution shall maintain an enrollment sufficient to support its programs and to provide a sense of musical community.
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.
5. An independent institution shall have been in operation for at least three consecutive years.
6. The institution shall maintain its programs on a regular academic-year basis.
7. Printed materials must accurately reflect the programs and policies of the institution.
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.
9. All policies regarding the admission and retention of students, those pertaining to the school's evaluation of progress through its educational program, and those pertaining to financial support, financial aid, and scholarships shall be clearly defined in literature published by the institution.
10. All tuition, fees, and other charges, all policies pertaining thereto, as well as all financial aid policies, shall be clearly described in the institution's published literature.
11. Faculty members shall be qualified by educational background and/or professional experience for their specific teaching assignments. The institution shall list its faculty in its published literature.
12. The institution shall have facilities and equipment adequate to the needs of its educational program.
13. The institution shall either have library space and holdings adequate for its educational programs, or shall have made arrangements for its students and faculty to have access to appropriate library facilities in the immediate area.
14. The institution shall be licensed or chartered to operate as required by local and state legal codes. The institution shall meet all legal requirements to operate wherever it conducts its activities. Multipurpose postsecondary institutions offering programs in music and in other disciplines shall be accredited by the appropriate regional or institutional accrediting agency, unless such accreditation is not available.
15. A postsecondary non-degree-granting institution shall provide (or, in the case of foreign studies programs, be responsible for) all coursework or educational services to support its educational programs at the professional, postsecondary level, or demonstrate that any cooperative or contracted coursework or educational services at the professional, postsecondary level are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency.
16. The institution shall demonstrate a commitment to a program of continued self-evaluation.

NOTE: Community and precollegiate schools not affiliated with an institution of higher education that seek NASM Membership should follow the accreditation procedures of the [Accrediting Commission for Community and Precollegiate Arts Schools \(ACCPAS\)](#) and obtain ACCPAS Accreditation.

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Standards for Accreditation

II. Purposes and Operations

B. Size and Scope

1. Standards

Amend II.B.1.b. as follows:

- b. An institution shall not be considered for Membership unless there is in residence a minimum number of candidates for the curriculum or composite curricula on the basis of which the school is applying for Membership. For four-year colleges, including those with graduate programs if applicable, the number is twenty-five; for community **and two-year** colleges, twenty associate degree candidates; for institutions offering graduate work only, fifteen degree or program candidates; and for **postsecondary** non-degree-granting institutions, fifteen students in curricular programs that meet NASM membership eligibility requirements (see Standards for Accreditation I.C.4.).

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Standards for Accreditation

II. Purposes and Operations

K. Articulation with Other Institutions

2. Guideline

Amend II.K.2. as follows:

2. **Guideline.** Baccalaureate degree-granting music units are expected to assume joint responsibility for working cooperatively to facilitate the articulation between community **and two-year** college and four-year college programs: for example, the development of clear and functional understandings and agreements (see Standards for Accreditation II.I.1.b.(10)), validation examinations, state and/or regional articulation committees, and procedures for maintaining current information regarding credit and admission policies (see Standards for Accreditation III.A.3.).

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Standards for Accreditation

III. Music Program Components

A. Credit and Time Requirements

1. Program Lengths

Amend III.A.1.f. as follows:

- f. Community **education** or precollegiate programs have time requirements commensurate with the subject matter and purposes of specific programs. Except for this item, the standards in Standards for Accreditation III.A. do not apply to these programs.

Standards for Accreditation

VI. Two-Year Degree-Granting Programs

B. Standards for the Music Major Transfer Program

1. Curricular Purpose

Amend VI.B.1. as follows:

- 1. Curricular Purpose.** Institutions offering the music major transfer program shall maintain curricular requirements equivalent to the first two years of a four-year baccalaureate program. In this regard, the following shall serve as standards for community **and two-year** colleges. Institutions offering programs intended to transfer to a professional baccalaureate degree must use the *Common Body of Knowledge and Skills* under Standards for Accreditation VIII.B. and the appropriate major under Standards for Accreditation IX. as guidelines.

Appendix III.B.

Appendix III.B., Policies Concerning Listings in NASM Publications

Section 1. Institutional Membership

Amend Section 1. as follows:

Section 1. Institutional Membership

Institutional Membership signifies accreditation. Institutions eligible to apply for Membership include colleges, universities, and independent schools of music.

Associate Membership may be granted to baccalaureate and/or graduate degree-granting institutions, community colleges **and institutions whose primary mission is to offer associate degrees as their highest degree in music and in most other fields indicated in the institution's published materials**, and non-degree-granting institutions applying for the first time that meet all curricular standards and all other applicable standards of the Association, and which are developing in areas related to purposes or operations. Accreditation with Associate Membership is valid for up to five years. At the end of this period, such institutions will be required to satisfy all criteria for Membership in the Association.

Membership is granted to baccalaureate and/or graduate degree-granting institutions, community colleges **and institutions whose primary mission is to offer associate degrees as their highest degree in music and in most other fields indicated in the institution's published materials**, and non-degree-granting institutions which meet all of the standards of the Association. Institutions approved with Membership are granted five-year periods of accreditation. At the end of five years, the institution is expected to apply for renewal of Membership. Institutions approved for renewal of Membership are granted ten-year periods of accreditation.

Community **and two-year** colleges are eligible for Membership if their curricula and resources are equivalent to the first two years of four-year member institutions, and if their programs and curricula meet the NASM Standards for Community Colleges.

Non-degree-granting institutions are eligible for Membership if their programs and curricula meet the NASM Standards for Non-Degree-Granting Institutions.

Complete standards for institutional Membership are published annually in the *NASM Handbook*. When new or amended standards are approved, typically during an Annual Meeting, these are available as addenda to the *Handbook* until the next edition is published.

Appendix IV.A.

NASM Handbook 2018-19—Pages 259 to 262

Appendix IV.A., Procedures for the Joint Accreditation of Community Education Programs Affiliated with Degree-Granting Music Units

Amend as follows:

APPENDIX IV.A.

PROCEDURES FOR THE JOINT ACCREDITATION OF COMMUNITY EDUCATION **AND PRECOLLEGIATE** PROGRAMS AFFILIATED WITH DEGREE-GRANTING MUSIC UNITS

Section 1. Purpose

NASM offers a comprehensive program of accreditation services for institutions with degree-granting and non-degree-granting programs in music. In many cases, degree-granting institutions either operate or have direct affiliation with community education ~~programs~~ or **precollegiate** non-degree-granting programs for students at the K–12 level and beyond. In 1987, members of the Association approved various protocols to facilitate the joint accreditation of affiliated collegiate and community education **and precollegiate** programs.

NOTE: The *Procedures for Institutions*, including accreditation procedures applicable to independent community education **and precollegiate** programs, may be obtained from the NASM website at <https://nasm.arts-accredit.org>.

Section 2. Principles

Institutions seeking accreditation or renewal of accreditation for degree-granting units have the option of seeking accreditation for community education **and precollegiate** divisions. To be eligible for accreditation, community education **and precollegiate** divisions as entities must meet qualifications outlined in the *Standards for Non-Degree-Granting Institutions and Programs* published **biennially** in the *NASM Handbook*.

NASM reviews of the community education **and precollegiate** divisions are undertaken on the same schedule as reviews for the collegiate music unit, unless the institution specifically requests a different schedule. These procedures apply only to joint reviews. Procedures for independent reviews of collegiate and community education **and precollegiate** programs are published separately by NASM.

Degree-granting and community education **and precollegiate** units are reviewed for accreditation by the Commission on Accreditation and/or the Commission on Community College Accreditation, as appropriate.

NASM distinguishes between degree-granting and non-degree-granting components when applying its rule that Membership or renewal of Membership will be granted “only when every curricular program of the applicant institution...meets the standards of the Association” (see Rules of Practice and Procedure, Article I., Section 3.).

Section 3. Institutional Role

The decision to seek joint evaluation leading to a separate accreditation of collegiate and community education **and precollegiate** units is the prerogative of the institution. The decision should be based on careful consideration of the institution’s specific situation and its objectives for the evaluation of its composite music program.

Once the decision to seek a joint review has been taken, a variety of other decisions must be made. Many of these are outlined in this document. The institution is encouraged to consult with the NASM staff as needed; however, the ultimate decision on these matters is the responsibility of the institution.

Section 4. Preparations for the Visit

The success of the joint visit will depend in large part on the quality and scope of advance planning. The Executive

Director of NASM must be advised of the wish for joint evaluation no later than twenty-four months prior to the projected date of the on-site visit by the evaluation team.

The institution may request a staff visit to develop plans for, or to serve as a resource during, the joint evaluation. The expenses of the staff in this regard will be reimbursed by the institution.

In preparation for the visit, the institution must develop such policies and procedures as follows:

- A. Objectives of the Joint Evaluation.
- B. Calendar of Events Leading to the Visit.
- C. Dates of the Visit.
- D. Type of self-study and Self-Study Report.
- E. Overall Schedule of the Visit.

Section 5. Institutional Self-Study

NASM guidelines for self-study follow essentially the same format whether addressed to degree-granting or non-degree-granting programs. It is the institution's responsibility to use this format to produce a Self-Study Report that best reflects its own unique situation in terms of its mission and resources, strengths and concerns, and plans for the future.

The Self-Study Report may take a variety of forms, including the following:

- A. Separate Self-Study Reports (Degree-Granting and Community Education **and Precollegiate**/Non-Degree-Granting) with Common Elements;
- B. Common Self-Study Reports with Separate Sections for Degree-Granting and Community Education **and Precollegiate** Components.

The institution and the NASM staff must agree on the type of Self-Study Report to be prepared.

The preparation of the self-study and accompanying materials should follow procedures and be submitted in the format and in the composite number of copies required for the Commissions that will review the application (Commission on Accreditation, Commission on Community College Accreditation).

Self-Study Reports and accompanying catalogs and other materials must be forwarded to members of the visiting team at least four weeks before the visitation. Visits may be postponed or cancelled at the prerogative of the Executive Director of NASM in consultation with the visiting team if materials are not available to the visiting team at least four weeks prior to visitation.

Section 6. Application Fees

A fee of \$100 is **assessed and** added to the appropriate application fee for degree-granting programs **to add the seeking to include** community education **and precollegiate** programs **to with** the review of the collegiate program.

Section 7. Selection of Visiting Evaluators

The Executive Director of NASM will nominate a proposed slate of visiting evaluators. The nominations are based on the backgrounds and experience of the evaluators in relation to the stated objectives and characteristics of the institution. The Executive Director will consider institutional requests of a general nature such as areas of specialization, but will not consider requests for specific individuals to serve on evaluation teams.

Applicant degree-granting institutions seeking accreditation of affiliated community education **and precollegiate** units will be evaluated by a team comprising one or more persons in addition to the team assigned to the degree-granting component. The number of visitors and the number of visitation days may be increased as requested or required for institutions with large programs or with multi-campus programs. In these cases, the number of visiting evaluators or

the number of days for the visitation shall be determined in consultation with the Executive Director of NASM.

After receiving the institution's order of preference, the Executive Director will invite specific visiting evaluators and designate specific chairman's responsibilities.

Section 8. On-Site Visit

The on-site visit will be conducted according to schedules developed in the planning stages. However, the visit must include opportunities for review of the community education, **precollegiate**, and collegiate programs as outlined in the *NASM Procedures for Institutions*.

Section 9. Visitors' Reports

During the planning stage, a decision will be made concerning the format of the Visitors' Report(s) directed to the NASM accrediting Commission(s). The basic formats are:

- A. Separate Visitors' Reports with Common Elements.** Separate reports according to the *NASM Procedures for Institutions*.
- B. Separate Visitors' Reports with Common Elements and a Supplementary Joint Statement Concerning the Relationship between Degree-Granting and Non-Degree-Granting Components.** This is essentially the same as A. above, except that all team members work together to develop the joint statement.
- C. Common Visitors' Report.** A single report directed to all applicable Commissions will be prepared by the entire visiting team. The basic responsibility for preparing this report is vested with the team chairman, who will ensure that the requirements of the separate Commissions are met. Normally, each element of the NASM Visitors' Report will have separate sections for the collegiate unit and the community education **and precollegiate** programs. Where necessary to meet broader institutional or specific professional concerns, additional sections or appendices may be addressed to one of the Commissions.

For all formats, separate confidential accreditation recommendations (Part II) on separate pages shall be provided for the collegiate and community education **and precollegiate** units.

Section 10. Commission Action Following Joint Evaluation

Following the on-site evaluation and the writing of Visitors' Reports, the process advances according to regular NASM procedures. Each Commission involved in the institution's review takes action according to its own procedures and schedule.

Since each Commission is free to make its own recommendations regarding accreditation action, it is also free to require its normal follow-up activities during the period for which accreditation is granted or renewed, as well as reports and summaries that are part of regular reporting procedures.

Section 11. Review of New Curricular Programs Following Joint Evaluation

Institutions shall follow the regulations of NASM concerning review of new curricula developed in the interim between on-site evaluations. New degree-granting, non-degree-granting, and community education **and precollegiate** programs shall be filed for approval with either the Commission on Accreditation or the Commission on Community College Accreditation.

NOTE: Rationale for Changes

The rationale for the changes proposed above are as follows:

- 1. *Bylaws, Article 1., Section 1.A.1.:* To make a clear distinction between community arts/music programs/institutions and community college and two-year programs/institutions.
- 2. *Bylaws, Article IV., Section 1. and Section 1.A.:* 1) To clarify the responsibilities of the individuals serving on a Commission on Accreditation, and 2) to make a clear distinction between community arts/music

programs/institutions and community college and two-year programs/institutions.

3. *Standards and Guidelines for Accredited Institutional Membership, II.:* To clarify the jurisdiction of each of the accrediting Commissions—the Commission on Community College Accreditation and the Commission on Accreditation.
4. *Standards for Accreditation, I.B.:* To draw attention to the jurisdiction of the Commission on Community College Accreditation.
5. *Standards for Accreditation, I.C.:* 1) To make a clear distinction between community arts/music programs/institutions and community college and two-year programs/institutions, and 2) to confirm the purview and scope of the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS).
6. *Standards for Accreditation, II.B.1.b.:* To confirm that the standard applies to institutions offering collegiate-level study in music.
7. *Standards for Accreditation, II.K.2.:* To confirm that the standard applies to institutions offering collegiate-level study in music.
8. *Standards for Accreditation, III.A.1.f.:* To make a clear distinction between community arts/music programs/institutions and community college and two-year programs/institutions.
9. *Standards for Accreditation, VI.B.1.:* To make a clear distinction between community arts/music programs/institutions and community college and two-year programs/institutions.
10. *Appendix III.B., Section 1.:* To clarify the types of institutions eligible for accreditation.
11. *Appendix IV.A.:* To make a clear distinction between community arts/music programs/institutions and community college and two-year programs/institutions.