

**ACCREDITING COMMISSION FOR COMMUNITY AND
PRECOLLEGIATE ARTS SCHOOLS**

Procedures for Accreditation

PART II

**THE ACCPAS
SELF-STUDY DOCUMENT**

May 2007 Edition

Correlated to the ACCPAS *Handbook 2007* and Beyond

**Users of this document must have a current edition
of the ACCPAS *Handbook* and any supplements or appendices.**

NOTICES

1. This is **Part II** of the ACCPAS *Procedures for Accreditation*.

Part I provides an overview of the accreditation process.

Part II describes procedures and content areas for the institution's Self-Study to be used as appropriate to the size and scope of curricular offerings.

Part III provides an overview of the visit, the Visitors' Report, and the Visitors' Report format. This section is primarily for the visitors.

The three documents give a complete picture of the approach to accreditation used by ACCPAS.

The policies and procedures outlined herein are intended to facilitate consistent review among all institutions and, at the same time, to provide maximum flexibility for tailoring the accreditation process to the needs of specific institutions.

2. This text is available at the ACCPAS Web site. If you do not have access to the Internet, please contact the ACCPAS National Office regarding print versions.
3. Information contained herein concerning programs, procedures, requirements, standards, and fees is subject to change without notice by the appropriate body of ACCPAS.
4. Permission is hereby granted to copy this document for use in the accreditation process.

National Office:

ACCREDITING COMMISSION FOR COMMUNITY AND PRECOLLEGIATE ARTS SCHOOLS
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190

Telephone: 703-437-0700 Facsimile: 703-437-6312

E-mail: info@arts-accredit.org

Web Site: <http://www.accpas.arts-accredit.org/>

Questions Often Asked By First-Time Users

Is this entire document the ACCPAS Self-Study questionnaire?

No. It provides guidance for completing a Self-Study document appropriate to the purposes, size, scope, and immediate needs of your school. It helps you to focus more on what you want to do rather than how ACCPAS wants you to answer.

Does everything in this document apply to my institution?

Probably not. The text helps each school choose what is applicable and consider its future in local institutional terms.

Why is this document so large?

It is used by a wide range of schools from the smallest to the largest, from the most focused to the most comprehensive. It therefore, addresses many possibilities, while providing a consistent framework for unique Self-Studies and institutions.

Can analyses prepared for other purposes be used to prepare a Self-Study for ACCPAS?

Yes. ACCPAS encourages approaches that reduce duplication of effort. Please use pre-existing material that simplifies the process, as long as it fully addresses how a school meets ACCPAS Standards.

Why do I need the ACCPAS Handbook in addition to this document?

The *Handbook* contains the standards used by ACCPAS visitors and the Commission to evaluate the institution. Therefore, this document provides schools with a clear method to compare their policies, practices, and results with the ACCPAS standards and their own aspirations for excellence.

The Self-Study outline essentially follows the order in which standards are presented in the ACCPAS *Handbook*.

Who should be involved in Self-Study?

Ideally, all constituencies of the school should be involved in some way. Normally, faculty and administrators are most engaged, but board members, students, parents, alumni, volunteers, and other institutional administrators participate. The Self-Study document is normally written or compiled by an editor and reviewed by some or all participants.

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The Self-Study Document

*If you have questions, we encourage you to call
703-437-0700*

PURPOSES AND PROTOCOLS

The document that results from the Self-Study should be a resource for future development of the school and for the ACCPAS accreditation process. ACCPAS has prepared a Self-Study format that follows essentially the same sequence as the presentation of standards and guidelines in the ACCPAS *Handbook*.

The format that begins on page II-7 is structured so that groups of Self-Study participants may work independently with one or more sections.

Please Note:

The format is intended to assist in the consistent compilation of certain facts, procedures, and assessments for all institutions involved in the ACCPAS accreditation process. Each institution may, however, make modifications to the format and supply such additional information as necessary to provide the most complete and accurate description and evaluation of its operations.

No Self-Study document should contain redundant information. **If the sample format produces redundancies in your case, please alter it.**

- It is essential that a table of contents be provided corresponding to the principal items in the Self-Study document, including each heading and subheading and each of the appendices. If an outline is used that varies significantly from the ACCPAS Outline, an index must be provided that correlates information to the ACCPAS Outline. (This is especially important for institutions preparing Self-Studies for joint evaluations.) Users need to be able to find information quickly and accurately.
- Documents already prepared by the institution may be used in the Self-Study. These may be included in the text, or as appendices with appropriate references in the main body of the text.
- The term *school* is used to designate the entire community or precollegiate entity being reviewed for accreditation. Thus, *school* may refer to freestanding institutions or to departments or schools that are part of larger institutions.
- **The Self-Study format should be used primarily as a guide to in-depth evaluation and strategic analysis rather than as a questionnaire to organize information.** Remember, the result should best serve the future of the school while providing a complete picture of current operations for the ACCPAS review.

CONTENT AREAS OF THE SELF-STUDY DOCUMENT

The ACCPAS Self-Study format covers the following major areas:

- Section I: Purposes and Operations**
- Section II: Instructional Programs**
- Section III: Evaluation, Planning, and Projections**
- Appendix I: ACCPAS Annual Reports**
- Appendix II: Financial Data**
- Appendix III: Faculty Data**
- Appendix IV: Copies of Promotional/Student Recruitment Documents**

Sections I through III of the finished Self-Study document should contain logical, succinct narratives addressing issues directly covered in the Self-Study format or raised in ACCPAS Standards and Guidelines statements. Qualitative assessment should be the focus of all these sections.

Appendices I, II, III, and IV must be submitted according to ACCPAS specifications. They contain quantitative information about the school. Materials presented in Appendices I through IV provide major reference points for reviewing the remainder of the Self-Study.

SPECIAL INSTRUCTIONS FOR DEGREE-GRANTING INSTITUTIONS THAT OPERATE COMMUNITY EDUCATION PROGRAMS OR PRE-COLLEGIATE ARTS SCHOOLS

If the Self-Study is being developed by a school that is part of a degree-granting institution, the ACCPAS National Office must be contacted for consultation and instructions. The accreditation review will proceed more smoothly if this step has been taken.

TIME FRAME

The Self-Study is usually based on the last completed academic year, with additional data provided for any significant developments since the close of that year.

LENGTH AND STYLE

The most effective Self-Studies are characterized by succinct analysis based on standards, goals, and objectives. Especially problematic are descriptions without evaluation, information dumping, or public relations rhetoric.

Self-Study editors should seek clarity, conciseness, and an analytical tone.

ELECTRONIC STORAGE AND FUTURE REVISIONS

The ACCPAS Self-Study format is designed to facilitate electronic storage and updating. Institutions are encouraged to keep these possibilities in mind as the specific text is created. Use of excerpts for other purposes and keeping an updated version can save time and energy in both ACCPAS and other contexts.

PREPARATION GUIDELINES

The Self-Study document should be prepared as follows:

- A title page for the Self-Study must be provided (*see instructions on page II-5 and a sample title page on page II-6*).
- A table of contents must be provided indicating the page on which each major section of the Self-Study begins, including each heading and subheading, and each Appendix.
- Tabs indicating major sections and appendices must be provided.
- Follow the outline presented in the Self-Study Format. Copy the title of each major section (i.e., Section I. Purposes and Operations; A. Purposes; B. Size and Scope; C. Finances; D. Governance and Administration; etc.), and give the institution's analysis directly beneath it, including, as applicable, documentation. Analysis and documentation may be presented in any format or order the institution wishes. **Institutions altering the ACCPAS format substantially for joint evaluations or other purposes must provide an index to the Self-Study that correlates information to the ACCPAS format.**
- In cases where the response to all or part of an issue is provided by the institution's published materials (catalogue, handbooks, etc.), it is suggested that photocopies of the appropriate paragraphs or pages be made, identified, and inserted behind the response to the item.
- If an issue is not pertinent or applicable at the institution, type the name of the section and note that the response is "N/A" (not applicable).
- Use only standard 8½ x 11-inch paper, punched to fit in a standard three-ring notebook (i.e., center of holes should measure 1¼, 5½, and 9¾ inches from the bottom of the page). Supporting documents (e.g., handbook, promotional materials), exclusive of bound institutional catalogues, should be punched or enclosed in labeled, unsealed, manila envelopes (pre-punched to fit a three-ring binder).

- o Number pages consecutively at the bottom center of each page.
- o Each copy of the completed, punched Self-Study should be held together only by inserting a round-head paper fastener through the center punched hole. Self-Study documents should not be bound. Please do not send the Self-Study document to the ACCPAS National Office in three-ring notebook binders. Visitors' copies may be bound or inserted in binders.

Please do not place Appendices I, II, or III in manila envelopes, but rather include them as part of the body of the Self-Study document.

NUMBER AND DISPOSITION OF COPIES

ACCPAS National Office Copies

Four copies of the complete Self-Study, plus one additional copy for each discipline being offered at the school, must be submitted to the ACCPAS National Office at least four weeks before the visitation.

Each of the ACCPAS National Office Copies must include all applicable appendices, along with a copy of all applicable institutional catalogues, all supportive documentation, and application forms. Institutions applying for the first time also enclose the application fee.

ACCPAS Visitors' Copies

One copy of the complete Self-Study must be prepared for each visitor. The ACCPAS Visitors' Copies should be sent directly to the visiting evaluators. The visiting evaluators must receive these at least four weeks before the visitation. Each of the Visitors' Copies must include all applicable appendices identical to those presented in the "ACCPAS National Office Copies," along with a copy of the institutional catalogue and all supportive documentation. Visitors' copies may be bound or inserted in three-ring notebook binders.

Please Note:

Visits may be postponed or canceled at the prerogative of the ACCPAS Executive Director if adequate materials are not available to the visiting evaluators at least four weeks before the visitation.

REFERENCES TO PUBLISHED DOCUMENTS

All references to institutional publications, whether required by ACCPAS standards or otherwise provided by the institution, should cite documents, page number(s), and any applicable section(s) or paragraph(s).

TITLE PAGE

A sample title page can be found on page II-6. The title page presents the institution's definitive list of the programs it offers. To prepare an accurate title page, please use the following definitions:

Please Note:

Definitions of Instructional Program Status

ACCPAS uses the following terms to assign review status to all instructional programs:

Plan Approval – The procedure for official ACCPAS review of a new program that is under development at an applicant or at an accredited institution. ACCPAS rules require that Plan Approval be sought before students are admitted into the program.

Plan Approved – The status of programs that have successfully completed the Plan Approval process. Such programs are listed in italics in the CAAA/ACCPAS *Directory*. In reviews for continuation of accreditation, Plan Approved programs are submitted either for ***Renewal of Plan Approval*** or for ***Final Approval for Listing*** if the requisite number of transcripts, or other evidence of participation or completion, are available.

Final Approval for Listing – The procedure for official ACCPAS Commission review of transcript or other evidence of participation that validates the previous granting of Plan Approval. At least three transcripts or other evidence of participation are required for every program; these may be reviewed during the ACCPAS visit.

Final Approval – The status of programs that have successfully completed the Final Approval for Listing process. Such programs are listed in regular type in the CAAA/ACCPAS *Directory*. In reviews for continuation of accreditation, programs with Final Approval are normally submitted for ***Renewal of Final Approval***.

SAMPLE TITLE PAGE
ACCREDITING COMMISSION FOR COMMUNITY AND
PRECOLLEGIATE ARTS SCHOOLS
SELF-STUDY

Data presented for consideration by ACCPAS

by

(NAME OF SCHOOL)
(ADDRESS OF INSTITUTION INCLUDING ZIP CODE)
(TELEPHONE NUMBER INCLUDING AREA CODE)
(WEB PAGE ADDRESS OF SCHOOL)

List by specific title all programs offered.^{*} Specify fields as applicable. Programs must be listed under appropriate headings and subheadings as follows. For definitions of “Final Approval for Listing” and “Plan Approval,” see page II-5 of this document.

FOR SCHOOLS SEEKING ACCPAS ACCREDITATION FOR THE FIRST TIME

1. Programs for which Final Approval for Listing is sought.
2. Programs for which Plan Approval is sought.

FOR SCHOOLS WITH ACCPAS ACCREDITATION

1. Programs currently listed in the CAAA/ACCPAS *Directory* for which renewal of Final Approval for Listing is sought.
2. Programs not currently listed in the CAAA/ACCPAS *Directory* for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Programs not currently listed in the CAAA/ACCPAS *Directory* for which Plan Approval is sought.
4. Programs that previously have been granted Plan Approval for which Final Approval for Listing is sought.
5. Programs that previously have been granted Plan Approval for which the appropriate number of transcripts or other evidence of program completion are not yet available, and for which renewal of Plan Approval is sought.

The data submitted herewith are certified correct to the best of my knowledge and belief.

(Date)

(Name and Title of Reporting Officer)

(Signature of Reporting Officer)

***Program listings must be consistent among the institution’s published materials, the title page of the institution’s Self-Study, and the curriculum documentation presented in the body of the Self-Study.**

Self-Study Format

Please Note:

- o The format for each topic is structured as follows:
 1. Analysis based on ACCPAS and institutional standards.
 2. Documentation in text of the Self-Study, in an Appendix, or available on site.
- o In each topic of the Self-Study, the text must reflect thorough consideration of the standards outlined in the most recent ACCPAS *Handbook*, including applicable appendices and any current addendum.
- o Responses show clearly how the school is in compliance with each standard. Responses to program standards focus on student learning and competencies. Deviations from the standards should be clearly identified and explained.
- o When asked to describe, document, and evaluate a certain aspect of the school or its programs, be sure to discuss what exists *and* provide an assessment of that aspect of the program. Such assessment is essential to Self-Study.
- o Choose an appropriate level of detail. Provide sufficient information and analysis to be comprehensive and thorough, but no more.
- o Ensure that operational and procedural issues are related to educational functions and goals. Keep clear distinctions and relationships among means and ends.
- o The text of the Self-Study should go beyond mere description and focus on analysis, interpretation, and projections.
- o Part III of the Self-Study is the location for presenting the full set of analytical results about strengths and areas for improvement, future coursework, needs, aspirations, and next steps for the school.

Standards Locator

The following locator is for general guidance and is not a substitute for the standards or addenda in effect at the time of the review.

- ◆ All ACCPAS standards are in the ACCPAS *Handbook*; they evolve continuously. Typically, the *Handbook* is published in odd-numbered years; any addenda, in even-numbered years.
- ◆ In all sections of the Self-Study format, the detailed list of topics in the outline essentially parallels the order of the standards in the *Handbook*.
- ◆ Self-Study coordinators must be familiar with all applicable standards, including those found in appendices, and provide guidance to other participants.
- ◆ **For Self-Study Section I. Purposes and Operations**, the primary *Handbook* statements are found for each category under Purposes and Operations. Some appendices may be applicable.
- ◆ **For Self-Study Section II. Instructional Programs in the Arts**, the primary *Handbook* statements for each category begin following Purposes and Operations with item III and continue to the end of the standards statement. Some appendices may apply.
- ◆ **For Self-Study Section III. Evaluation, Planning, and Projections**, the primary *Handbook* statements for each category are found under Purposes and Operations under the title “Evaluation, Planning, and Projections.” All other standards and some appendices may be applicable to content addressed in this section.
- ◆ Some standards in any category may not be applicable to your institution or school. If you have questions about applicability, please call the ACCPAS National Office.

IMPORTANT NOTE: The Self-Study must address all program offerings of the school, including those offered in branch locations, extension programs, partnerships, or where one or more institution's name is otherwise associated with educational programs. If necessary, sections of the Self-Study may present separate information for each location. See ACCPAS Standards, Appendix I.C.

SECTION I: PURPOSES AND OPERATIONS

A. Purposes

NOTE: In this section, "purposes" refer to all arts discipline programs as a group, and the institution or school as a whole. Goals and objectives of specific arts discipline programs or curricula should be addressed in Section II.

1. Provide the current statements of purpose for the community or precollegiate arts school and the institution, if the school is part of a larger entity.
2. Provide a succinct text that describes, documents, and evaluates how the school connects its purposes to the operation of the school, including specifically enrollment, finances, governance, and program development.
3. Describe areas for improvement related to purposes determined through the self-study process.

B. Size and Scope

1. Provide information and analysis demonstrating the extent to which the school maintains (a) sufficient enrollment to cover the size and scope of programs offered; (b) an appropriate number of faculty and other resources to cover the size and scope of programs offered; (c) sufficient lessons and courses in the arts disciplines appropriate to major areas of study at program levels being offered; and (d) sufficient enrollment to support any group activities (i.e. ensembles, acting companies, dance performance ensembles) being offered.
2. Detailed enrollment information must be provided, either adjacent to this description or as an Appendix.
3. For Visual and Performing Arts High Schools Only and only on-site., a complete list of graduates, by name, from each arts program, by year, for the past three years must be available to the visiting evaluators. The school must be prepared to provide transcripts of graduates as requested by the visitors and to justify any departures from ACCPAS standards and from the institution's own stated requirements.

Visitors must be able to select transcripts at random for examination from the list requested in paragraph one. If the institution requires that each graduate grant permission for the review of transcripts, this **must** be accomplished prior to the visitation. It is essential that ACCPAS visitors have access to transcripts for each program offered.

Section 438(b)(1)(G) of the Family Educational Rights and Privacy Act of 1974 stipulates that institutions may release, without threat of loss of federal funding, student records to “accrediting organizations in order to carry out their accrediting functions.”

C. Finances

1. Provide a succinct description of the financial state of the school, including an analysis of the past three years of finances. If the school has operated with deficits during this period, please describe why they occurred and how they will be addressed.
2. Describe the financial controls of the school, including all individuals with responsibility for finances. A detailed budget for two previous years (including actual results), the current year, and the next year must be provided, either adjacent to this description or as an Appendix.
3. Independent schools of all types must also provide audited financial statements with opinion for the past three years.
4. Describe the financial aid programs and policies of the school. On site, visitors must have access to financial aid records at random. See section B. above that describes the Family Educational Rights and Privacy Act of 1974.
5. If the school supplements tuition revenue with private or tax-supported contributions or earnings from endowment, describe: (a) the policies, plans, procedures, and volunteer and/or professional resources used or projected to generate a sustainable flow of non-tuition income, and (b) the results of fund-raising efforts for the past three years, if not already provided in the response to C.1.
6. Proprietary (for profit) institutions must indicate net worth or equity and net income for the past three years. Indicate the distribution to stockholders through the past three years in dollar amounts, percentage of total institutional revenue, and percentage of return on equity or net worth. Provide copies of corporate income tax returns, both state and federal, for the past three years, and a list of officers, employees, and board members who have a significant equity relationship.

D. Governance and Administration

1. Provide a succinct text that describes, documents, and evaluates systems for determining the educational and administrative policies and practices for the school and its various programs and services. If the school is part of a larger institution, the school’s administrative relationship to the institution, and if applicable, to other disciplinary units within the institution must be described. The response to item D.1. may be combined with the response to item D.2.
2. Present a table clearly outlining the internal organization of the school. If applicable, outline the administrative and operational relationships of the school to the parent institution. Include names as well as titles of individuals. The table of organization should also include the artistic directors, if applicable. Independent schools must provide a profile of the board of directors that includes the names, business affiliations, and lengths of service of board members.

3. If high school diploma programs are offered, explain how and by whom educational programs are controlled, administered, and evaluated, including any distribution of responsibility between the school and an institutional school board, with special attention to: (a) admission, (b) retention, (c) program requirements, and (d) graduation requirements (if appropriate).
4. Outline the chief school executive's responsibilities including any teaching, creative work and research, performing, and community service, as well as administration.
5. Outline the extent of clerical, professional, and technical support by providing the names of staff positions and a brief overview of principal responsibilities.
6. Describe the system by which the school undertakes long-range planning and what individuals are involved.

E. Faculty and Staff

1. Provide a succinct text that describes, documents, and evaluates the extent to which policies, procedures, and results concerning faculty and staff meet ACCPAS standards with respect to:
 - a. qualifications;
 - b. number and distribution;
 - c. appointment, evaluation, and advancement;
 - d. responsibilities and time conditions;
 - e. student/faculty ratio;
 - f. class size;
 - g. faculty development; and
 - h. support staff.
2. Provide a description of policies and procedures for:
 - a. differentiating among faculty statuses if such are established by the institution;
 - b. means for evaluating teaching effectiveness of faculty;
 - c. policies regarding faculty development; and
 - d. policies, number, and compensation for technical and support staff.
3. Describe the payment system and scale for regular and continuing part-time faculty.

Required in an appendix:

4. Factual information concerning full-time and part-time faculty must be provided in the Annual Report as Appendix I.
5. Faculty data for each full-time and part-time member of the faculty in the arts disciplines for the term just prior to the ACCPAS visit must be provided as Appendix III. Two options for reporting this data are provided. The primary purpose is to provide evidence that teaching responsibilities are commensurate with background and preparation. Please be sure that the usual teaching assignments for each instructor are listed.

6. Copies of the institution's published policies concerning appointment, compensation, tenure (if appropriate), increases in salary, promotions, and fringe benefits for full-time and part-time faculty.

F. Facilities, Equipment, Health, and Safety

1. Provide a succinct text that describes, documents, and evaluates the extent to which the school meets ACCPAS facilities, equipment, health, and safety standards in general and with respect to each arts discipline taught;
2. Provide a list of facilities available for each arts discipline and provide assurance of appropriate maintenance.

NOTE: The analysis must describe, evaluate, and project facilities, equipment, and safety in relation to (a) the needs of students and faculty, and (b) the size, scope, and purposes of each arts program.

G. Learning and Information Resources

1. Provide a succinct text that describes, documents, and evaluates library and information resource services either present at the school or available off-site to students. The analysis must describe, evaluate, and project library holdings (including electronic or other access to holdings outside the school) in relation to the needs of (a) students, (b) faculty, (c) curricular offerings and curricular levels. Please include hours of availability and staff resources in this area of the school.
2. Provide information concerning any community library facilities used by individuals in the school including (a) the proximity of these facilities to the school, (b) a description of collections in relationship to curricular offerings and levels, (c) agreements regarding student/faculty use of these facilities, (d) student use of these facilities.
3. Provide a description of expenditures for acquisitions in the arts disciplines. Provide a breakdown with expenditures (a) last year, and (b) budgeted for this year in the following categories: books, slides, collected editions, periodicals, videotapes, scores, recordings, microfilm/microfiche, electronic access, other holdings (specify). Also provide a total for each year.

H. Recruitment, Enrollment, Financial Aid, Retention, Record Keeping, and Advisement

1. Provide a succinct text that describes, documents, and evaluates the extent to which the efforts of the school in these four areas meet ACCPAS standards. Recruitment, admission, and retention are used broadly and cover a range of informal and formal approaches and procedures.
2. Provide a description of policies and procedures used for recruitment and enrollment or admission to programs in dance, music, theatre, visual arts, and other arts discipline offerings.
3. Describe and analyze retention statistics for each arts discipline program at each program level.

4. Describe the policies and procedures used for any advisement and counseling system at various program levels. Provide information concerning counseling for students with specific career goals in the arts if applicable.
5. Describe policies and procedures used for the student record keeping system and other means of tracking students at various program levels, including issues such as courses taken, grades, portfolio reviews, repertory studied, performance, and special evaluations.

I. Published Materials and Web Sites

1. Provide a succinct text that describes, documents, and evaluates published materials of the school, particularly in relation to ACCPAS standards.
2. Describe the Web site and other electronic materials maintained by the school, and how resources are allocated to maintain these technologies.
3. In an appendix, provide institutional catalogues or similar documents applicable to the school that provide public information about the program. Include copies of all promotional materials and procedural documents related to student recruitment, including copies of advertisements.

J. Relationship With Parents/Guardians

If the institution offers programs for children and youth, describe and evaluate policies and procedures for communication between parents/guardians and the school, including reports of student progress.

K. Operational Standards for All Institutions for Which ACCPAS is the Institutional Accreditor

(Answer only if applicable.)

Refer to the appendix in the ACCPAS *Handbook* titled “Operational Standards for All Institutions for which ACCPAS is the Institutional Accreditor.”

<p>NOTE: In preparing the analysis and documentation for this section, materials already covered in other sections of the Self-Study should not be repeated, but must be referenced.</p>

1. Provide a description that documents and evaluates the extent to which ACCPAS standards are met concerning title, finances, governance and administration, facilities and equipment, student services, and, if applicable, teach-out agreements;
2. For schools offering general education, provide a description that documents and evaluates the extent to which ACCPAS standards concerning general education curricula and faculty are met.
3. Provide a list of board members and other management personnel, and the official document defining duties and responsibilities of individuals in, and the operations of, the governance and administration system(s).

Required on site:

4. Documentation of charter and/or formal authority of incorporation and state recognition and/or licensure documents authorizing the institution to operate.

L. Operational Standards and Procedures for Proprietary Institutions

(Answer only if applicable.)

Refer to the appendix in the ACCPAS *Handbook* titled “Operational Standards and Procedures for Proprietary Institutions.”

<p>NOTE: In preparing the analysis and documentation for this section, materials already covered in other sections of the Self-Study should not be repeated, but must be referenced.</p>

1. Describe and analyze the extent to which the operations of the institution meet each ACCPAS standard.
2. Provide a copy of the official document defining duties and responsibilities of individuals in, and the operations of, the governance and administrative system(s), including a list of all such individuals and their titles.

Required on site:

3. Documentation of charter and/or formal authority of incorporation, and state recognition and/or licensure documents authorizing the institution to operate.

SECTION II: INSTRUCTIONAL PROGRAMS IN THE ARTS

ACCPAS standards represent a threshold of acceptability for accreditation. While the standards establish basic levels of achievement, each institution seeks to exceed as far as possible the specific mandates of the standards in terms of artistic and educational quality. Therefore, the Self-Study process involves a judicious weighting of qualitative and quantitative approaches.

The entire instructional program is reviewed both for its logic as a structure related to purposes and resources, and for its effectiveness as a system for developing competencies in the arts disciplines.

Please Note:

Using the format beginning on page II–16, provide information for each specific arts program.

A program is normally identified by a separate designation in the institution’s published materials and may be:

- a single offering in an arts discipline such as, but not limited to, private lessons; studio classes in dance, theatre, visual arts, and creative writing; classes in appreciation; and ensembles. Each program may have multiple teachers and be conducted at various levels.

- a curriculum that includes more than one component such as a certificate or diploma program that requires more than one kind of study associated with one or more art forms, or the arts graduation requirements for an arts high school.

Definition of Terms Used in the Following Format for Specific Programs

See page II-5 for Definitions of Instructional Program Status

- **Institutions applying to ACCPAS for the first time:**
 - ◆ Programs that have been in existence and that already have their transcripts or other completion evidence. These programs are to be submitted for **Final Approval for Listing**
 - ◆ Programs in the process of approval by the institution, but not yet enrolling students. These programs are to be submitted for **Plan Approval**.
 - ◆ Programs approved by the institution that have just started enrolling students, but that do not yet have three transcripts or other completion evidence. These programs are to be submitted for **Plan Approval**.

- **Accredited institutions seeking renewal of accreditation:**
 - ◆ Programs that have previous **Final Approval** from ACCPAS. These programs are to be submitted for **Renewal of Final Approval for Listing** or, in cases of substantive change, **Renewal of Plan Approval**
 - ◆ Programs already having **Plan Approval** that do not yet have their transcripts or other completion evidence. These are to be submitted for **Renewal of Plan Approval**
 - ◆ Programs that have been in existence that already have their transcripts or other completion evidence and that have not been reviewed by ACCPAS. These programs are to be submitted for **Plan Approval and Final Approval for Listing**
 - ◆ Programs in the process of approval by the institution that have not yet been reviewed by ACCPAS and are not yet enrolling students. These programs are to be submitted for **Plan Approval**
 - ◆ Programs approved by the institution that have just started enrolling students, but that have not yet been reviewed by ACCPAS and do not yet have their transcripts or other completion evidence. These programs are to be submitted for **Plan Approval**
 - ◆ Programs already having **Plan Approval** that now have their transcripts or other completion evidence (three transcripts for each program). These programs are to be submitted for **Final Approval for Listing**

If programs do not seem to fit one of the above categories, please contact the ACCPAS National Office at 703-437-0700.

A. Format for Specific Programs

Applications for:

Please see page II-15 for descriptions of these categories.

- **Renewal of Final Approval for Listing (ACCPAS accredited schools only)**
- **Renewal of Plan Approval (ACCPAS accredited schools only)**
- **Final Approval for Listing (first time applications only)**

Answer 1 through 7 inclusive for each program.

1. A program title, with area(s) of concentration if applicable, followed by a statement of purposes (for example, for whom the program is intended, its preparational emphasis, etc.).
2. A description of program content.
 - a. If a single program, indicate expectations for student learning including expectations regarding levels of achievement.
 - b. If a curriculum, provide a curriculum outline indicating content and any credit awarded, and indicate expectations for student achievement. If the program includes general education such as a high school curriculum, provide information concerning all requirements and indicate the percentage of curricular time required in one or more arts disciplines.
 - c. If predominantly a multi-disciplinary, distance learning, or electronic media program, see note following item 3 below in addition to or as part of preparing a response to 2.a. or b.
3. An assessment of compliance with ACCPAS standards for the program. (*Refer to the ACCPAS Handbook, all applicable instructional standards outlined under the arts discipline(s) of the program.*)

NOTE: If the program or curriculum involves *distance learning*, analyze it in light of ACCPAS standards in this area. (*Refer to the Arts Discipline Programs section [item III.] and the Appendix sections of the Handbook.*)

If the program or curriculum is explicitly designed as a *multi- or interdisciplinary combination*, analyze it in light of ACCPAS standards for disciplines in combination. (*Refer to the Arts Discipline Programs section [item III.] and the Appendix sections of the Handbook.*)

If the program or curriculum is in or *based on electronic media*, analyze it in light of ACCPAS standards for such programs. (*Refer to the Arts Discipline Programs section [item III.] and the Appendix sections of the Handbook.*)

4. Results of the program related to its purposes in terms of student learning, means for evaluating these results and assuring that requisite student competencies are being developed, and means for using these evaluations as the basis for program improvement.
5. An assessment of strengths and areas for improvement, including an assessment of the extent to which the program is meeting institution-wide or arts program aspirations for excellence.
6. A rationale for continuation of the program if it has had no students or no graduates during the past five years.
7. Plans for addressing weaknesses and improving results.

Applications for:

Please see pages II-15 and II-16 for descriptions of this category.

- **Plan Approval (first time and renewal applications)**

Answer 1, 2, 3, above, and:

8. Indicate the means for assuring that student learning will be developed.
9. Identify each member of the current arts discipline or associated faculty, both full-time and part-time, directly concerned with the new program or curriculum. If faculty have not been recruited, specify the number of new positions with qualifications for each.
10. Describe the present and projected fiscal resources relevant to the new program or curriculum. For example, specify a budgetary commitment that states sources of revenue as well as expenditures for all aspects of the program including personnel, financial aid for students, physical plant, library, and equipment.
11. Describe available and/or projected facilities relevant to the new curriculum or educational program.
12. Provide a description (or listing) of current and/or projected learning resources or library holdings (including electronic access) relevant to the new curriculum.
13. Submit a detailed rationale for the new program or curriculum, or educational program including the following points:
 - a. Reasons for adding this program or curriculum.
 - b. Unique aspects of this program or curriculum as distinguished from other programs, curricula, or options presently offered.
 - c. Number of students expected to be served.
14. Describe the relationship between the new program or curriculum and ongoing programs or curricula with special attention to the effects on existing academic, financial, or physical resources. Note whether the proposed program or curriculum will replace any existing program(s) or curricula.

Applications for:

Please see page II-15 for definition and page II-16 for a description of this category.

- **Final Approval for Listing After Plan Approval (ACCPAS accredited schools only)**
See page II-5 for definition

Answer 1, 2, 3, 4, 5, 7 above, and:

15. Provide a minimum of three transcripts or other completion evidence for three graduates for each new program.

Applications for:

- **Concurrent Plan Approval and Final Approval for Listing (ACCPAS accredited schools only)**
See page II-5 for definition

Answer 1 through 15 above, except 6.

B. Exhibitions (*if programs in the Visual Arts are offered*)

This portion of the Self-Study should present the school's general philosophy and specific objectives for its exhibition program in the visual arts. Relationships between the scope and objectives of curricular programs in the visual arts, and resources for exhibition should be explored.

1. Provide a succinct text that describes, documents, and evaluates the school's purposes for exhibition and the administrative, curricular, programmatic, qualitative, and evaluative approaches used to achieve these goals and objectives.
2. The extent to which purposes and results in exhibition meet institution-wide or school aspirations for excellence.
3. Areas for improvement and plans or means for addressing them.
4. Provide policies and procedures regarding student exhibitions, faculty exhibitions, touring exhibitions, and access to other professional and student exhibitions, both on- and off-campus.

C. Performance/Presentation (*if programs in Music, Dance, Theatre, Media Arts, or Creative Writing are offered*)

This portion of the Self-Study should present the school's general philosophy and specific objectives for its performance/presentation program in dance, music, theatre, or creative writing. Relationships among the objectives of the school, the scope and objectives of curricular programs in the specific disciplines offered, and resources for performance should be explored.

1. Provide a succinct text that describes, documents, and evaluates the school's goals and objectives for performance/presentation and administrative, curricular, programmatic, qualitative, and evaluative approaches used to achieve these goals and objectives;
2. The extent to which goals, objectives, and results in performance/presentation meet institution-wide or school aspirations for excellence;
3. List areas for improvement and provide plans or means for addressing them.
4. Provide policies and procedures regarding student performance/presentation, faculty performance/presentation, touring practices, and access to other professional and student performances/presentations, both on- and off-campus.

SECTION III: EVALUATION, PLANNING, AND PROJECTIONS

This section should provide ACCPAS with an understanding that the school takes planning seriously, and has a system that ensures broad involvement and tangible results.

(Refer to the ACCPAS Handbook, Purposes and Operations (item II)—“Evaluation, Planning, and Projections.”)

- A. Provide a succinct text that describes, documents, evaluates, and projects the extent to which evaluation, planning, and projection policies and activities for the school and its arts discipline programs meet ACCPAS standards (*refer to the ACCPAS Handbook, Purposes and Operations, “Evaluation, Planning, and Projections”*).
- B. Describe the extent to which policies and activities contribute to fulfilling institution and school and disciplinary aspirations for excellence. Include means to correlate various internal and external indicators of student achievement to produce a composite picture for purposes of improvement.
- C. Provide an annotated list of the most important issues that will influence the future effectiveness of the school. Although financial support is one such issue, the response should go beyond finances.
- D. Provide a current summary of major strengths of the school including an indication of whether the listings are provided in priority order.
- E. List areas for improvement and provide plans or means for addressing them.
- F. Analyze significant changes, expansions, or reductions projected for specific operational or curricular aspects of the school and its programs in the arts disciplines. Items E. and F. may be addressed together.

The following statements should serve as springboards for responding to Section III regarding the role of strategic and long-term planning in the school. The statements are designed to help the school consider issues of planning. There is no need to respond to them in the order or format presented.

Optional Sample Questions and Issues

- ◆ What is the projected future relationship between (a) purposes and (b) resources, particularly with regard to the size and scope of curriculum and/or program offerings at all levels?
 - ◆ What potential exists for (a) changing purposes, especially in terms of mission, goals, and objectives, (b) changing methods for developing, explaining, and evaluating purposes?
 - ◆ What do your projections reveal about the adequacy and stability of future financial support?
 - ◆ Describe any changes contemplated in:
 - a. Admission standards, policies, or procedures
 - b. Counseling programs
 - c. Record-keeping procedures
 - d. Administrative structure or procedures
 - e. Information resources
 - f. Promotional programs
 - g. Policies and procedures for evaluating student achievement
 - h. Evaluation, planning, and projection mechanisms
 - i. Standards for students in various programs
 - j. Student recruitment or retention
 - k. Other policies, etc.
 - ◆ Discuss any projected changes in the overall composition of the faculty, especially with respect to purposes and to the projected size and scope of curricular and program offerings. If additions, changes, or reductions are contemplated, how will these be managed with respect to curricular offerings?
 - ◆ Describe any plans for (a) enlarging, replacing, or renovating the physical plant; (b) providing long-term repair, maintenance, and replacement of equipment; (c) providing facilities and equipment that are effective for current academic and artistic practice. What are the time estimates for these plans?
 - ◆ What curricular changes are under consideration for the next three to five years? Discuss existing or projected timetables for implementation of these changes. If applicable, please consider various arts disciplines curricula separately.
 - ◆ To what extent are all the elements of the school's work functioning in a productive relationship?
 - ◆ To what extent are evaluation, planning, and projections efforts (a) resulting in successful management of contingencies, opportunities, and constraints; (b) producing realistic short- and long-term decisions; and (c) ensuring a productive relationship between priorities and resource allocations?
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APPENDICES TO THE SELF-STUDY DOCUMENT

Please Note:

Appendices I through IV inclusive must be included in the Self-Study Document, and each must be tabbed for easy reference.

APPENDIX I: ACCPAS Annual Report

v **Institutions applying to ACCPAS for the first time:**

The ACCPAS Annual Report for the year in which the on-site visit occurs.

For example, visits in 2008-2009 would require 2008-2009 data; visits in 2009-2010 would require 2009-2010 data.

ACCPAS Annual Report forms may be requested from the National Office.

v **Institutions with ACCPAS Accreditation:**

The ACCPAS Annual Report for the year in which the on-site visit occurs, plus those for the previous two years.

For example, visits in 2008-2009 would require 2008-2009, 2007-2008, and 2006-2007 data; visits in 2009-2010 would require 2009-2010, 2008-2009, and 2007-2008 data.

NOTE: Information concerning the salaries of the School Executive and/or Assistant School Executive *must be deleted* from copies of the Annual Report submitted as part of the Self-Study.

APPENDIX II: Financial Data

Free-standing, independent institutions must provide for the immediate past fiscal year an audited financial statement with opinion prepared by an independent certified public accountant. Other institutions provide audits, budgets, financial plans that document the financial condition of the school.

APPENDIX III: Faculty Data (as requested in Section I.E.)

Option 1. Provide ACCPAS Faculty Record Reports. Summaries for all arts discipline faculty should either be attached or provided on a web site.

Please separate full-time and part-time faculty with a tab.

Option 2. Create a chart or other format and use it to provide the following for each arts discipline faculty member:

Name; year hired; rank if applicable; tenure status if applicable; degrees or credentials earned with institution, majors, and emphases; areas of teaching at the school.

High schools for which ACCPAS is the sole accreditor must demonstrate that all faculty in all disciplines are qualified to teach the subjects they are assigned.

Please separate full-time and part-time faculty with a tab; and

Provide short summary biographical information for the faculty. If this information is published on the Web, in the catalogue, or in other materials, simply provide the Web site address, the hard copy publication with a page reference, or a photocopy in the appendix.

APPENDIX IV: Published Materials

A copy of the school's published materials and any procedural documents used in the student recruitment process, including advertisements; texts of letters used to offer scholarships, grants, and other financial awards; and response forms used by students to accept scholarships, grants, and other financial rewards (if applicable).

[Note: Please do not submit videotapes or slides with your Self-Study. The Commission is unable to view videotapes during its deliberations. Please feel free to provide them to ACCPAS evaluators during their on-site visit.]

OTHER APPENDICES

Other appendices may be added to the Self-Study document. These should be labeled alphabetically (Appendix A., B., C., etc.) to distinguish them from appendices required by ACCPAS. Each must be tabbed for easy reference.