

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Instructions for Preparing Curricular Tables in the NASM Format

**Membership Procedures
September 2008 Edition**

**Applicable for Reviews:
2008-2009 through 2015-2016**

This document provides instructions and sample tables for preparing curricular tables as required for:

- **Institutional Self-Studies – All Formats**
- **Applications for Plan Approval or Consultative Review**
(see NASM *Policies and Procedures for Reviews of New Curricula*)

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In addition to the *Instructions for Preparing Curricular Tables in the NASM Format*, the following are necessary to apply for accredited institutional Membership: (1) *NASM Procedures for Institutions*; (2) *NASM Procedures for the Self-Study Document – Format A; or Format B, or Format C*; and (3) the latest edition of the *NASM Handbook*, including any current addenda. These texts are available on the NASM Web site.

Information contained herein concerning programs, procedures, requirements, standards, and fees is subject to change without notice by the appropriate body of NASM.

Permission is hereby granted to copy this document for use in the accreditation process.

Instructions for Preparing Curricular Tables in the NASM Format
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Instructions for Preparing Curricular Tables in the NASM Format

INTRODUCTION

NASM curricular Standards present an established framework in which each independent music unit can develop a unique approach to individual curricular programs. The fundamental purpose of curricular tables is to ensure that program/degree offerings are presented to the Commission(s) in a format that is consistent, cogent, and clear.

Curricular tables should present an accurate and current picture of the structure and specific coursework required of programs/degrees offered by each institution.

NASM strongly recommends that each music unit maintain a current set of curricular tables in the NASM format for use in accreditation and other purposes.

Use and/or updating of curricular tables created for previous NASM reviews is highly encouraged.

NOTES

1. Users of this document should consult Standards statements available in the latest edition of the *NASM Handbook* and any current addenda.
2. The following explanation pages and the examples for specific degree types provide a template for presenting information. As noted in the explanation pages, elements of the template may be adjusted if necessary to provide the clearest picture of a program's curricular structure. Clarity and currency are requisites.
3. A curricular table is part of the description of each degree or program required in the Instructional Programs Portfolio (Section II.B.2. of *Format A* and *Format B* Self-Studies, and Section I.B.2. of *Format C* Self-Studies).

CURRICULAR TABLES AT A GLANCE: OVERALL STRUCTURE *(Explanation Only)*

Structural Component Descriptors: These categories should correlate to the NASM Standards and Guidelines for various curricula types found in the latest edition of the *Handbook* and any current addenda. They will change based upon the type of degree/program described. Please use the example table in the set that follows that is appropriate for the specific degree type you are presenting. Using the appropriate table as the basis, additional descriptors and columns may be added if necessary to describe the curricular structure of a specific degree or to address other discrete study areas within degrees/programs.

Musicianship	Musical Performance And Music Electives	General Studies	Electives	Total
Units (=A)	Units (=B)	Units (=C)	Units (=D)	(A+B+C+D=) Total units required for degree/program completion
%	%	%	%	Total percentage (May be over 100% if total number is higher than suggested denominator)

Numbers of Units: Insert the total amount of units in each category required to be taken during the entire course of study. The total in each box should reflect the sum of unit requirements in the corresponding section below.

Percentages: Divide the total number of units in each category by the appropriate denominator noted on the following page. Enter the percentage into these boxes. See “*How to Calculate Percentages*” on the next page for an expanded explanation.

Musicianship

Course ...	.....	# units
Course ...	.....	# units
Course ...	.....	+ # units
Total		= A units

Musical Performance and Music Electives

Course ...	.....	# units
Course ...	.....	# units
Course ...	.....	+ # units
Total		= B units

General Studies

Course ...	.....	# units
Course ...	.....	# units
Course ...	.....	# units
Course ...	.....	# units
Course ...	.....	# units
Course ...	.....	+ # units
Total		= C units

Electives

Elective Course	.....	# units
Free Elective Course	.....	+ # units
Total		= D units

List of Courses by Category: Separate and list all courses required for the degree/program into the categories listed as structural component descriptors in the table above. Add categories as necessary. Sum the units in each category and place the totals in the “numbers of units” boxes above.

CURRICULAR TABLES AT A GLANCE: HOW TO CALCULATE PERCENTAGES

(Explanation Only)

Musicianship	Musical Performance And Music Electives	General Studies	Electives	Total
Units (=A)	Units (=B)	Units (=C)	Units (=D)	(A+B+C+D=) Total Units
$A/* = \%$	$B/* = \%$	$C/* = \%$	$D/* = \%$	$(A/*+B/*+C/*+D/* =)$ Total %

Step 1: For each category, divide the number of units by the appropriate denominator (*) listed below. Enter the quotient into these boxes.

Step 2: Add the quotients expressed in percentages from the boxes to the left to arrive at the total percentage. This number may exceed 100% if the total number is higher than the suggested denominator. This is acceptable.

***Use appropriate denominator:**

Associate degrees with semester hour units should use 60 as the denominator.

Associate degrees with quarter hour units should use 90 as the denominator.

Baccalaureate degrees with semester hour units should use 120 as the denominator.

Baccalaureate degrees with quarter hour units should use 180 as the denominator.

M.A./M.S., M.M., M.M.E. degrees with semester hour units should use 30 as the denominator.

M.A./M.S., M.M., M.M.E. degrees with quarter hour units should use 45 as the denominator.

M.F.A., M.M.A. degrees with semester hour units should use 60 as the denominator.

M.F.A., M.M.A. degrees with quarter hour units should use 90 as the denominator.

REMINDERS AND ADDITIONAL CONSIDERATIONS:

- Make sure all courses required for the degree/program are listed.
- Do not count a course in more than one category.
- Differentiate between free and required electives by adding another column of boxes. Identify the subject area(s) of any required electives.
- A unit typically connotes a semester or quarter hour of credit.
- Add the unit amounts for all courses within a category.
- Divide the total in each category by the appropriate denominator, not the total number of units required.
- Check your addition and division.
- Make sure percentages add up to at least 100%. In some cases, total percentages will exceed 100%. Percentages in excess of 100 are a result of the actual required coursework exceeding the required denominator and are acceptable under this circumstance.
- Review percentages against *Handbook* requirements and guidelines for the degree or program being presented.
- Review competencies developed with competencies required by NASM as outlined in the *Handbook*.
- Provide explanations of deviations from NASM Standards or common practice. (e.g., no credits for ensembles, etc.)

Instructions for Preparing Curricular Tables for NON-DEGREE-GRANTING PROGRAMS

- Complete a separate curricular table for each non-degree-granting program using the following table template.
- Institutions may modify a table template to aid in the accurate description of program offerings.
- If applicable, separate boxes may be added in a table for electives. Distinguish clearly between music electives and non-music electives.
- Each completed curricular table should describe a specific curricular offering.
- Program titles must match the specific content.
- Within each curricular table, develop a detailed curricular outline giving course numbers, titles, and unit allotments in categories that conform to those in the boxes. Attach a brief description of each course in the program unless course descriptions are included in the institution's catalog or in other parts of the Self-Study and referenced.
- Provide in the appropriate boxes the number of units for each portion of the curriculum.
- For the purposes of preparing curricular tables, a "unit" represents either one semester hour of credit, or one quarter hour of credit. Institutions utilizing the clock hour system should express requirements in terms of clock hours.
- Please refer to the latest edition of the *NASM Handbook* and any current addenda for specific program Standards and Guidelines.
- An example of a curricular table for a non-degree granting program follows.

NOTE: If your published program requirements provide a clear picture of curricular structure, please provide it in lieu of a table.

Instructions for Preparing Curricular Tables for ASSOCIATE DEGREES

- Complete a separate table for every major and (if applicable) each area of emphasis in every associate degree using one of the following table templates according to the type of degree being described.
- Institutions may modify a table template to aid in the accurate description of program offerings.
- If applicable, separate boxes may be added in a table for electives. Distinguish clearly between music electives and non-music electives.
- Each completed curricular table should describe a specific curricular offering.
- Degree titles, including emphases, must match the specific content of the offering. Degrees should not be named for the units in which they are housed but by their content.
- Within each curricular table, develop a detailed curricular outline giving course numbers, titles, and unit allotments in categories that conform to those in the boxes. Refer to the curricular structure of the appropriate degree option in the latest edition of the NASM *Handbook* and any current addenda for clarification of “Major Area”; “Supportive Courses in Music”; “Professional Education”; “General Studies”; etc. Attach a brief description of each course in the program unless course descriptions are included in the institution’s catalog or in other parts of the Self-Study and referenced.
- All institutions should use either 60 semester hours or 90 quarter hours as a base (denominator) for determining percentages. If programs require more than 60 semester hours or more than 90 quarter hours, this will result in percentage totals greater than 100% – this is acceptable. See “*How To Calculate Percentages*” on page CT-3.
- Provide in the appropriate boxes the number of units for each portion of the curriculum and the percentage of the total units (based on the required denominator) this represents.
- For the purposes of preparing curricular tables, a “unit” represents either one semester hour of credit, or one quarter hour of credit. Institutions utilizing the clock hour system should express requirements in terms of clock hours.
- Please refer to the latest edition of the NASM *Handbook* and any current addenda for specific program Standards and Guidelines.
- Examples of curricular tables for associate degree programs follow.

Instructions for Preparing Curricular Tables for BACCALAUREATE DEGREES

- Complete a separate table for every major and (if applicable) each area of emphasis in every baccalaureate degree curriculum, using one of the following table templates according to the type of degree being described; for example, Professional Undergraduate Degrees in Music, Professional Undergraduate Degrees in Music Education, Liberal Arts Undergraduate Degrees in Music, etc.
- Institutions may modify a table template to aid in the accurate description of program offerings.
- If applicable, separate boxes may be added in a table for electives. Distinguish clearly between music electives and non-music electives.
- Each completed curricular table should describe a specific curricular offering.
- Degree titles, including emphases, must match the specific content of the offering. Degrees should not be named for the units in which they are housed but by their content.
- Within each curricular table, develop a detailed curricular outline giving course numbers, titles, and unit allotments in categories that conform to those in the table. Refer to the curricular structure of the appropriate degree option in the latest edition of the NASM *Handbook* and any current addenda for clarification of “Major Area;” “Basic Musicianship and Performance;” “Supportive Courses in Music;” “Professional Education;” “General Studies;” etc. Attach a brief description of each course in the degree unless course descriptions are included in the institution’s catalog or in other parts of the Self-Study and referenced.
- All institutions should use either 120 semester hours or 180 quarter hours as a base (denominator) for determining percentages. If programs require more than 120 semester hours or more than 180 quarter hours, this will result in percentage totals greater than 100% – this is acceptable. *See “How To Calculate Percentages” on page CT-3.*
- Provide in the appropriate boxes the number of units for each portion of the curriculum and the percentage of the total units (based on the required denominator) this represents.
- For the purposes of preparing curricular tables, a “unit” represents either one semester hour of credit, or one quarter hour of credit.
- Please refer to the latest edition of the NASM *Handbook* and any current addenda for specific degree Standards and Guidelines.
- Examples of curricular tables for baccalaureate degrees follow.

Instructions for Preparing Curricular Tables for MASTER'S PROGRAMS

- Complete a separate table for every major and (if applicable) each area of emphasis in every master's degree curriculum, using one of the following table templates according to the type of degree being described.
- Institutions may modify a table template to aid in the accurate description of program offerings.
- If applicable, separate boxes may be added in a table for electives. Distinguish clearly between music electives and non-music electives.
- Each completed curricular table should describe a specific curricular offering.
- Degree titles, including emphases, must match the specific content of the offering. Degrees should not be named for the units in which they are housed but by their content.
- Within each curricular table, develop a detailed curricular outline giving course numbers, titles, and unit allotments in categories that conform to those in the table. Refer to the curricular structure of the appropriate degree option in the latest edition of the NASM *Handbook* and any current addenda for clarification of "Major Area;" "Core of General Studies in Music;" "Other Studies in Music;" etc. Attach a brief description of each course in the degree unless course descriptions are included in the institution's catalog or in other parts of the Self-Study and referenced.
- All institutions should use either 30 semester hours or 45 quarter hours as a base (denominator) for determining percentages for Master of Music, Master of Music Education, Master of Arts, and Master of Science degrees. If programs require more than 30 semester hours or more than 45 quarter hours, this will result in percentage totals greater than 100% – this is acceptable. See "How To Calculate Percentages" on page CT-3.
- Provide in the appropriate boxes the number of units for each portion of the curriculum and the percentage of the total units (based on the required denominator) this represents.
- For the purposes of preparing curricular tables, a "unit" represents either one semester hour of credit, or one quarter hour of credit.
- Please refer to the latest edition of the NASM *Handbook* and any current addenda for specific master's degree Standards and Guidelines.
- Examples of curricular tables for master's degrees follow.

Instructions for Preparing Curricular Tables for DOCTORAL DEGREES

- Complete a separate table for every major and (if applicable) each area of emphasis in every doctoral degree curriculum, using the following table template.
- Institutions may modify a table template to aid in the accurate description of program offerings.
- If applicable, separate boxes may be added in a table for electives. Distinguish clearly between music electives and non-music electives.
- Each completed curricular table should describe a specific curricular offering.
- Degree titles, including emphases, must match the specific content of the offering. Degrees should not be named for the units in which they are housed but by their content.
- Within each curricular table, develop a detailed curricular outline giving course numbers, titles, and unit allotments in categories that conform to those in the table. Refer to the curricular structure of the appropriate degree option in the latest edition of the *NASM Handbook* and any current addenda for clarification of “Major Area;” “Other Studies in Music;” etc. Attach a brief description of each course in the degree unless course descriptions are included in the institution’s catalog or in other parts of the Self-Study and referenced.
- Provide in the appropriate boxes the number of units for each portion of the curriculum.
- For the purposes of preparing curricular tables, a “unit” represents either one semester hour of credit, or one quarter hour of credit.
- Please refer to the latest edition of the *NASM Handbook* and any current addenda for doctoral degree Standards and Guidelines.
- An example of a curricular table for a doctoral degree follows.

