

**NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC**

**Procedures for the Self-Study Document: *Format A***

**Membership Procedures  
September 2008 Edition**

*Revised January 2012*

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

## National Office

### NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

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**Please note: The *Procedures for the Self-Study Document: Format A* title is shortened and simply referred to as *Format A* throughout the NASM Membership Procedures documents.**

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In addition to the NASM *Procedures for the Self-Study Document – Format A*, the following are necessary to apply for accredited institutional Membership: (1) NASM *Procedures for Institutions*; (2) *Instructions for Preparing Curricular Tables in the NASM Format*; 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.

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## **About Format A**

**PLEASE NOTE:** *Format A* is the successor to the *Standard Format* of the 2003 *Procedures for Institutional Membership*.

### **A. Eligibility for *Format A***

All institutions applying for NASM Membership or renewal of Membership.

### **B. Structure for *Format A***

1. This format poses specific questions derived from requirements presented in operational and curricular Standards and Guidelines in the *NASM Handbook*.
2. It is imperative that the outline presented in *Procedures: Format A* be used, rather than the outline of the *NASM Handbook*.
3. *Format A*, for the most part, follows the order but not the outline letters and numbers of first, the operational and then, the curricular Standards and Guidelines in the *NASM Handbook*. One section of the operational standards, “Evaluation, Planning, and Projections,” is taken completely out of order and addressed in Section III of *Format A*.

### **C. Several considerations among many regarding *Format A***

1. *Format A* may be most appropriate if the music unit:
  - a. Is applying for NASM Membership for the first time;
  - b. Seeks to focus most on evaluating what exists or is projected in terms of fulfilling NASM Standards;
  - c. Seeks to develop or update a baseline reference document about operations, curricula, and future needs, including updating a Self-Study document in the *Standard Format* of the 2003 *NASM Procedures for Institutional Membership*, or the Self-Study document of the 1998 *NASM Procedures for Institutional Membership*.
2. *Format A* may not be appropriate if the music unit:
  - a. Wishes to focus on an integrated analysis of component parts;
  - b. Seeks to conduct a comprehensive futures study of all specific program areas;
  - c. Has demonstrated fulfillment of NASM Standards in many previous reviews and seeks a Self-Study focused more on improvement, next steps, strategic planning, concentrated review of a particular area, or similar objectives.

## **Additional Formats**

If you are interested in additional options regarding Self-Study formats, see “[Comparisons Among Self-Study Formats](#)” on the NASM Web site.

## **About This Document**

This set of procedures is necessarily lengthy as *Format A* is intended for use by a broad range of sizes and types of institutions. Only those sections and procedures applicable to your specific institution should be used. “N/A” may be used in sections that do not apply.

## **General Instructions—Format A**

### **A. Functions**

1. For institutions, the self-study process should be creative, tailored to local needs and conditions, forthright, and illuminating. The resulting Self-Study document should explore possibilities, provide baselines for future efforts, and support aspirations and improvement. Both the self-study process and the resulting document should focus on how well the music unit and the institution develop the knowledge and skills of students.
2. For NASM, the Self-Study document presents the music program and addresses its present and future, all with respect to Standards and Guidelines that appear in the *NASM Handbook*.
3. For the institution and NASM, the Self-Study document describes and evaluates the extent to which the various parts of the music unit work separately and together, not just as an operational system, but in terms of artistic, intellectual, and educational achievement.

### **B. Time Frame**

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

### **C. Essential Documents**

1. The Standards portion of the current *NASM Handbook* and any current addendum, including appendices, if applicable to the institution. The *Handbook* (and addenda, when applicable) can be downloaded at no charge from the "[Standards/Handbook](#)" section of the NASM Web site. NASM Standards are found only in the current *NASM Handbook*. It is essential to use a current *Handbook* as a reference point when developing the NASM Self-Study document.
2. *NASM Procedures for Institutions*, especially the sections regarding Self-Study. This text can be downloaded at no charge from the "[Self-Study Formats and Associated Procedures](#)" subsection of "Membership Procedures" on the NASM Web site.
3. *Procedures for the Self-Study Document: Format A*. This text can be downloaded at no charge from the "[Self-Study Formats and Associated Procedures](#)" subsection of "Membership Procedures" on the NASM Web site.
4. *Instructions for Preparing Curricular Tables in the NASM Format*. This text can be downloaded at no charge from the "[Self-Study Formats and Associated Procedures](#)" subsection of "Membership Procedures" on the NASM Web site.
5. "Special Instructions for Institutions that Operate Community Education Programs in Music." Essential if institutions offer such programs. See page A-xi of this document.
6. *NASM Sourcebook for Futures Planning – Supplement IV: Creating your Self-Study*. Strongly recommended for Self-Study coordinators and writers. This text can be downloaded at no charge from the "[Assessment and Policy Studies](#)" subsection of "Publications" on the NASM Web site.

## **D. Important Considerations**

### **1. Existing Institutional Materials**

- a. Copies of HEADS Data Surveys are required in the *Management Documents Portfolio* (Section IV). One year of data is required for first-time applicants, three previous years of data for institutions applying for reaccreditation.
- b. Member institutions may wish to update all or part of their previous Self-Study document. Information in each section of the Self-Study outline that follows indicates how this may be done.
- c. The *Management Documents Portfolio* (Section IV of *Format A*) requires many existing institutional texts and publications. Copies of extant planning documents may be included here or in separate Appendices.

### **2. Cross-Referencing**

- a. Cross-referencing among various sections and texts of the Self-Study document is encouraged, especially to avoid redundancy.
- b. All cross-references must be clearly indicated and easy to locate by page and item number.

### **3. Writing Responsibilities and Timing**

- a. It is the institution's prerogative to assign writing responsibilities and to establish a schedule for writing the Self-Study.
- b. Different approaches are appropriate for different institutions. For example, a single writer may produce drafts that faculty, administrators, and others use for evaluation, planning, and developing projections that in turn become the basis for completing the text. In other situations, one or more writing committees may be appropriate. There are many variations between these two extremes.
- c. Many institutions will find it useful to compile the *Management Documents Portfolio* (Section IV) first so that materials in it can be referenced in the self-study process and as other parts of the Self-Study are written. The same may be true of the *Instructional Programs Portfolio* (Section II).

### **4. Attributes and Style**

- a. Determine the scope and depth of the review and the ways results are presented in this format. Choose an appropriate level of detail consistent with your Self-Study purposes.
- b. Clear, succinct, well-referenced texts are preferred. Given NASM requirements and your goals and objectives for Self-Study, make texts as direct as possible. Especially problematic are descriptions without evaluations, information dumping, or public relations rhetoric. Length in and of itself is not an indication of rigor or thoroughness.
- c. Avoid duplication of materials or text. It is not necessary to document an issue in the Self-Study narrative if reference to a specific text elsewhere in the Self-Study will accomplish the same purpose. References must be easy for readers to locate; they may be abstracted from other documents and included following the narrative of an item, or referenced by

page and item number to documents provided in the *Management Documents Portfolio* (Section IV), Appendices, or other parts of the Self-Study.

- d. Provide information regarding specific or unique conditions or ways of doing or wording things at your institution. Outside reviewers need such orientation and guidance.
- e. When addressing NASM Standards, remember that they describe functions rather than methods. Explanations and references to appropriate preexisting documents need to show how the institution fulfills the function required by the Standard. For example, when writing about or documenting student work and achievement, emphasize the knowledge and skills that are being learned.

## E. Self-Study Text Specifications

1. **Title page.** Specific title page instructions are provided below in Text Outline – Format A. This section contains title page specifications for Baccalaureate and Graduate Degree-Granting Institutions on page A-2, Community/Junior Colleges on page A-3, and Postsecondary, Professional Non-Degree-Granting Institutions on page A-4.
2. **Table of Contents.** Indicate the page on which each major section of the Self-Study begins, including each heading, subheading, and Appendix. If an outline is used that varies significantly from the NASM Outline, an index must be provided that correlates information to the NASM Outline. This is especially important for institutions preparing Self-Studies for joint evaluations. Users need to be able to find information quickly and accurately.
3. **Content.** Place your texts in the *Format A* outline that follows or a recognizable version thereof. All music curricula offered by the institution must be included.
4. **Tabs.** Separate major sections and appendices with a tab.
5. **Consistency.** Use identical terms for degree and program titles on the title page, throughout the Self-Study, and in curricular tables. Degree titles must be consistent with degree content.
6. **Page Numbering.** Number pages consecutively at the bottom center of each page, especially in the main body of the text. It is not necessary to renumber catalogs or other bound published documents outside the main narrative of the Self-Study.
7. **Citations.** Referenced documents must be cited by page number(s), and any applicable section(s) or paragraph(s). This applies to all references to institutional publications, whether required by NASM Standards or otherwise provided by the institution. Alternatively, it is also appropriate to provide copies of cited paragraphs or pages with source indicated immediately with or following the response to an item or the discussion of an issue.
8. **Form.** Standard 8½ x 11-inch paper, punched to fit in a standard three-ring (i.e., center of holes should measure 1¼, 5½, and 9¾ inches from the bottom of the page). Please include any supporting materials (e.g., handbook, promotional materials), including oversized or undersized items in a separate reclosable envelope labeled with the institution's name and the envelope's general contents.

## F. Binding and Sending Instructions

### 1. National Office Copies

- a. **Number.** Three (3) copies for all institutions with one exception—Community/Junior Colleges provide two (2) copies.
- b. **Due Date.** At least four (4) weeks before the NASM visit.
- c. **Content.** Each of the NASM National Office copies of the Self-Study (see requirements for Sections I – IV) must include all applicable appendices, along with a copy of all applicable institutional catalogs, supportive documentation, and application forms.
- d. **Binding**
  - (1) Each copy of the completed, punched Self-Study sent to the National Office should be unbound and held together in a manner that secures all pages.
  - (2) Please do not send the Self-Study document to the NASM National Office in three-ring notebook binders, sheathed in plastic sheet protectors, or stapled.
- e. **Application Fee.** Institutions applying for the first time must enclose the application fee. Existing members will be invoiced.
- f. **Send to:**

**National Association of Schools of Music**  
**11250 Roger Bacon Drive, Suite 21**  
**Reston, VA 20190-5248**

### 2. Visitors' Copies

- a. **Number.** One (1) copy for each visitor.
- b. **Due Date.** At least four (4) weeks before the NASM visit.
- c. **Content.** Each of the NASM visitors' copies of the Self-Study (see requirements for Sections I – IV) must include all applicable appendices, along with a copy of all applicable institutional catalogs, and supportive documentation. These are identical to those sent to the National Office.
- d. **Binding.** Each of the NASM visitors' copies of the completed Self-Study should be bound or hole-punched and inserted in a three ring notebook binder.
- e. **Fee.** None.
- f. **Send to each visitor directly.** Please ensure use of the correct address. Contact the NASM National Office if necessary.

**Please Note:** Visits may be postponed or canceled by the Executive Director or Associate Director of NASM if adequate materials are not available to the visiting evaluators at least four (4) weeks before the visit.

## **G. Special Instructions for Postsecondary Institutions that Operate Community Education Programs in Music**

Many music units or their institutions offer non-degree-granting programs of study for children, youth, and adults in their communities. These range from private lessons with collegiate instructors to large, institutionalized programs with specialized professional faculty and administration.

*Community music school, preparatory program, laboratory school, and community division* are among the many titles used to designate such programs when they have a specific published identity.

1. If the institution's community education program does not have a separate published identity and at least one specifically designated administrator, comment on the program only in Section I.J.: Community Involvement, and Sections III. and IV. as applicable. Do not provide information in Section I.L., Section II, or Section IV-MDP I.L.
2. If the institution's community education program has a separate identity and at least one specifically designated administrator, and you are not seeking separate listing of its curricular offerings in the *NASM Directory*, provide documents requested in Section IV-MDP I.L. and comment on the program in Section I.L: Non-Degree-Granting Programs for the Community, Section III and other parts of Section IV, as applicable. Do not provide information on your community education program in Section I.J., Section II, or Section IV-MDP I.J.
3. If the institution's community education program seeks separate listing of its curricular offerings in the *NASM Directory*, the program should be discussed in every section of the Self-Study or in a separate Self-Study, with the exceptions of Sections I.J. and I.L.

For further clarification, see *NASM Handbook*, "Rules of Practice and Procedure," Article I. Institutional Membership, Section 3. Curricular Requirement.

For assistance in interpreting these instructions, please call the NASM National Office.

## **H. Optional Supplemental Questions**

NASM provides optional sets of questions for self-study that can be used to orient any self-study process, format, document, or section in particular ways. For more information, see "Aids to Self-Study" below and available on the NASM Web site. The Association encourages institutions to develop sets of questions that meet their needs for self-evaluation.

## **I. Aids to Self-Study**

1. The *Sourcebook for Futures Planning – Supplement IV: Creating Your Self-Study* is especially recommended. This text may be downloaded from the NASM Web site. See "Publications," "[Assessment and Policy Studies](#)."
2. NASM holds workshops on self-study at each annual meeting.
3. The following documents contain sets of assessment or planning questions and may be useful:
  - Optional Supplemental Questions for Self-Study
  - Resources for Local Considerations of Music and Music Education Degrees
  - Assessment of Undergraduate Programs in Music
  - Assessment of Graduate Programs in Music
  - Assessment of Community Education Programs in Music

- Development and Assessment of Undergraduate Programs Combining Studies in Music, Business, Music Industry
- Local Assessment of Music Libraries and Information Services: The Present and the Future
- Local Assessment of Evaluation and Reward Systems for Arts Faculties in Higher Education
- NASM Sourcebook for Futures Planning

All titles above are available for download or purchase from the NASM Web site; see “Publications,” “[Assessment and Policy Studies](#).”

4. The Achievement and Quality Web site at <http://aqresources.arts-accredit.org> has additional resources and sets of questions concerning evaluation of individual and institutional work.

## J. *Handbook* Order and Self-Study Format Order

### Important document organization information for Self-Study writers:

1. When writing the Self-Study document, it is essential to follow the order of the format you have chosen, not the order of the *Handbook*. Applicable portions of the *Handbook* should be used primarily as reference texts to ensure that you are addressing NASM Standards and requirements. Each section of each Self-Study format indicates where the principal standards statements for that section can be found. Following the format outline you have chosen will save time, reduce redundancy, and be clearest to visitors and Commissioners.

Standards statements in the NASM *Handbook* begin with Basic Criteria for Membership and general issues of purpose and operations. They then proceed to curricular programs of various levels and types, and continue on to various kinds of institutional and programmatic specializations. The ordering and numbering of these *Handbook* statements reflect their comprehensiveness; the Standards must address a wide variety of institutions, programs, and possibilities.

Not all *Handbook* statements are applicable to every institution, and thus not all *Handbook* statements will need to be addressed in every Self-Study.

2. For these and other reasons, the ordering and numbering of the Standards in the *Handbook* are not the same as the ordering of items in the Self-Study outline for any format, or the outline in any institutional Self-Study. In some instances, there is parallel ordering, but there is never an exact correlation throughout.

Example: As noted above, item I of the Standards statement in the *Handbook* presents Basic Criteria for Membership. However, if an institution provides all the information requested in any Self-Study format outline, the Standards listed as Basic Criteria should be addressed automatically. Therefore, to avoid redundancy, no Self-Study format asks for a separate response to the Basic Criteria; item I in each Self-Study format addresses another portion of the Standards.

3. In summary, consistency of ordering and numbering between the *Handbook* and the Self-Study document is not possible, required, or expected. Please follow the outline order of the format that has been chosen and use it to demonstrate compliance with or fulfillment of published NASM Standards applicable to the specific programs of your institution.
4. The content outline for *Format A* follows.

## Text Outline—Format A

### Title Page

- A. Use one of the following title page specifications:
1. Baccalaureate and Graduate Degree-Granting (page A-2)
  2. Community/Junior College (page A-3)
  3. Non-Degree-Granting (page A-4)
- B. The title page presents the definitive list of all music programs offered.
1. Please ensure that the title of each program is identical on the title page and in the body of the Self-Study, including the curricular table.
  2. Please use the following to determine the title page category for each program offered.
    - a. Institutions applying to NASM for the first time:
      - Programs that have been in existence and that have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for **Plan Approval and Final Approval for Listing**.
      - Programs approved by the institution that either have not yet begun enrolling students or have not met the requisite transcript evidence as stated above are to be submitted for **Plan Approval**.
    - b. Member Institutions:
      - Programs that have previous Final Approval for Listing from NASM are to be submitted for **Renewal of Final Approval**.
      - Programs having Plan Approval that do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for **Renewal of Plan Approval**.
      - Programs in existence that have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) but that have not been reviewed by NASM are to be submitted for **Plan Approval and Final Approval for Listing**.
      - Programs approved by the institution that have not been reviewed by NASM and are not yet enrolling students are to be submitted for **Plan Approval**.
      - Programs approved by the institution that have begun enrolling students, but that have not been reviewed by NASM and do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for **Plan Approval**.
      - Programs having Plan Approval that now have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for **Final Approval for Listing**.

# TITLE PAGE SPECIFICATIONS

For Baccalaureate and Graduate Degree-Granting Institutions

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## National Association of Schools of Music

### SELF-STUDY

in [choose one: *Format A* or *Custom Format*]

Presented for consideration by the  
NASM Commission on Accreditation

by

(NAME OF INSTITUTION)  
(ADDRESS OF INSTITUTION INCLUDING ZIP CODE)  
(TELEPHONE NUMBER INCLUDING AREA CODE)  
(WEB ADDRESS OF MUSIC UNIT)

List by specific title all degrees and/or programs offered.\* Specify fields as applicable. Degrees and/or programs (including all emphases) must be listed under appropriate headings and subheadings as follows. For definitions of “Final Approval for Listing” and “Plan Approval,” see page A-1 of this document.

#### **FOR INSTITUTIONS SEEKING MEMBERSHIP FOR THE FIRST TIME**

1. Degrees and/or programs for which Final Approval for Listing is sought.
2. Degrees and/or programs for which Plan Approval is sought.

#### **FOR INSTITUTIONS WITH MEMBERSHIP OR ASSOCIATE MEMBERSHIP**

1. Degrees and/or programs for which renewal of Final Approval for Listing is sought.
2. Degrees and/or programs for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Degrees and/or programs for which Plan Approval is sought.
4. Degrees and/or programs for which Final Approval for Listing is sought.
5. Degrees and/or programs for which renewal of Plan Approval is sought.

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

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Reporting Officer)

\_\_\_\_\_  
(Name and Title of Reporting Officer)

**\*Degree and/or 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.**

# TITLE PAGE SPECIFICATIONS

## For Community/Junior Colleges

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### National Association of Schools of Music

#### SELF-STUDY

in [choose one: *Format A* or *Custom Format*]

Presented for consideration by the  
NASM Commission on Community/Junior College Accreditation

by

(NAME OF INSTITUTION)  
(ADDRESS OF INSTITUTION INCLUDING ZIP CODE)  
(TELEPHONE NUMBER INCLUDING AREA CODE)  
(WEB ADDRESS OF MUSIC UNIT)

List by specific title all degrees and/or programs offered.<sup>\*</sup> Specify fields as applicable. Degrees and/or programs (including all emphases) must be listed under appropriate headings and subheadings as follows. For definitions of “Final Approval for Listing” and “Plan Approval,” see page A-1 of this document.

#### **FOR INSTITUTIONS SEEKING MEMBERSHIP FOR THE FIRST TIME**

1. Degrees and/or programs for which Final Approval for Listing is sought.
2. Degrees and/or programs for which Plan Approval is sought.

#### **FOR INSTITUTIONS WITH MEMBERSHIP OR ASSOCIATE MEMBERSHIP**

1. Degrees and/or programs for which renewal of Final Approval for Listing is sought.
2. Degrees and/or programs for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Degrees and/or programs for which Plan Approval is sought.
4. Degrees and/or programs for which Final Approval for Listing is sought.
5. Degrees and/or programs for which renewal of Plan Approval is sought.

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

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Reporting Officer)

\_\_\_\_\_  
(Name and Title of Reporting Officer)

**\*Degree and/or 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.**

# TITLE PAGE SPECIFICATIONS

## Postsecondary, Professional Non-Degree-Granting Institutions

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### National Association of Schools of Music

#### SELF-STUDY

in [choose one: *Format A* or *Custom Format*]

Presented for consideration by the  
NASM Commission on Accreditation

by

(NAME OF INSTITUTION)  
(ADDRESS OF INSTITUTION INCLUDING ZIP CODE)  
(TELEPHONE NUMBER INCLUDING AREA CODE)  
(WEB ADDRESS OF MUSIC UNIT)

List by specific title all programs offered. \* Specify fields as applicable. Programs (including all emphases) must be listed under appropriate headings and subheadings as follows. For definitions of “Final Approval for Listing” and “Plan Approval,” see page A-1 of this document.

#### FOR INSTITUTIONS SEEKING MEMBERSHIP FOR THE FIRST TIME

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

#### FOR INSTITUTIONS WITH MEMBERSHIP OR ASSOCIATE MEMBERSHIP

1. Programs for which renewal of Final Approval for Listing is sought.
2. Programs for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Programs for which Plan Approval is sought.
4. Programs for which Final Approval for Listing is sought.
5. Programs for which renewal of Plan Approval is sought.

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

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Reporting Officer)

\_\_\_\_\_  
(Name and Title 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.**

## **Table of Contents**

A table of contents must be provided corresponding to the principal items in the Self-Study document, including each heading, subheading, and each appendix.

If an outline is used that varies significantly from the NASM Outline, an index must also be provided that correlates information to the NASM Outline. (This is especially important for institutions preparing Self-Studies for joint evaluations.) Users need to be able to find information quickly and accurately.

## **Tabs**

Separate major sections and appendices with a tab.

## **Preface**

If the institution so wishes, a preface may provide information about context, specific situations within or beyond the institution, specific purposes and goals for the self-study process and for the review, acknowledgements, and so forth. The preface should contain information that will orient the reader to the materials that follow.

## **Content Outline**

### **SECTION I. PURPOSES AND OPERATIONS**

*Before proceeding with Section I., please review the following 4 notes:*

- Standards: For all institutions, the primary *Handbook* statements are found for each category below under sections titled “Purposes and Operations” and “Music Program Components.” For certain institutions, the sections “Operational Standards for All Institutions for which NASM is the Designated Institutional Accreditor,” “Operational Standards and Procedures for Proprietary Institutions,” and “Operational Standards for Branch Campuses and External Programs” also apply.
- To save time, if the institution has previously prepared an NASM Self-Study, please locate and review Section I. of any Self-Study completed since 1998—except those that followed the *Strategic Analysis Format* of 2003—and update it to provide the information requested. Note that the 2008 NASM Content Outline for *Format A* is simpler than previous versions. Compare the information requested below to previous responses to ensure that your text addresses current content requirements.
- Section I. should concentrate on a narrative descriptive evaluation based on the questions and issues posed. Most documentation for Section I. should be provided as items or applicable portions in the *Management Documents Portfolio* (Section IV). Please reference such documents as appropriate in the narrative text of Section I. Please do not duplicate information.
- In this section, “purposes” normally refers to the music unit and the institution as a whole. Purposes of specific music curricula are normally addressed in Section II.

#### **A. Purposes of the Institution and Music Unit**

Provide statements of purposes and specific aims—often referred to as mission, goals and/or objectives—for the music unit as a whole and, if a multipurpose institution, for the institution as a whole. Describe how concepts and statements regarding music unit and institutional purposes:

1. Guide and influence decision-making, analysis, and planning regarding curricular offerings, operational matters, and resources; and
2. Are used to consider the extent to which policies, practices, resources, and other curricular program components work together to achieve stated purposes for music and music study.

#### **B. Size and Scope**

With regard to its purposes, demonstrate the extent to which the music unit maintains:

1. Sufficient enrollment to cover the size and scope of programs offered;
2. An appropriate number of faculty and other resources to cover the size and scope of programs offered;
3. Sufficient advanced courses in music appropriate to major areas of study at degree or program levels being offered; and
4. Requisite ensemble experience at an advanced level.

**C. Finances**

Describe the overall fiscal operation of the music unit with regard to its purposes, size, and scope, including but not limited to:

1. Sources and reliability of operating income;
2. Balance of revenue to expenses;
3. The extent to which regular budget allocations for personnel, space, equipment, and materials are appropriate and sufficient to sustain the programs of the music unit from year to year;
4. Procedures for developing the budget for the music unit;
5. Development methods including fundraising procedures and results; and
6. Long-range financial planning, including results.

**D. Governance and Administration**

Evaluate the extent to which governance and administrative structures and activities:

1. Fulfill the purposes of the institution and the music unit;
2. Assure fundamental educational, artistic, administrative, and financial continuity and stability;
3. Show evidence of long-range programmatic planning;
4. Demonstrate a primary focus on supporting teaching and learning;
5. Provide mechanisms for communication among all components of the unit; and
6. Provide the music executive and other administrators of specialized areas sufficient time and staff to execute the required administrative and/or teaching duties effectively.

**E. Faculty and Staff**

Evaluate the extent to which policies, procedures, and conditions regarding faculty and staff meet NASM Standards with respect to:

1. Qualifications;
2. Number and distribution;
3. Appointment, evaluation, and advancement;
4. Loads;
5. Student/faculty ratio;
6. Graduate teaching assistants;
7. Faculty development; and
8. Support staff.

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

Evaluate the extent to which the music unit meets NASM Standards regarding facilities, equipment, technology, health, and safety in relation to the needs of:

1. Music students;
2. General students;
3. Music faculty; and
4. Curricular offerings and curricular levels.

*Note: Give particular attention to adequacy and continuing effectiveness in terms of goals for student learning expectations; size and scope, especially regarding the relationship of specific programs to music unit resources; acoustical treatments; climate control in regard to health and equipment maintenance; technology and/or equipment availability, and capacity to remain current, especially if the music unit offers disciplines and specializations that require continuous upgrading; and health and safety information and injury prevention.*

## **G. Library and Learning Resources**

*Note: Degree-Granting institutions answer items 1.–7.; Non-Degree-Granting institutions, answer item 8 only.*

Evaluate the extent to which NASM Standards are met regarding:

1. Overall requirements;
2. Governance and administration;
3. Collections and electronic access; focus on the extent to which collections and electronic access support:
  - a. Current and projected curricular offerings and levels;
  - b. The needs of students (undergraduate, graduate, general); and
  - c. Faculty teaching and research;
4. Personnel;
5. Services;
6. Facilities; and
7. Financial support.
8. Evaluate the extent to which library Standards for Non-Degree Granting Institutions are being met.

## **H. Recruitment, Admission-Retention, Record Keeping, and Advisement**

Evaluate the extent to which systems and practices in these four areas meet NASM Standards, especially with regard to:

1. Accuracy and integrity of recruitment and admission programs;
2. Rigor and fairness of retention policies and their application;
3. Effectiveness of record keeping and graduate document maintenance; and
4. The effectiveness of the advising system for music students.

**I. Published Materials and Web Sites**

Evaluate the extent to which the music unit's policies and practices regarding published materials and Web sites meet NASM Standards, especially with regard to:

1. Clarity, accuracy, availability;
2. Comprehensiveness;
3. Documentation of connections with registration, certification, and/or licensure; and
4. Any published claims regarding achievements.

**J. Community Involvement**

Respond only if you wish to document or explain compliance with NASM Standards regarding community involvement beyond the information provided in the *Management Documents Portfolio* (Section IV).

**K. Articulation with Other Schools**

Respond only if you wish to document or explain compliance with NASM Standards regarding articulation beyond information provided in the *Management Documents Portfolio*.

**L. Non-Degree-Granting Programs for the Community**

*(Respond only if the institution offers a non-degree-granting community education program with a specific published identity and at least one specifically designated administrator. See NASM Handbook, Standards for Accreditation, Section III.K., "Non-Degree-Granting Programs for the Community.")*

*Note: The Format A outline deviates from the Standards for Accreditation outline in the NASM Handbook for this item. "Evaluation, Planning, and Projections" issues are to be addressed in Section III of Format A.*

Describe and evaluate how the community education program and the postsecondary programs operate in relationship to each other, especially with regard to finances, governance and administration, faculty and staff, facilities and equipment, and if applicable, any curricular relationships among community and postsecondary programs.

Curricular relationships mean that the operation of one program is essential to the delivery of curricular instruction or provides required opportunities or experiences for another.

Reference, but do not duplicate material provided in the *Management Documents Portfolio*.

**M. Operational Standards for All Institutions for which NASM is the Designated Institutional Accreditor**

*(Respond only if applicable.)*

*Note: Refer to NASM Handbook, Standards for Accreditation, Section XXI., "Specific Operational Standards for All Institutions of Higher Education for which NASM is the Designated Institutional Accreditor." In preparing this section, materials already covered in other sections of the Self-Study should not be repeated, but must be referenced.*

Document the institution's compliance with all NASM Standards as applicable within this section.

**N. Operational Standards and Procedures for Proprietary Institutions**

*(Respond only if applicable.)*

*Note: Refer to NASM Handbook, Standards for Accreditation, Section XXII., "Specific Operational Standards and Procedures for Proprietary Institutions of Higher Education." In preparing the analysis for this section, materials already covered in other sections of the Self-Study should not be repeated, but must be referenced.*

Document the institution's compliance with all NASM Standards as applicable within this section.

**O. Operational Standards for Branch Campuses and External Programs**

*(Respond only if applicable.)*

*Note: Refer to NASM Handbook, Standards for Accreditation, Appendix I.A., "Branch Campuses, External Programs." In preparing this section, materials already covered in other sections of the Self-Study should not be repeated, but must be referenced.*

Provide a list of specific music programs offered at each branch campus and explain the extent to which branch campus programs and practices meet NASM Standards, including the consistency and coordination among campuses regarding faculty, facilities, equipment, admission policies, governance, finance, curricular programs, and so forth.

## SECTION II. INSTRUCTIONAL PROGRAMS PORTFOLIO

*Before proceeding with Section II, please review the following 6 notes:*

- Standards: The primary *Handbook* statements are found in sections dealing with undergraduate, graduate, and non-degree-granting programs, including appropriate appendices and the section titled “Music Program Components.”
- To save time, if the institution has previously prepared an NASM Self-Study, please locate and review either Section II or the *Instructional Programs Portfolio* of the institution’s last Self-Study, and update it to produce the documentation and analyses requested. Compare the information requested below to previous responses to ensure that your text addresses current content requirements.
- To complete a current *Instructional Programs Portfolio*, the following three items are needed:
  - The latest edition of the NASM *Handbook* and all current addenda;
  - NASM *Procedures for the Self-Study Document – Format A* (this document); and
  - Instructions for Preparing Curricular Tables in the NASM Format*.
- Please focus on knowledge, skills, and levels of achievement.

NASM Standards outlined in the *Handbook* discuss curricula primarily in terms of student competencies. Effective Self-Studies demonstrate how an institution’s curricula, processes, and evaluation systems ensure the development of these competencies for all students enrolled in a specific program.

Over many decades, certain norms have evolved concerning the time-on-task required to develop competencies expected of students graduating with particular degrees or credentials. These are often summarized as percentages of curricular time. Meeting percentage norms represents a certain benchmark, but it is not a substitute for demonstrating how competencies are developed or how required levels of achievement are being met. Please do not simply equate your curricular percentages with meeting NASM Standards for degree programs.

Competencies may be nurtured and confirmed through or within courses, tutorials, lessons, ensembles, independent projects, and other forms of artistic and academic work and experience, or by examination. Each competency does not require a separate course. The Commission requires documentation that demonstrates competency development. The major issues are:

- a. What do the NASM Standards require?
- b. What does the institution require and expect, particularly in terms of levels of achievement?
- c. What elements of the program are designed to produce each competency?
- d. What evaluation mechanisms are in place?

- Please explain or document levels of proficiency requested in Section II in direct but efficient ways. Examples are course syllabi, examinations or examination requirements, institutional levels of performance proficiency, graduation requirements, etc., or summaries of these. Syllabi are particularly useful if specific content is contained in one or several courses, and that content is not obvious from the course title or catalog description.
- Section II contains three major subsections:
  - II.A. requests general information about certain particular types of degree programs. Not all types of degree programs are included. For example, undergraduate degrees in music with liberal arts structures and content are not addressed in this subsection. Answer items in II.A. only if they are applicable to your institution. See introductory information and text outline below.
  - II.B. requests information about each and every discrete degree- and non-degree-granting program in music. **II.B. is required for all Self-Studies without exception.** From the NASM review perspective, II.B. contains the most important information in the entire Self-Study. See introductory information and text outline below.
  - II.C. requests information about programmatic offerings associated with the instructional program of the music unit. Answer items in II.C. as applicable to your institution. See introductory information and text outline below.

### **Section II.A. Certain Curriculum Categories – Introductory Information**

*Before proceeding to the text outlines for Section II.A., please review the following 4 notes:*

- The Self-Study must include (1) the institution’s definition of a semester- or quarter-hour of credit, including calculations for determining credit hours in lecture, studio, ensemble, independent study, and other types of courses and the institution’s policies for granting course credit to transfer students at undergraduate and graduate levels; (2) the procedures the institution uses to make credit hour assignments for courses, programs, and other requirements consistent with its credit hour policies applicable to its offerings; and (3) the means employed by the institution to ensure accurate and reliable application of its credit hour policies and procedures. This information is normally placed in the Management Documents Portfolio in Section MDP-II.A. Applications lacking this information in some form cannot be approved. The information provided needs to document how the institution’s policies and practices are in compliance with Section III.A. “Credit and Time Requirements” in the NASM *Handbook*.
- One or more of the following items must be completed if applicable:
  - Item TR: only if the institution offers an associate degree music major transfer program;
  - Item UP: only if the institution offers a professional undergraduate degree in music, or an undergraduate major in music education or music therapy;
  - Item ME: only if the institution offers a complete music education curriculum—undergraduate or graduate—that leads to initial certification; and
  - Item GR: only if the institution offers graduate degrees in music.

- If the institution does not offer programs in any of the above categories, please proceed to Section II.B. Specific Curricula – Introductory Information.
- If the institution offers programs in any of the above categories, provide only the general information requested for that category in Section II.A., and discuss each specific discrete program offered within that category in Section II.B.

## Section II.A. Certain Curriculum Categories – Text Outline

### Item TR: Associate Degrees—Standards for the Music Major Transfer Program

*The information provided should present the music unit's approach to undergraduate study for music majors who intend to transfer. This summary provides a conceptual foundation for discussion of specific curricula later in items II.B. and II.C.*

***If the institution does not offer an Associate Degree Music Major Transfer Program, please proceed to Item UP.***

Document the extent to which the music unit's overall objectives and practices for transfer programs meet NASM Standards regarding the following areas. For each item, describe the levels of competency or proficiency required for graduation, and for admission to sophomore status, if applicable:

1. Basic musicianship;
2. Performance;
3. Basic analysis;
4. Music education; and
5. General studies.

*Standards: The primary Handbook statements on "Standards for the Music Major Transfer Program" can be found in the section titled "Two-Year Degree-Granting Programs."*

### Item UP: All Professional Baccalaureate Degrees in Music— Common Body of Knowledge and Skills

*This section applies only if the institution offers one of the following:*

- (a) A Bachelor of Music degree,
- (b) Programs with equivalent professional objectives and content under another title, or
- (c) A degree that leads to certification as a music therapist.

***If the institution does not offer one of the above programs, but offers a music education degree, please proceed to Item ME.***

Provide a succinct text that documents the extent to which the music unit's overall objectives, practices, and levels of expectation meet NASM Standards for developing the common body of knowledge and skills for all professional undergraduate degree/music education/music therapy students in the following areas. For each item, describe the level of competency or proficiency required for graduation:

1. Performance\*;
2. Musicianship Skills and Analysis;
3. Composition/Improvisation\*;
4. History and Repertory\*; and
5. Synthesis.

## SECTION II. INSTRUCTIONAL PROGRAMS PORTFOLIO

*Standards: The primary Handbook statements are found in the items titled “Common Body of Knowledge and Skills” in the section titled “[Standards for] All Professional Baccalaureate Degrees in Music” and “All Undergraduate Degrees Leading to Teacher Certification.”*

\* For advisory information, see [Advisories for Music Faculty and Administrators](#) for (1) Composition/Improvisation; (2) History and Repertory; (3) Performance; and (4) Notes for Music Faculty and Administrators: Standards for Composition/Improvisation and History/Repertory in Undergraduate Professional Degrees in Music. These texts can be downloaded at no charge from their section of the NASM Web site within the “[Brochures and Advisory Papers](#)” subsection of “Publications.”

### **Item ME: Teacher Preparation (Music Education) Programs**

*If the institution does not offer a teacher preparation (music education) program, please proceed to Item GR.*

With regard to all curricula (undergraduate or graduate) that leads to initial certification as a specialist music teacher:

1. Describe and evaluate your intern teaching program with specific reference to credit allotment, quality and variety of cooperating schools, process for selecting supervising teachers and sites, and concurrent enrollment other than intern teaching.
2. Describe any special requirements for certification mandated by your state as these affect the teacher training program in music education.

*Standards: The primary Handbook statements are found in the item titled “Professional Procedures” under “Baccalaureate Degree in Music Education” in the section titled “[Standards for] Specific Professional Baccalaureate Degrees in Music.”*

### **Item GR: Graduate Programs**

*If the institution does not offer a graduate program, please proceed to Section II.B.*

1. Provide a list of the titles of graduate theses in all music specializations—including music education—completed at the institution within the last three years.
2. Describe and evaluate the institution’s approaches to the development of breadth of competence for students in all graduate degree programs.
3. Describe and evaluate the institution’s approaches to the development of teaching and other professionally-related skills for students in all graduate degree programs.

*Standards: The primary Handbook statements are found in the item titled “Fundamental Purposes and Principles” in the section titled “[Standards for] Graduate Programs in Music.”*

## Section II.B. Specific Curricula – Introductory Information

*Before proceeding with Section II.B., please review the following 3 notes:*

- Use the following information and answer the following numbered questions for each program, major, or distinct emphasis in every:

Non-Degree-Granting instructional program, normally only at the postsecondary level.

Associate Degree curriculum (e.g., Associate of Arts in Music; Associate of Arts in Music [with an emphasis in Music History]; Associate of Arts in Music Education; etc.).

Undergraduate curriculum (e.g., Bachelor of Arts in Music; Bachelor of Arts in Music [with an emphasis in Music History]; Bachelor of Music in Performance; Bachelor of Music in Music Education; etc.).

Graduate curriculum (e.g., Master of Arts in Music; Master of Music in Performance; Master of Music in Performance [with an emphasis in Pedagogy]; Doctor of Musical Arts in Composition; Doctor of Philosophy in Musicology; etc.).

- Determine the application category for each program offered:

Institutions applying to NASM for the first time:

Programs that have been in existence and that have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for **Plan Approval and Final Approval for Listing**.

Programs approved by the institution that either have not yet begun enrolling students or have not met the requisite transcript evidence as stated above are to be submitted for **Plan Approval**.

Member Institutions:

Programs that have previous Final Approval for Listing from NASM are to be submitted for **Renewal of Final Approval**.

Programs having Plan Approval that do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for **Renewal of Plan Approval**.

Programs in existence that have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) but that have not been reviewed by NASM are to be submitted for **Plan Approval and Final Approval for Listing**.

Programs approved by the institution that have not been reviewed by NASM and are not yet enrolling students are to be submitted for **Plan Approval**.

Programs approved by the institution that have begun enrolling students, but that have not been reviewed by NASM and do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for **Plan Approval**.

Programs having Plan Approval that now have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) are to be submitted for **Final Approval for Listing**.

- Please assist the visitors and Commission members by indicating sections for non-degree-granting programs, associate degrees, baccalaureate degrees, and graduate degrees with tabs if you have more than one of these program types.

## Section II.B. Specific Curricula – Text Outline

### Applications for:

**Renewal of Final Approval** (*renewal applications only*)

**Renewal of Plan Approval** (*renewal applications only*)

**Final Approval for Listing** (*first-time applications only*)

*Address items 1. through 8. inclusive for each distinct curriculum. A “distinct curriculum” is defined as (1) every area of emphasis within each major offered on-site, and (2) every area of emphasis within each major offered via distance or correspondence learning where at least 40% of the program is offered via distance or correspondence means.*

*Omit item 4. unless the degree is a graduate program.*

1. The program or degree **title**, with emphasis if applicable, followed by a **statement of purposes** as published by the institution; for example, for whom the program or degree is intended, its preparational emphasis, its aspirations for student achievement, etc.

Please ensure that the title used here is identical to that used on the title page of the Self-Study, and throughout all current or projected institutional documents.

2. A **curricular table** in the NASM format. Refer to the NASM document titled *Instructions for Preparing Curricular Tables in the NASM Format*.

Please call the NASM National Office for assistance if needed.

Please ensure that the title used in the curricular table is identical to that used on the title page of the Self-Study, and throughout all current or projected institutional documents.

3. An **assessment of compliance with NASM Standards** applicable to the program. Refer to the NASM *Handbook* sections for two-year, undergraduate, graduate, and non-degree-granting programs, and applicable appendices.
  - a. This assessment must address the competencies required by applicable Standards in terms of specific content, expectations for knowledge and skills development, and levels of achievement required for graduation as determined by the institution.
  - b. Required levels of achievement may be documented in many ways, including but not limited to admission criteria, program expectations, course syllabi, graduation regulations, examination guidelines, grade level requirements, and so forth.
  - c. If a program involves **distance or correspondence learning**, it must be thoroughly analyzed with respect to all NASM Standards under that title in the NASM *Handbook*, Standards for Accreditation, Section III.H. Information provided in this section and supported in the Management Documents Portfolio of the Self-Study (MDP II.C.) must include documentation of the processes used to (1) establish that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives academic credit; and (2) protect student privacy and notify students of any additional charges associated with the verification of student identity at the time of registration or enrollment.

- d. If the program is explicitly designed as a ***multi- or interdisciplinary combination***, and in which the discipline of music is either the primary or home discipline or constitutes over 25% of the requirements to complete the program, it must be thoroughly analyzed taking into account specific NASM Standards for disciplines in combination. Refer to the *NASM Handbook*, Standards for Accreditation, Section III.I.
  - e. If the program is focused on ***electronic media***, it must be thoroughly analyzed taking into account specific NASM Standards in this area. Refer to the *NASM Handbook*, Standards for Accreditation, Section III.J.
4. Institutions offering **graduate degrees** must include a discussion of the following:
- (If not applicable, please proceed to item 5. below and continue.)*
- a. Proficiencies required for entrance to the program (for example, keyboard, diction, aural skills, theoretical skills, etc.); when these must be achieved and how they are tested; and whether credit toward the degree is permitted for study directed toward completion of these proficiencies. If this material is addressed in the *Management Documents Portfolio* (Section IV), please indicate its location in the *Management Documents Portfolio* (Section IV) instead of responding here.
  - b. Research and professional tools required in the program (for example, languages, statistics, computer science, etc.); when these must be achieved and how they are tested; and whether credit toward the degree is permitted for study directed toward completion of these proficiencies.
  - c. The institution's policy for conducting a comprehensive review at or near the conclusion of degree study of (a) master's degree candidates, (b) doctoral degree candidates by using such methods as written or oral comprehensive examinations, seminars providing summary evaluation, or a cumulative series of reviews.
  - d. Candidacy and final project requirements for the program; for example, requirements for dissertations, recitals, research projects, etc. Discuss the purpose of these requirements and how they serve the objectives of the program.
5. **Results** of the program related to its purposes, including means for evaluating these results and assuring that requisite student competencies and levels of achievement discussed in items 3. and 4. above are being developed. Means for using such evaluations as the basis for program improvement are considered in Section III.B. of *Format A*.
6. An **assessment** of strengths, areas for improvement, challenges and opportunities, including an assessment of the extent to which the program is meeting institution-wide or music unit aspirations for excellence.
7. A **rationale** for continuation of the program if it has had no graduates during the past five years.
8. **Plans** for addressing weaknesses and improving results.

**Applications for:**

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

*Address items 1., 2. and 3. above. Address item 4. above if a graduate program. Also address the following items:*

9. Indicate the means for assuring that requisite student competencies and levels of achievement will be developed.
10. Identify each member of the current music faculty, full-time and part-time, concerned with the new program. If faculty have not been recruited, specify the number of new positions with qualifications and ranks for each.
11. Describe the present and projected fiscal resources relevant to the new 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.
12. Describe available and/or projected facilities relevant to the new curriculum.
13. Provide a description (or listing) of current and/or projected library holdings and learning resources (including electronic access) relevant to the new curriculum.
14. Submit a detailed rationale for the new curriculum including the following points:
  - a. Reasons for adding this program;
  - b. Unique aspects of this program as distinguished from other degrees or options presently offered;
  - c. Number of students expected to be served; and
  - d. Expectations for placement of graduates.
15. Describe the relationship between the new program and ongoing programs with special attention to the effects on existing academic, financial, or physical resources. Note whether the proposed program will replace any existing program(s).

**Applications for:**

**Final Approval for Listing after Plan Approval (*renewal applications only*)**

***Address items 1., 2., 3., 5., 6., and 8. above. Address item 4. above if a graduate program. Also address the following item:***

16. Provide a minimum of three transcripts of graduates for each new non-degree-granting, associate, or baccalaureate program, and a minimum of two transcripts of graduates for each new graduate program. Include a specific designation of the degree conferred (i.e., concentration, major, option), and a coding by number, letter, or color of each course according to the categories of the curricular table previously submitted for Plan Approval (e.g., all studies in the major area marked "C" and so forth). These coded transcripts must be a part of the Self-Study document.

**Applications for:**

**Concurrent Plan Approval and Final Approval for Listing (*renewal applications only*)**

***Address items 1. through 16. above, except item 6. Omit item 4. unless the degree is a graduate program.***

### Section II.C. Programmatic Areas – Introductory Information

*Before proceeding to the text outlines for Section II.C., please review the following 3 notes:*

- The information requested is intended to complete the composite picture of programmatic offerings and activities. Answers should be summary and brief unless the institution determines otherwise.
- Performance in this section refers to the overall performance program. Please do not repeat information provided elsewhere regarding performance requirements for specific degree programs (primarily Section II.B.) or types of degrees (primarily Section II.A.)
- If the information requested is available in documents provided in the *Management Documents Portfolio* (Section IV), please reference the location, providing in this section only the introductions or explanations necessary.

### Section II.C. Programmatic Areas – Text Outline

#### Item MGP: Music Studies for the General Public

*Music units have important responsibilities for the development of musical knowledge and skills in the general population. The most immediate of these responsibilities in multipurpose postsecondary institutions is with non-major students. However, attention to music in general studies extends into many other aspects of professional education and training. It is expected that each music unit will have specific objectives, policies, and programs to address this area. This portion of the Self-Study should assess the appropriateness and the effectiveness of these objectives, policies, and programs.*

Briefly describe objectives, policies, and programs concerning music studies for the general public. As applicable, the statement should address such issues as:

1. The general college student;
2. Training of the professional musician;
3. Faculty and administrative involvement;
4. The local community (*do not duplicate response provided in any previous or subsequent sections of the Self-Study—see Item OPA below*);
5. The media; and
6. Arts and arts education policy development.

*Refer to the NASM Handbook Standards statement under Section III.P. titled “Responsibilities for Music in General Education” and Appendix II.A. titled “NASM Advisory Concerning Music in General Education.”*

**Item PER: Performance**

*This portion of the portfolio should present the music unit's general philosophy and specific objectives for its performance program. Relationships among the objectives of the music unit, the scope and objectives of curricular programs, and resources for performance should be evident.*

Briefly describe:

1. The music unit's goals and objectives for performance and the administrative, curricular, programmatic, qualitative, and evaluative approaches used to achieve these goals and objectives;
2. Policies and procedures regarding student performance, faculty performance, touring practices, and access to other professional and student performances, both on- and off-campus.

**Item OPA: Other Programmatic Activities**

*This portion of the Self-Study should discuss any programmatic activities related to the instructional program that have not already been covered. These include but are not limited to instructional, performance, research, and policy-development activities.*

Briefly describe any goals, objectives, and activities of the music unit involving educational or research institutes, festivals, special service activities, policy studies, or special liaisons with other institutions or organizations, etc.

**SECTION III. EVALUATION, PLANNING, PROJECTIONS**

*Before proceeding, please review the following 3 notes:*

- Standards: The primary *Handbook* statements are found in the item titled “Evaluation, Planning, and Projections” in the section titled “Purposes and Operations.”
- To save time, if the institution has previously prepared an NASM Self-Study, it may be helpful to review Section III of the unit’s last Self-Study document. If you choose to update the previous text, compare the information requested below to previous responses to ensure that your revised text addresses current content requirements.
- If all or part of the answer to any of these questions is provided in one or more items of the *Management Documents Portfolio* (Section IV) or in an Appendix, please provide a brief notation or explanation followed by a reference to the location in Section IV or other sections of the Self-Study.

**A. Music Unit**

1. Describe how the music unit evaluates, plans, and makes projections. As part of the narrative, describe any basic concepts, policies, procedures, and/or schedules that fundamentally characterize or shape evaluation, planning, and projection in the music unit and at other levels that affect the music unit.
2. Evaluate on a fundamental level the extent to which:
  - a. All elements of the unit’s work—purposes, size, scope, programs, resources, policies, etc.—have a logical, functioning, and productive relationship.
  - b. Evaluation, planning, and projection efforts
    - (1) support stated purposes (music unit, curricular, and institutional);
    - (2) are used as elements of short- and long-term decision-making; for example, manage contingencies, opportunities and constraints; maintain productive relationships among evolving priorities and resource allocations, etc.

**B. Students**

Describe means for using various evaluations of student achievement presented in items A. and B. of the *Instructional Programs Portfolio* (Section II) and applicable sections of the *Management Documents Portfolio* (Section IV) in the course of music unit and program improvement.

**C. Projected Improvements and Changes**

Indicate areas for improvement and/or plans for change in one or more of the following categories. Respond only in the categories where improvements and changes are being considered, planned, or are in the process of completion. Please combine categories or create new ones as appropriate to the nature of the information you are providing.

1. Purposes, including levels of artistic, educational, and scholarly aspiration;
2. Size and scope;

3. Governance and administration;
4. Faculty and staff;
5. Facilities, equipment, technology, health, and safety;
6. Library and learning resources;
7. Recruitment procedures, admission-retention, record keeping, and advisement;
8. Published materials and Web sites;
9. Community involvement;
10. Articulation with other schools;
11. Evaluation, planning, and projections;
12. Any current curricular issues not addressed in item II.B. of the *Instructional Programs Portfolio*;
13. Levels of admission, retention, and/or graduation requirements;
14. Plans for expanding or ending curricular offerings (with timetables if applicable); and
15. Other issues important to the music unit.

**D. Futures Issues**

Describe the most significant opportunities and challenges the music unit expects in the next five to ten years. Evaluate the unit's readiness to work productively with these opportunities and challenges.

## SECTION IV. MANAGEMENT DOCUMENTS PORTFOLIO (MDP)

*Before proceeding, please review the following 10 notes:*

- NASM reviews are based significantly on information provided in Sections I., II., and III. of the Self-Study plus information provided in Section IV., the Management Documents Portfolio. As applicable, institutions may provide additional information in Section V. Appendices. When all sections are compiled in one document, material in each of the four or five sections must produce aggregate documentation of compliance with all standards applicable to the institution no matter how the Self-Study is structured by the institution. Various sections of the Management Documents Portfolio may serve a number of different functions: provide information specifically requested in the Management Documents Portfolio outline below; present information not provided in Sections I., II., or III.; provide documentation regarding issues addressed or referenced previously in the Self-Study; and so forth.
- This portfolio provides a set of reference material. It presents documents, publications, collected data, and resources used by the music unit. Normally, it requires compilation of existing documents, not new writing. These documents include institutional catalogs or portions thereof, HEADS Data Surveys, Web site resources, standard statements or policy documents, plans, and so forth.
- The order of the *Management Documents Portfolio* (Section IV) tracks the order of previous Sections I, II, and III.
- To save time, if the institution has previously prepared an NASM Self-Study, please locate and review either a previous *Management Documents Portfolio* or similar sections of a previous Self-Study, and update it to produce the items requested. Compare the information requested below to previous responses to ensure that your documents address current content requirements.
- To complete a current *Management Documents Portfolio*, the following are needed:
  1. The latest edition of the NASM *Handbook* and all current addenda; and
  2. NASM *Procedures for the Self-Study Document: Format A* (this document).
- With the exception of institutional catalogs, please provide only those portions of larger documents that apply to the music unit.
- Excerpts from Web sites and information providing citations of Web sites must be clear and accurate. Citations must be easy to find.
- In previous sections of the Self-Study, as appropriate, refer to items in the *Management Documents Portfolio*.
- The information provided in Section IV must be included in the table of contents that precedes the main text of the Self-Study, or have its own table of contents, or be tabbed, or otherwise be formatted for easy reference.
- Electronic copies of documents may be submitted; however, the Self-Study must include a reference to where the materials may be found and how they are labeled. Any URL provided should be in complete address form.

## **MDP I—PURPOSES AND OPERATIONS**

### **A. Purposes**

1. Institutional catalogs (undergraduate, graduate, community education, etc., as applicable). The required catalog(s) may be supplied in one of the following ways: (a) print copy sent in addition to the Self-Study, (b) a CD containing an electronic version, or (c) the web address (complete URL) at which the catalog(s) may be accessed. If catalog information does not contain a catalog publication schedule, please provide it. Only one catalog or set of catalogs for each copy of the Self-Study should be provided.
2. Statement of purposes and specific aims—usually, mission, goals, and objectives for the music unit, and if applicable, for the entire institution.
3. Definitions of the institution's terminology for designating wholes and parts of curricula such as: major, minor, concentration, track, emphasis, etc.

### **B. Size and Scope and C. Finances**

HEADS Data Survey(s) containing factual information on enrollment and finances. First-time applicants must provide a completed data survey current to the year of self-study. Institutions holding Associate Membership or Membership in NASM applying for renewal of accreditation must provide HEADS Data Surveys for three academic years—the year in which the on-site visit occurs plus those for the previous two years.

### **C. Finances**

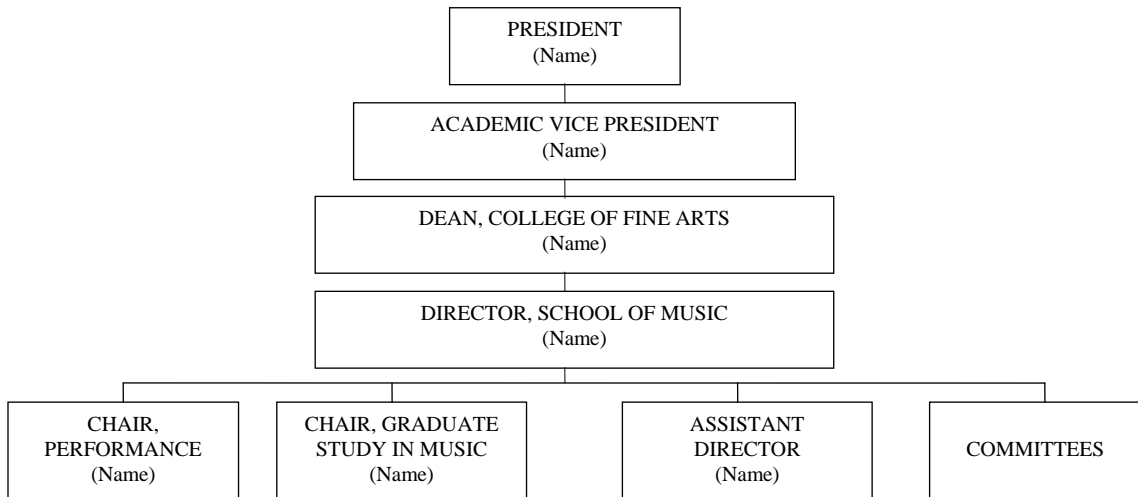
1. Financial statements or data providing a composite picture of music unit finances for the past three years. Independent music schools of all types must also provide audited financial statements with opinion for the past three years.
2. Proprietary (for profit) institutions must indicate net worth 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. A table clearly outlining the internal organization of the music unit. If applicable, outline the administrative and operational relationships of the music unit to the parent institution. Include names as well as titles of individuals.

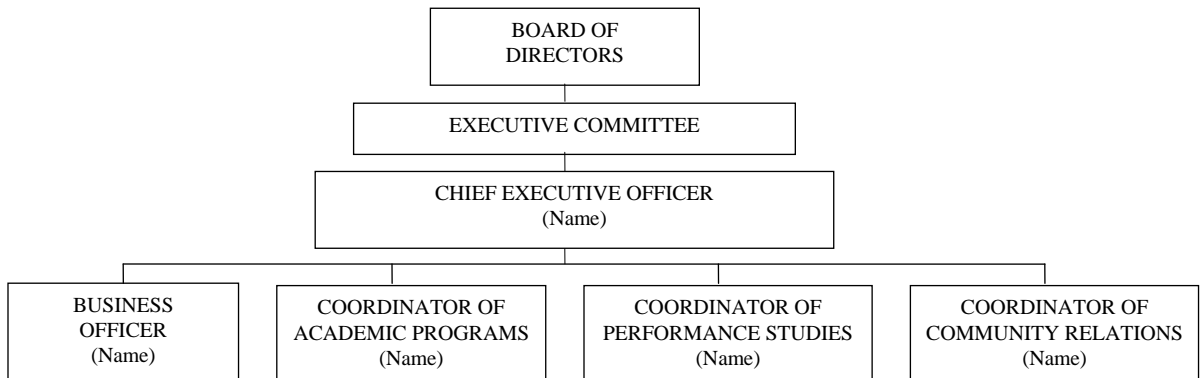
**EXAMPLE 1:**

**Sample Table of Organization  
for Baccalaureate and Graduate Degree-Granting Institutions  
and Community/Junior Colleges**



**EXAMPLE 2:**

**Sample Table of Organization  
for Non-Degree-Granting Institutions**



2. For independent schools of music, the table must include a profile of the Board of Directors that includes the names, business affiliations, and lengths of service. The table of organization should also include the Artistic Director, if applicable.
3. Description or outline of the music executive's responsibilities and authority including teaching, creative work and research, performing, and community service, as well as administration.
4. Outline the governance and administrative responsibilities and relationships among faculty, staff, and administration.
5. Present policies regarding the term of the chief music executive and reviews of the chief music executive.
6. Description or outline of communication policies and patterns within the music unit.
7. Description or outline of the extent of clerical, professional, and technical support containing the names of staff positions and a brief overview of principal responsibilities.
8. List of programs offered that are jointly administered with other units—for example, music education programs, graduate programs, multidisciplinary programs, etc.

#### **E. Faculty and Staff**

1. Policies and procedures: (a) for calculating faculty loads, including credit for the direction of graduate dissertations, projects, ensembles, etc.; (b) for evaluating teaching effectiveness of music faculty; (c) regarding faculty development; (d) regarding the number of technical and support staff.
2. A chart or other format providing the following for each faculty member: (a) name; (b) year hired; (c) rank; (d) tenure status; (e) degrees or credentials earned with institution, majors, and emphases; (f) a short biographical summary – if this information is published in the catalog or on the institution's Web site, please provide a citation here; and (g) if music education faculty, Pre-K–12 teaching experience.

Please separate and indicate full-time and part-time faculty.

Curriculum vitae for each full-time and part-time member of the music faculty may be included in the institution's *Management Documents Portfolio* for ease of compiling the above information, but a full curriculum vita for each faculty member is not necessary for the final submittal of the Self-Study.

3. A list of current faculty teaching assignments, including, if applicable, the number of classroom/lecture, applied lessons, and/or ensembles per week per semester.
4. Duties performed by graduate assistants.

*Note: Factual information concerning full-time and part-time faculty is provided in the HEADS Data Survey(s) listed earlier in the portfolio (Section IV, MDP-I.B., page A-24). Do not duplicate this information here, but rather reference it as necessary.*

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

1. A list of facilities for music and related activities.
2. An inventory of equipment for music as required by the institution.
3. An inventory of technology for music as required by the institution.
4. Plans and/or schedules for maintenance and replacement of facilities, equipment, and technology.
5. Policies and means for informing students and others regarding health and safety issues, hazards, and procedures inherent to practice, performance, teaching, and listening both in general and as applicable to their specialization, including but not limited to hearing, vocal, and musculoskeletal health and injury prevention. Please include the text or indicate the Web location of any basic information used by the institution for this purpose.
6. In addition to item 5., with regard to injury prevention, (a) music unit policies, protocols, and daily operational expectations and (b) their relationships to (1) promoting musicians' health, (2) maintaining the fitness and safety of equipment and technology, and (3) addressing the acoustic and other health-related conditions present in practice, rehearsal, and performance facilities.
7. As applicable: documentation regarding (a) health and safety certifications or approvals, (b) relationships with health professionals for students and the music unit, (c) operational policies establishing clear distinctions between general health information from the music unit and professional medical advice.

**G. Library and Learning Resources**

1. A description of music library holdings and learning resources, including electronic access, as published by the institution.
2. Information concerning student and faculty access (a) to the institution's library in terms of hours of operation, catalogs and indexes; and (b) to the holdings of other institutions through various means.
3. If the music unit relies substantially on libraries or learning resources beyond the institution for information access, collections, or facilities, information concerning (a) accessibility; (b) collections in relationship to major areas of study, curricular offerings and levels; (c) agreements regarding student/faculty use of these facilities; and (d) student use of these facilities.
4. Expenditures for music acquisitions as documented by the institution—ideally, a breakdown with expenditures (a) the year before last, (b) last year, and (c) budgeted for this year in the following categories: books, collected editions, periodicals, videotapes, scores, recordings, microfilm/microfiche, electronic access, and other holdings (specify). Also, a total for each year.
5. Number of staff dedicated to the music collection and the qualifications for each position.
6. Policies and procedures for acquisitions, preservation, and replacement, including music faculty involvement.
7. Plans for library equipment acquisitions and maintenance.

## H. Recruitment, Admission–Retention, Record Keeping, and Advisement

1. Policies, procedures, and music unit standards used for recruitment and admissions at each applicable program level (i.e., non-degree-granting, associate, baccalaureate, graduate). The information must provide proficiency expectations for admission to candidacy for the program or the degree.
2. Policies, procedures, and music unit standards regarding retention at each applicable program level.
3. Policies and procedures used for the advisement and counseling system at various program levels.
4. Information concerning counseling for students preparing to be elementary/secondary specialist music teachers.
5. Student record-keeping policies and procedures at various program levels, including issues such as courses taken, grades, repertory studied, performance, and special evaluations.
6. Policies concerning maintenance of final project documentation for graduate degrees.

## I. Published Materials and Web Sites

1. The location of published or Web information required by NASM Standards regarding content to be included in published materials.

*NASM Standards require publication of purposes; size and scope; curricula; faculty; administrators and trustees; locale; facilities; costs and refund policies; rules and regulations for conduct; all quantitative, qualitative, and time requirements for admission, retention, and completion of degrees and other credentials; academic calendar; grievance and appeals process; and accreditation status with NASM and other appropriate accrediting agencies. Members of the Association having degree programs in music education and/or music therapy shall state in their catalogs the registration, certification, and/or licensure to which their curricula will lead. Costs; qualitative, quantitative and time requirements; and academic calendars shall have an appropriate relationship to purposes, curriculum, and subject matters taught.*

*Through means consistent with its purposes and resources, (a) the institution or (b) the music program (either separately or in conjunction with the institution) shall routinely provide reliable data and information to the public concerning the achievement of its purposes.*

2. Documents or Web locations applicable to the music unit that provide public information about the program, including promotional material used in student recruitment.

*Note: Institutions preparing for on-site visits should provide (a) a sample of published material used for student recruitment in the Management Documents Portfolio, and (b) a complete set of published material and procedures for student recruitment to NASM visitors on-site.*

## J. Community Involvement

1. Lists of the most significant community involvements/interactions.
2. Documentation of formal relationships and policies when community involvement is related to a postsecondary degree offering.

*Note: Do not duplicate information requested in item L. below.*

### **K. Articulation with Other Schools**

*(Include only if applicable)*

1. Published lists or texts of articulation agreements between two-year and four-year degree-granting institutions.
2. Copies of any agreements whereby the institution either provides or receives credit for degrees or other credentials in music from other institutions.

### **L. Non-Degree-Granting Programs for the Community**

*(Include only if the institution offers a non-degree-granting community education program with a specific published identity and at least one specifically designated administrator. See NASM Handbook, Standards for Accreditation, Section III.K.)*

*Note: The Management Documents Portfolio outline deviates from the Standards for Accreditation outline in the NASM Handbook for this item. "Evaluation, Planning, and Projections" issues are to be addressed in Section III of the Management Documents Portfolio.*

#### **If the community education program has a separately published identity and a designated administrator:**

1. Catalogs and any promotional material including title(s) of program(s). (If a catalog is provided in MDP I.A., please do not provide another here.)
2. Purposes (mission, goals, and objectives) of any formal community education program in music operated by the school.
3. Overviews or summaries of enrollment, faculty, facilities, and equipment.
4. Policies regarding student and program evaluation.
5. Requirements for any certificates or diplomas offered.
6. Any planning documents associated with the program(s).

### **M. Operational Standards for All Institutions for which NASM is the Designated Institutional Accreditor**

*(Include only if this relationship exists with NASM.)*

1. Documentation of charter and/or formal authority of incorporation and state recognition and/or licensure documents authorizing the institution to operate.
2. 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), and board conflict of interest policies.
3. Any existing teach-out agreements and procedures.

**N. Operational Standards and Procedures for Proprietary Institutions**

*(Include only if applicable.)*

1. Documentation of charter and/or formal authority of incorporation and state recognition and/or licensure documents authorizing the institution to operate.
2. 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.

**O. Branch Campuses and External Programs**

*(Include only if applicable)*

1. Policies and procedures indicating how the institution maintains direct and sole responsibility for the academic and artistic qualities of all aspects of all programs.
2. Policies, procedures, and results associated with the provision of adequate resources, including instructional delivery systems.
3. Catalogs and other relevant documents not already submitted for the main campus.

## **MDP II—INSTRUCTIONAL PROGRAMS**

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

The information provided in items 1. through 6. below needs to document how the institution's policies and practices are in compliance with the NASM *Handbook*, Standards for Accreditation, Section III.A. "Credit and Time Requirements."

1. The institution's definition of a semester- or quarter-hour of credit, including calculations for determining credit hours in lecture, studio, ensemble, independent study, and other types of courses.
2. The institution's policies concerning granting course credit to transfer students at undergraduate and graduate levels.
3. The procedures the institution uses to make credit hour assignments for courses, programs, and other requirements consistent with its credit hour policies applicable to its offerings.
4. The means employed by the institution to ensure accurate and reliable application of its credit hour policies and procedures.
5. If the music unit uses new or experimental or atypical formats or methods for delivering instruction and awarding credit, information demonstrating that they are logical, fair, and consistent in applying fundamental principles that base credit awarded on verifiable relationships among instructional and study time, achievement, and lengths of courses and programs.
6. Documentation that credit-hour and transfer policies are published.

### **B. Evaluation of the Development of Competencies**

Student evaluation policies and procedures such as juries, recitals, comprehensive examinations, the screening process for admission to upper division or degree candidacy, etc.

### **C. Distance and Correspondence Learning Programs**

1. The institution's written policies, rules, and procedures and other general information about distance and correspondence learning programs.
2. If not automatically contained in information provided in item C.1., documentation of the processes used to:
  - a. Establish that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives academic credit. Verification methods may include, but are not limited to, secure login and passwords protocols, proctored examinations, and new or other technological identification practices.
  - b. Protect student privacy and notify students of any additional charges associated with the verification of student identity at the time of registration or enrollment.

**D. Teacher Preparation (Music Education) Programs**

*This item refers to all curricula (undergraduate or graduate) that lead to initial certification as a specialist music teacher.*

1. Information concerning the intern teaching program with specific reference to credit allotment, and the process for selecting supervising teachers and sites.
2. Any special requirements for certification mandated by your state as these affect the teacher training program in music education.

**E. Graduate Programs**

1. Rules concerning the curricular percentage or number of credits in courses intended for graduate students only that are required for each graduate degree program.
2. Rules concerning independent study applicable to graduate degrees in music.

**F. Music Studies for the General Public**

1. A list of all music courses offered specifically for students not majoring in music, with figures or other descriptive information that provide a picture of overall enrollment patterns.
2. The institution's practices for assigning teachers to general studies courses in music.
3. The institution's policies with respect to enrollment of non-majors in (a) private studio instruction, (b) ensembles, and (c) courses intended primarily for music majors.

**MDP III—EVALUATION, PLANNING, PROJECTIONS**

**A. Any planning documents currently in effect or in use**

*(Please do not provide previous NASM Self-Study documents.)*

**B. Unit evaluation schedules and protocols**

**C. Any current analytical or projective studies concerning the music unit**

## SECTION V. APPENDICES

Appendices include any additional information the institution wishes to provide or reference. These should be labeled alphabetically (Appendix A., B., C., etc.) Each must be tabbed for easy reference.

**This concludes the Content Outline for *Format A*.**

### INFORMATION REQUIRED ON-SITE *(in addition to examples of student work)*

#### Transcripts

1. Paper or electronic access to transcripts or copies thereof for graduates from each undergraduate or graduate degree or postsecondary non-degree-granting program for the past three years must be available to the visiting evaluators.

If a program has had no graduates in the past three years, transcript access for the past five years must be provided.

Transcripts or copies must be arranged or clearly identified by program title.

Visitors must be able to select and review at random from among all or a selection of transcripts from each degree or postsecondary non-degree-granting program offered. Ideally, two or three transcripts for each program are chosen and considered by the visitors.

If the institution requires that permission be granted by each graduate for the review of transcripts, this must be accomplished prior to the visit.

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.”

The institution should provide on-site assistance to the visitors in comparing transcripts with NASM standards and the institution’s program requirements.

#### Note for Current Member Institutions Only:

Member institutions requesting in the Self-Study (a) Final Approval for Listing (FAL) for one or more programs that currently hold Plan Approval (PA) and are listed in italics by NASM or (b) Plan Approval and Final Approval for Listing (PA/FAL) for one or more programs that have not been previously reviewed by NASM, must do the following:

Provide as requested in Section II.B.16 of *Format A* two transcripts for each graduate program, and/or three transcripts for each program in any other category. The Commission cannot take action on requests for Final Approval for Listing unless it reviews the requisite number of transcripts in person.

For such programs, separate on-site review of transcripts beyond those contained in the Self-Study is not required.

Member institutions submitting continuing programs listed in regular type by NASM for Renewal of Final Approval, and in all other categories except FAL and PA/FAL mentioned above, should not provide transcripts for those programs with the Self-Study.

**Faculty**

2. Copies of the institution's published policies concerning appointment, compensation, tenure, increases in salary, promotions, and fringe benefits for full-time and part-time faculty.
3. A set of full-time music faculty résumés in alphabetical order. A set of part-time music faculty résumés in alphabetical order.

**Recruitment, Admission-Retention, Record Keeping, and Advisement**

4. If applicable, copies of examinations developed by the institution used for graduate entrance and placement for students entering (a) master's programs and/or (b) doctoral programs.

**Published Materials and Web Sites**

5. Provide copies of all promotional materials and procedural documents used in the student recruitment process, including copies of advertisements.
6. Access to the institutional or music unit Web site.