Procedures for
Institutional Membership

PART IISF
The NASM
Self-Study Document
STANDARD FORMAT

September 2003 Edition
(REVISED JANUARY 2007)
Correlated to the NASM Handbook 2007-2008 and Beyond

These materials are applicable for
NASM visits scheduled during the academic years

Users of this document must have standards available in the latest edition of the NASM Handbook and all current addenda.
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**STANDARD FORMAT**

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NASM Self-Study Document

STANDARD FORMAT

Eligibility: ■ All institutions applying for Membership or renewal of Membership.
■ Recommended for institutions applying for the first time.

Purpose: ■ Provide a sequential, comprehensive review against NASM standards with continuous reference to institutional aspirations.
■ Produce documentation that can be updated and used in future Self-Studies in the Standard or other formats.

Structure: ■ Follows an order similar to that presented in the NASM Handbook. (The order in the NASM Self-Study outline must be followed when compiling Self-Studies, rather than the outline within the Handbook.)
■ Produces a comprehensive picture of the operational and curricular elements of a music unit. Information, analyses, and documentation for each element, for the most part, are kept together.
To complete the Standard Format, you also need:

1. Latest edition of the NASM Handbook and all current addenda 
   (for reference)
2. General Instructions for All Formats of the NASM Self-Study Document 
   (for reference)
3. Instructions for Preparing Curricular Tables in the NASM Format 
   (refer to Section II, page IISF–29, and page IISF–37, Appendices to the Self- 
   Study Document—Appendix IV)
4. HEADS Data Survey(s)/NASM Annual Report 
   (refer to page IISF–36, Appendices to the Self-Study Document—Appendix I)

SPECIAL INSTRUCTIONS FOR DEGREE-GRANTING 
INSTITUTIONS THAT OPERATE COMMUNITY EDUCATION 
PROGRAMS IN MUSIC 
(Using the Standard Format for the NASM Self-Study Document)

Many degree-granting music units 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 com-
munity division are among the many titles used to designate such programs when they have a 
specific published identity.

♦ If your 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.L.: Community Involvement, and in Sections II and III as applicable. Do not provide 
information in Sections I.N. or II.A.

♦ If your 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, comment on the program only in Section I.N: Non-Degree- 
Granting Programs for the Community, and in Sections II and III as applicable. Do not 
provide information in Sections I.L. or II.A.

♦ If your 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.L. and I.N.

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.
Questions Often Asked By First-Time Users

*Are all documents labeled Part II part of the NASM Self-Study questionnaire?*

No. They provide guidance for completing a Self-Study document appropriate to the purposes, size, scope, and immediate needs of your music unit. They help you to focus more on what you want to do rather than how NASM wants you to answer.

*Does everything in each document apply to my institution?*

Almost certainly, no. Each text helps each music unit choose what is applicable and consider its future in local institutional terms.

*Why are these documents so large?*

They are used by a wide range of music units—from the smallest to the largest, from the most focused to the most comprehensive, from charter members to first-time applicants. They must, therefore, address many possibilities. They must provide a consistent framework for unique Self-Studies from hundreds of unique institutions.

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

Yes. NASM encourages approaches that reduce duplication of effort. Instructions are included. Please do not duplicate work that has been done before if it provides current information.

*Why do I need the latest NASM Handbook and all current addenda in addition to these documents?*

The *Handbook* contains the standards used by NASM visitors and the Commissions on Accreditation to evaluate the institution. This document helps institutions compare their policies, practices, and results with the NASM standards and their own aspirations for excellence.

The Self-Study outlines either essentially follow or are based on the order in which standards are presented in the NASM *Handbook*. However, the order in the NASM Self-Study outlines must be followed when compiling Self-Studies, rather than the outline within the *Handbook*.

*Who should be involved in self-study?*

Ideally, all constituencies should be involved in some way. Normally, music faculty and administrators are most engaged; but students, alumni, and other institutional administrators participate. The Self-Study document is normally written or compiled by an editor and reviewed by some or all participants.
NOTICES

1. This is Part II of the NASM Procedures for Institutional Membership.

Part I provides an overview of the accreditation process, primarily from the institution’s perspective.

Part II consists of several documents and describes procedures and content areas for the institution’s Self-Study. Part IIIF describes the traditional sequential format. Part IIIPF and Part IIISA describe alternative formats.

Part III provides an overview of the visit, the Visitors’ Report, and the Visitors’ Report format, primarily from the visitors’ perspective.

These documents give a complete picture of the approach to accreditation used by NASM.

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

2. These texts are available on the NASM web site. If you do not have access to the Internet, please contact the NASM National Office regarding print versions.

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

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

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Reston, Virginia 20190-5248

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or use staff directory
Web Site: http://nasm.arts-accredit.org
Please Note:

- The format for each topic is structured as follows:
  1. Analysis based on NASM and institutional standards.
  2. Documentation in the text of the Self-Study, in an Appendix, or available on-site.

For some topics, there follows a list of optional sample questions that may be useful as starting points. These are not required.

- In each topic of the Self-Study, the text must reflect thorough consideration of the standards outlined in the most recent NASM Handbook, including applicable appendices and any current addendum.

- Responses show clearly how the music unit is in compliance with each standard. Responses to curricular standards focus on student competencies, using numerical criteria as benchmarks. Deviations from the standards should be clearly identified and explained.

- When asked to describe, document, and evaluate a certain aspect of the program, be sure to discuss what exists and provide an assessment of that aspect of the program. Such assessment is essential to self-study.

- Choose an appropriate level of detail. Provide sufficient information and analysis to be comprehensive and thorough, but no more.

- Ensure that operational and procedural issues are related to educational functions and goals. Keep clear distinctions and relationships among means and ends.

- The text of the Self-Study should go beyond mere description and focus on analysis, interpretation, and projections.
Standards Locator

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

♦ All NASM standards are in the Handbook of the Association, including any current addenda. These standards evolve continuously. The Handbook is published in odd-numbered years; addenda, in even-numbered years.

♦ In all sections of the Self-Study format, the detailed list of topics in the outline essentially parallels the order of the standards in the Handbook. (The order in the NASM Self-Study outlines must be followed when compiling Self-Studies, rather than the outline within the Handbook.)

♦ Self-Study coordinators must be familiar with all applicable standards, including those found in appendices, and provide guidance to other participants.

♦ There are complete sets of standards in the following categories: Standards for Bacca-laureate and Graduate Degree-Granting Institutions and Programs, Standards for Community/Junior Colleges and Associate Degree Programs, and Standards for Non-Degree-Granting Institutions and Programs.

♦ For Self-Study Section I. Purposes and Operations, the primary Handbook statements are found for each category under Standards for Purposes and Operations, Music Program Components, and Admission Requirements for Undergraduate, Graduate, and Non-Degree-Granting Programs. Some appendices may be applicable.

♦ For Self-Study Section II. Instructional Programs, the primary Handbook statements for each category begin following the Standards for Purposes and Operations (as of this date with item III. Standards for programs by degree or level begin with item IV) and continue to the end of the standards statement. Some appendices may apply.

♦ For Self-Study Section III. Evaluation, Planning, and Projections, the primary Handbook statements for each category are found under Standards for Purposes and Operations under the title “Evaluation, Planning, and Projections.” All other standards and some appendices may be applicable to content addressed in this section.

♦ Some standards in any category may not be applicable to your institution. If you have questions about applicability, please contact the NASM National Office.
SECTION I: PURPOSES AND OPERATIONS

A. Purposes of the Institution and Music Unit
B. Size and Scope
C. Finances

Analysis

Note: 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.

Provide the purposes (e.g., mission, goals, and objectives) statements current for the music unit and the institution. Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which specifics of and relationships among (A) purposes; (B) size and scope; and (C) finances meet NASM standards;
- the extent to which specifics of and relationships among (A) purposes; (B) size and scope; and (C) finances meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them.

Documentation

Required in the body of the report—part of or separate from the analysis:

1. Provide information demonstrating the extent to which the institution maintains (a) sufficient enrollment to cover the size and scope of programs offered; (b) an appropriate number of faculty and other resources to cover the size and scope of programs offered; (c) sufficient advanced courses in music appropriate to major areas of study at degree or program levels being offered; and (d) requisite ensemble experience at an advanced level.

2. If the institution offers graduate degrees, document how the total graduate effort in music provides a community of student and faculty composers, and/or performers, and/or scholars of sufficient size and scope to permit the formal and informal sharing of experiences, ideas, and knowledge. Provide the number of (a) graduates and (b) undergraduates enrolled in each class in which both graduate and undergraduate credit was granted.

3. Define the institution’s terminology for designating wholes and parts of curricula such as: major, minor, concentration, track, emphasis, etc.
Required in an appendix:

4. HEADS Data Survey(s) (Appendix I) containing factual information on enrollment and finances.

5. Financial statements or data (Appendix II) 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.

6. Proprietary (for profit) institutions must indicate net worth or equity and net income for the past three years. Indicate the distribution to stockholders through the past three years in dollar amounts, percentage of total institutional revenue, and percentage of return on equity or net worth. Provide copies of corporate income tax returns, both state and federal, for the past three years, and a list of officers, employees, and board members who have a significant equity relationship.

Required on-site:

7. A complete list of graduates, by name, from each degree program or postsecondary non-degree-granting program, by year, for the past three years must be available to the visiting evaluators. The music unit must be prepared to provide transcripts of graduates from degree programs and postsecondary non-degree-granting programs as requested by the visitors and to justify any departures from NASM standards and from the institution’s own stated requirements.

Visitors must be able to select transcripts at random for examination from the list requested in paragraph one. If the institution requires that permission be granted by each graduate for the review of transcripts, this must be accomplished prior to the visitation. It is essential that NASM visitors have access to transcripts for each degree program and postsecondary non-degree-granting program offered.

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

Optional Sample Questions and Issues

(One or more of the following may serve as springboards for your analysis.)

♦ To what extent are purposes guiding the work of the music unit? For example, as (a) the basis for making educational and artistic decisions; (b) the basis for long-range planning, including development of new curricula, innovative activities, expansion or reduction of programs or enrollments; and (c) the basis for operational decisions, including admission practices, selection of faculty and staff, allocation of resources, evaluation, and administrative policies?

♦ Describe and evaluate any process by which the unit periodically evaluates its purposes in light of such factors as size, complexity, resources, personnel, and relationships to the goals and objectives of specific curricular offerings.
Describe and evaluate the overall fiscal operation applicable to the music unit. Discuss such matters as (a) the sources and reliability of operating income; (b) the balance of income to expenses; (c) 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; and (d) the allocation and control of expenditures. If applicable, composite data, long-range financial planning documents, etc., may be included as appendices.

Describe and evaluate (a) the procedures for developing the budget for the music unit, including the role of the music executive; and (b) operations and results of long-range financial planning.

Describe and evaluate (a) development methods including fundraising procedures and results for the music unit, including the role of the music executive; and (b) operations and results of long-range financial planning.

D. Governance and Administration

Analysis

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- systems for determining the educational and administrative policies and practices for the music unit and its various programs and services;

- if applicable on the basis of curricular offerings, the music unit’s administrative relationship with the education unit or other disciplinary units within the institution;

- the extent to which your policies, practices, and results meet NASM standards;

- areas for improvement and plans or means for addressing them.

Documentation

Required in the body of the report—part of or separate from the analysis:

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.

   The tables on the next page are provided as examples.
EXAMPLE 1:
Sample Table of Organization
for Baccalaureate and Graduate Degree-Granting Institutions
and Community/Junior Colleges

Independent schools of music must provide a profile of the Board of Directors including the
names, business affiliations, and lengths of service of Board members.

EXAMPLE 2:
Sample Table of Organization
for Non-Degree-Granting Institutions

Independent schools of music must provide a profile of the Board of Directors including the
names, business affiliations, and lengths of service of Board members. The table of
organization should also include the Artistic Director, if applicable.
2. For independent schools of music, a profile of the Board of Directors that includes the names, business affiliations, and lengths of service of Board members. The table of organization should also include the Artistic Director, if applicable.

3. Outline of the music executive’s responsibilities including teaching, creative work and research, performing, and community service, as well as administration.

4. Present policies regarding the term of the chief music executive and reviews of the chief music executive.

5. Outline of the extent of clerical, professional, and technical support containing the names of staff positions and a brief overview of principal responsibilities.

6. List of programs offered that are jointly administered with other units—for example, music education programs, graduate programs, multidisciplinary programs, etc. Describe how these programs are controlled, administered, and evaluated, including any distribution of responsibility between the music unit and the other units, with special attention to: (a) admission, (b) retention, (c) degree programs and requirements, and (d) graduation requirements.

Optional Sample Questions and Issues

*(One or more of the following may serve as springboards for your analysis.)*

♦ How are the administrative and educational policies of the music unit determined? Evaluate the effectiveness of these procedures. Are there any external administrative controls that adversely affect the development and maintenance of educational quality? Independent schools of music should analyze the relationships of the board of trustees to governance, administration, and faculty, including such areas as development and long-range and fiscal planning.

♦ If the music unit and/or the institution is responsible to a state-wide board for purposes of governance or planning, what types of decisions are reserved to the central state offices, and how does the music unit relate to any system or state-wide master plans?

♦ Evaluate the effectiveness of communication between the administration of the music unit and its faculty, staff, and students.

E. Faculty and Staff

**Analysis**

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which policies, procedures, and results concerning 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) class size; (7) graduate teaching assistants; (8) faculty development; (9) support staff;
the extent to which specifics and relationships (items 1 through 9 above) meet additional institution-wide or music unit aspirations for excellence;

areas for improvement and plans or means for addressing them.

**Documentation**

*Required in the body of the report—part of or separate from the analysis:*

1. Policies and procedures for: (a) calculating faculty loads, including credit for the direction of graduate dissertations, projects, ensembles, etc.; (b) means for evaluating teaching effectiveness of music faculty; (c) policies regarding faculty development; (d) policies regarding and number of technical and support staff.

2. Duties performed by graduate assistants.

*Required in an appendix:*

3. Factual information concerning full-time and part-time faculty must be provided in the HEADS Data Survey(s) submitted as Appendix I.

4. Faculty data for each full-time and part-time member of the music faculty for the term just prior to the NASM visit must be provided as Appendix III.

5. A list of current faculty teaching assignments.

*Required on-site:*

6. 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.

**Optional Sample Questions and Issues**

*(One or more of the following may serve as springboards for your analysis.)*

♦ Describe and evaluate in summary fashion the relationship of faculty members’ aggregate qualifications to size, scope, and purposes.

♦ If the faculty is represented by a collective bargaining agent, describe how contract provisions affect faculty policies unique to the music unit.

♦ With the exception of salaries, describe and evaluate the principal conditions at the institution and in the music unit affecting faculty productivity, morale, and development.

♦ Comment on faculty salaries, their distribution, their relationship to salary scales in similar institutions, and, if appropriate, their relationship to salaries of parallel disciplines within the parent institution. What is the status of the relationship of faculty salaries to productivity, morale, and development? For example, are salary levels sufficient to attract and retain the caliber of faculty needed to support the programs offered?
Describe and evaluate the policies of the institution regarding appointment and compensation (e.g., promotions in rank, tenure, fringe benefits, increases in salary, etc.) of music faculty. If applicable, to what extent are these consistent with policies for faculty in other disciplines? Discuss the impact of these policies on faculty morale and professional development.

How are graduate music faculty members selected and designated?

To what extent are published load formulas consistent with actual teaching loads in the music unit?

F. Facilities, Equipment, Health, and Safety

Analysis

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which the music unit meets NASM facilities, equipment, health, and safety standards;
- the extent to which resources and policies in these areas meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them. Distinguish between long- and short-term solutions.

NOTE: The analysis must describe, evaluate, and project music facilities, equipment, and safety in relation to the needs of (a) music students, (b) general students, (c) music faculty, and (d) curricular offerings and curricular levels. It must also document plans for maintenance and replacement of facilities and equipment.

Optional Sample Questions and Issues

(One or more of the following may serve as springboards for your analysis.)

- To what extent do facilities and equipment match the size, scope, and purposes of the music program?
- To what extent are budget provisions adequate for maintenance of the physical plant and equipment?
- Describe and evaluate the physical plant and equipment, including the number and quality of buildings used by the music unit; type of construction and adequacy of soundproofing and climate control; number and quality of classrooms, offices, studios for teaching, practice studios and rehearsal halls, audio and video equipment, computers, auditoriums for concerts, pianos, orchestral instruments, and other instructional equipment.
- Describe and evaluate current programs and practices for (a) maintaining the physical plant and equipment, (b) replacing equipment, (c) updating equipment in areas where goals and objectives require current technology.
- Describe and evaluate current programs and practices concerning safety and security.
G. Library and Learning Resources

Analysis

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which NASM standards are met, including issues of governance, collections and electronic access, personnel, services, facilities, and financial support;
- the extent to which library collections, electronic access, and operations meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them. Distinguish between long- and short-term solutions.

NOTE: The analysis must describe, evaluate, and project music library holdings (including electronic access to holdings) in relation to the needs of (a) music students, (b) general students, (c) music faculty, and (d) curricular offerings and curricular levels.

Documentation

Required in the body of the report—part of or separate from the analysis:

1. If your 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, (d) student use of these facilities.

2. 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, other holdings (specify). Also, a total for each year.

3. Number of staff dedicated to the music collection and the qualifications for each position.

4. Plans for library equipment acquisitions and maintenance.

Required on-site:

5. Information concerning student and faculty access (a) to the institution’s library in terms of (1) hours of operation, (2) catalogues and indexes; (b) to the holdings of other institutions through various means.
Optional Sample Questions and Issues

*(One or more of the following may serve as springboards for your analysis.)*

♦ Is the music collection (a) part of the general library, (b) a departmental library served by general library personnel, (c) an independent unit budgeted and operated by the music unit? Describe the responsibilities and authority of the individual in charge of the music library.

♦ Describe and evaluate the library acquisitions policy and indicate the role of faculty and students in determining acquisitions.

♦ Describe any cooperative arrangements to augment holdings that have been established with information sources outside the institution such as libraries of municipalities, historical societies, and other educational institutions.

♦ Explain how the music library is staffed. Evaluate (a) the adequacy of the staffing policies in relation to the needs of the music program, (b) the qualifications of those who play important roles in the operation of the music library.

♦ Describe student and faculty access (a) to the institution’s library in terms of (1) hours of operation, (2) catalogs and indexes; (b) to the holdings of other institutions through such means as union catalogs and interlibrary loan.

♦ Describe and evaluate instruction provided about use of the music library and its resources.

♦ Describe the facilities for the music library. Evaluate (a) the adequacy of the facilities in relation to the needs of the music program; (b) the accessibility of resources such as audio equipment, microfilm readers, and computer terminals.

♦ Describe the extent to which elements of the music collection (books, collected editions, periodicals, videotapes, scores, and recordings) are available for use at a single location.

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

»Analysis

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which the efforts of the music unit in these four areas meet NASM standards;
- the extent to which the efforts of the music unit in these four areas meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them.
**Documentation**

*Required in the body of the report—part of or separate from the analysis:*

1. Policies and procedures used for admissions at each applicable program level (i.e., non-degree-granting, associate, baccalaureate, graduate).
2. Policies and procedures used for retention at each program level.
3. Policies and procedures used for the advisement and counseling system at various program levels. Provide information concerning counseling for students preparing to be elementary/secondary specialist music teachers.
4. Policies and procedures used for the student record keeping system at various program levels, including issues such as courses taken, grades, repertory studied, performance, and special evaluations.

*Required on-site:*

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

**Optional Sample Questions and Issues**

*(One or more of the following may serve as springboards for your analysis.)*

♦ Describe and evaluate the music unit’s policies, practices, and promotional activities associated with the student recruitment process. Relate these policies and practices to issues of institutional integrity and public responsibility.

♦ Describe and evaluate the policies and procedures used for admission to professional curricula (degree- or non-degree-granting) at the undergraduate or entry level by discussing such items as (a) the music and non-music admission requirements for undergraduate students expecting to qualify as music majors (1) as freshmen, or (2) with advanced standing; (b) auditions and placement examinations in music: their format, purpose, timing, and use; (c) the effectiveness of the admissions process in recruiting students who complete the program satisfactorily.

♦ Provide the required grade point average in previous graduate work for (1) applicants at the master’s degree level, (2) applicants at the doctoral level (A = ____).

♦ Describe and evaluate all entrance and placement auditions given to students entering at the (a) master’s level, (b) doctoral level. For example, Music Tests—Theory, Performance, History and Literature, other (specify); General Tests—Graduate Record (what minimum score is expected?); Languages; other (specify).

♦ Describe and evaluate the policies applicable to the music unit concerning language proficiencies for foreign students.

♦ Describe and evaluate retention policies and procedures, considering such items as (a) the percentage of students who choose to leave any music program prior to completion; (b) the percentage of students who are asked to leave any music program prior to completion; (c) the grade point average required for retention in each program offered (A = ____)

**I. Credit and Time Requirements**
**Analysis**

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which NASM standards are met concerning program lengths, awarding credit, transfer of credit, and published policies;
- areas for improvement and plans or means for addressing them.

**Documentation**

*Required in the body of the report—part of or separate from the analysis:*

1. The institution’s definition of a semester- or quarter-hour of credit, including calculations for determining credit hours in lecture, studio, independent study, and other types of courses. Indicate where these policies may be found in the institution’s published materials.

2. A copy of the institution’s policies concerning granting course credit to transfer students at undergraduate and graduate levels, or an indication of where these policies may be found in catalogs or other published materials.

**J. Published Materials and Web Sites**

**Analysis**

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which NASM standards are met;
- the extent to which published materials meet additional institution-wide or music unit aspirations for accuracy, clarity, and effectiveness;
- areas for improvement and plans or means for addressing them.
**Documentation**

*Required in the body of the report—part of or separate from the analysis:*

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, (1) the institution or (2) 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.)

*Required to accompany the report, or as an appendix:*

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

*Required as an appendix:*

3. Provide *(Appendix V)* copies of all promotional materials and procedural documents used in the student recruitment process, including copies of advertisements.

*Required on-site:*

4. Access to the institutional or music unit web site.

**K. Branch Campuses, External Programs, Use of the Institution’s Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program**

*(Answer only if applicable.)*

**Analysis**

If this section is applicable, based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- a list of specific music programs offered at each branch campus;
the extent to which the institution’s 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;

the extent to which the institution’s programs and practices meet additional institution-wide
or music unit aspirations for excellence;

areas for improvement and plans or means for addressing them.

**Documentation**

*Required in the body of the report—part of or separate from the analysis:*

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.

*Required to accompany the report or as an appendix:*

3. Catalogs and other relevant documents not already submitted for the main campus.

**L. Community Involvement**

*(Before completing Section L., see also Section N. If Section N. is applicable, do not
duplicate information in Sections L. and N. [see page IISF–v of this document].)*

**Analysis**

Based on the results of your self-study, provide a succinct text that describes, documents, and
evaluates:

- the nature of programs and projects and the extent to which these are related to curricular
  programs in music and their impact on curricular program quality;

- areas for improvement and plans or means for addressing them.

**M. Articulation with Other Schools**

**Analysis**

Based on the results of your self-study, provide a succinct text that describes, documents, and
evaluates:

- the nature of programs and projects and the extent to which these are related to curricular
  programs in music and their impact on curricular program quality;

- areas for improvement and plans or means for addressing them.

**Documentation**
**Required on-site:**

1. List 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.

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

*(Answer only if applicable—see page IISF–v of this document.)*

For NASM Self-Studies, institutions with formal non-degree-granting programs for the community must provide this information.

**Analysis**

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which the institution’s programs and practices meet NASM standards;
- the extent to which the institution’s programs and practices meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them.

**Documentation**

*Required in the body of the report—part of or separate from the analysis:*

1. Goals and objectives of the community education program.
2. Approaches to student and program evaluation.
3. Requirements for any certificates or diplomas offered.

*Required to accompany the report or as an appendix:*

4. Promotional material including title(s) of program(s).
5. Any planning documents associated with the program(s).
O. Operational Standards for All Institutions for which NASM is the Designated Institutional Accreditor

(Answer only if applicable.)

≫Analysis

Refer to Appendix I.A in the NASM Handbook entitled “Specific Operational Standards for All Institutions of Higher Education for which NASM is the Designated Institutional Accreditor.”

≫Please Note:

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

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

☐ the extent to which NASM standards are met concerning title, finances, governance and administration, facilities and equipment, student services, and, if applicable, teach-out agreements;

☐ areas for improvement and plans or means for addressing them.

≫Documentation

Required in the body of the report—part of or separate from the analysis—or as an appendix:

1. 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).

2. Any existing teach-out agreements and procedures.

Required on-site:

3. Documentation of charter and/or formal authority of incorporation and state recognition and/or licensure documents authorizing the institution to operate.
P. Operational Standards and Procedures for Proprietary Institutions

(Answer only if applicable.)

**Analysis**

Refer to Appendix I.B in the NASM Handbook entitled “Specific Operational Standards and Procedures for Proprietary Schools.”

**Please Note:**

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

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- the extent to which the operations of the institution meet each NASM standard;
- areas for improvement and plans or means for addressing them.

**Documentation**

Required in the body of the report—part of or separate from the analysis—or as an appendix:

1. The official document defining duties and responsibilities of individuals in, and the operations of, the governance and administrative system(s), including a list of all such individuals and their titles.

Required on-site:

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

NASM standards represent a threshold of acceptability for accreditation. While the standards establish basic levels of achievement, each institution seeks to exceed to the extent possible the specific mandates of the standards in terms of artistic and educational quality. Therefore, self-study involves a judicious weighting of qualitative and quantitative approaches.

The entire instructional program is reviewed both for its logic as a structure related to goals, objectives, and resources, and for its effectiveness as a system for developing music professionals.

Before proceeding, it is important to understand several definitions, procedures, and policies. These are provided in the following four boxes.

Please Note:

<table>
<thead>
<tr>
<th>Definitions of Curricular Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan Approval</strong> – The procedure for official NASM Commission review of a new curriculum that is under development at a member or an applicant institution. NASM rules require that Plan Approval be sought before students are admitted into the program.</td>
</tr>
<tr>
<td><strong>Plan Approved</strong> – The status of curricular programs that have successfully completed the Plan Approval process. Such programs are listed in italics in the NASM Directory. In reviews for continuation of Membership, Plan Approved degrees and programs are submitted either for <strong>Renewal of Plan Approval</strong> or for <strong>Final Approval for Listing</strong> if the requisite number of transcripts is available.</td>
</tr>
<tr>
<td><strong>Final Approval for Listing</strong> – The procedure for official NASM Commission review of transcript evidence that validates the granting of Plan Approval. At least three transcripts are required for every program at the non-degree-granting, associate, and baccalaureate level, and at least two transcripts are required for every program at the graduate level.</td>
</tr>
<tr>
<td><strong>Final Approval</strong> – The status of curricular programs that have successfully completed the Final Approval for Listing process. Such programs are listed in regular type in the NASM Directory. In reviews for continuation of Membership, degrees and programs with Final Approval are normally submitted for <strong>Renewal of Final Approval</strong>.</td>
</tr>
</tbody>
</table>
Please Note:

Policies for Review and Accreditation of Postsecondary Non-Degree-Granting Programs in Degree-Granting Music Units

1. Postsecondary non-degree-granting programs offered by degree-granting institutions will be listed by NASM only when their objectives and structure indicate a discrete curricular offering and require 30 or more semester hours (45 quarter hours) at the undergraduate level, or 15 or more semester hours (22 quarter hours) at the graduate level. When the purpose is to offer shorter programs of a workshop nature, or programs that provide supplemental credentials for students enrolled in undergraduate or graduate degree programs, the programs will be reviewed by the Commission on Community/Junior College Accreditation or the Commission on Accreditation, but not listed by the Association. All postsecondary non-degree-granting programs will be reviewed using standards outlined in item IV of the Standards for Non-Degree-Granting Institutions and Programs (see NASM Handbook).

2. Non-degree-granting programs will be reviewed more from a goals and objectives/content base than from a title/content base.

3. Non-degree-granting programs in degree-granting institutions will be reviewed as they appear in forthcoming Self-Studies. Any degree-granting institution has the option of submitting a request for Plan Approval and Final Approval for Listing in order to secure an earlier listing of a non-degree-granting program.

4. Certificate and diploma programs in the NASM Directory meeting the above criteria are to be listed with a notation (“undergraduate” level or “graduate” level).

5. The above process will be monitored by the Commissions and staff with a view to determining the extent to which title/content consistency is an issue that can be addressed productively.

6. The roles of the various Commissions in reviewing non-degree-granting programs are as follows:

   **Commission on Accreditation**

   Postsecondary non-degree-granting programs offered by baccalaureate or graduate degree-granting institutions. Community education programs considered part of the total music unit when there is no application for separate listing.

   Community education programs in postsecondary degree-granting and non-degree-granting institutions when there is an application for separate listing.

   Free-standing postsecondary non-degree-granting institutions.

   **Commission on Community/Junior College Accreditation**

   Postsecondary non-degree-granting programs offered by associate degree-granting institutions. Community education programs considered part of the total music unit when there is no application for separate listing.

   Community education programs in postsecondary degree-granting and non-degree-granting institutions when there is an application for separate listing.

7. Non-degree-granting programs in degree-granting institutions will be covered regularly in the NASM visiting evaluator training and briefing processes.
Commission Evaluation of Curricula: The Focus is Knowledge and Skills

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

2. 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.

3. Competencies may be nurtured and confirmed through or within courses, tutorials, lessons, ensembles, independent projects, and other forms of artistic and academic work, or by examination. Each competency does not require a separate course. The Commission needs documentation that demonstrates competency development. The major issues are:
   a. What do the NASM standards require?
   b. What does the institution require and expect?
   c. What elements of the program are designed to produce each competency?
   d. What evaluation mechanisms are in place?

For example, when a competency is developed within a course, but not evident in the course description, it may be necessary to quote from or provide a copy of the course or examination syllabus.

Please Note:

Please assist the visitors and Commission members by indicating sections for non-degree-granting programs, associate degrees, baccalaureate degrees, and graduate degrees with a tab if you have more than one of these program types.
Complete entire Section A. Please refer to “Special Instructions for Degree-Granting Institutions that Operate Community Education Programs in Music” on page IISF–v, and the note under the heading “Policies for Review and Accreditation of Postsecondary Non-Degree-Granting Programs in Degree-Granting Music Units” on page IISF–20 to determine applicability to community education and other non-degree-granting programs. If you do not have non-degree-granting programs, skip to Section B.: Associate Degree Programs. If you do not have Associate Degree Programs, skip to Section C.: Baccalaureate and Graduate Degrees.

A. Non-Degree-Granting Institutions or Non-Degree-Granting Programs within Degree-Granting Institutions

(See pages IISF–v and IISF–20 of this document.)

Using the format beginning on page IISF–28, provide a self-study analysis for each specific non-degree-granting program.
Complete entire Section B. If you do not have Associate Degree Programs, skip to Section C: Baccalaureate and Graduate Degrees.

B. Associate Degree-Programs

1. Standards for the Music Major Transfer Program

If you do not have a transfer program, skip to Section B.2: Curricular Programs and Procedures.

Certain elements are basic to all undergraduate degrees in music. This section of the Self-Study should address these common elements. The information provided should represent a summary of the music unit’s approach to undergraduate study for music majors. This summary provides a conceptual foundation for discussion of specific curricula later in the Self-Study.

Analysis


Based on the results of your self-study, provide a succinct text that:

- Documents the extent to which the music unit’s overall objectives and practices meet NASM standards for:
  
  a. Basic musicianship
  
  b. Performance
  
  c. Basic analysis
  
  d. Music education
  
  e. General studies
  
  f. Any evaluative procedures used in areas other than performance, e.g., comprehensive examinations, screening process for admission to sophomore status, etc.;

- Evaluates the extent to which objectives and practices in these six areas meet additional institution-wide or music unit aspirations for excellence;
If your community/junior college offers programs for students who plan to transfer to a senior college without meeting the requirements for an Associate degree:

a. Describe and evaluate the process by which students are admitted to the music unit as music majors.

b. What screening processes are applied after a student is admitted to the program?

c. How and by whom is counseling of non-degree transfer students handled?

d. What is the music unit’s relationship with the institutions to which students transfer?

Describes areas for improvement and plans or means for addressing them.

2. Curricular Programs and Procedures

Using the format beginning on page IISF–28, provide a self-study analysis for each specific associate degree program.
Complete entire Section C.

C. Baccalaureate and Graduate Degrees

1. Competencies Common to All Professional Baccalaureate Degrees in Music

Applicable only if the institution (a) uses the Bachelor of Music title, or (b) offers programs with equivalent professional objectives and content, or (c) offers a music education degree that prepares students for certification as specialist music teachers, or (d) offers a degree that leads to certification as a music therapist.

The title “Bachelor of Music” is the usual designation for the professional undergraduate degree. While specific instructional practices vary from institution to institution, candidates for the professional baccalaureate degree are expected to develop knowledge and skills basic for practice in the profession. This section of the Self-Study should summarize objectives and practices for such development. This summary provides a conceptual foundation for discussion of specific professional baccalaureate curricula later in the Self-Study.

Analysis

Refer to the NASM Handbook, Standards for Accreditation, “Competencies Common to All Professional Baccalaureate Degrees in Music.”

Based on the results of your self-study, provide a succinct text that:

- Documents the extent to which the music unit’s overall objectives and practices meet NASM standards for developing competencies for all professional degree/music education students in:
  
  a. Performance (for advisory, see “An Advisory for Music Faculty and Administrators: NASM Standards – Performance”)
  
  b. Musicianship Skills and Analysis
  
  c. Composition and Improvisation (for advisory, see “An Advisory for Music Faculty and Administrators: NASM Standards – Composition and Improvisation”)
  
  d. History and Repertory (for advisory, see “An Advisory for Music Faculty and Administrators: NASM Standards – History and Repertory”)
  
  e. Technology (for advisory, see “An Advisory for Music Faculty and Administrators: NASM Standards – Technology”)
  
  f. Synthesis;

- Evaluates the extent to which objectives and practices in these six areas meet additional institution-wide or music unit aspirations for excellence;
Describes areas for improvement and plans or means for addressing them.

**Documentation**

*Required in the body of the report—part of or separate from the analysis:*

A description of general evaluative procedures such as juries, recitals, senior comprehensive examinations, the screening process for admission to upper division, and so forth.

2. **Specific Undergraduate Programs and Procedures**

Using the format beginning on page IISF–28, provide a self-study analysis for each specific undergraduate curriculum.

3. **General Information: Teacher Preparation (Music Education) Programs**

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

a. 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.

b. Describe any special requirements for certification mandated by your state as these affect the teacher training program in music education.

4. **General Information: Graduate Programs**

a. Provide a list of the titles of graduate theses in music and music education completed at the institution within the last three years.

b. Describe and evaluate the institution’s approaches to the development of teaching and other professionally-related skills for students in all graduate degree programs. *Refer to the NASM Handbook, Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs, “General Standards for Graduate Programs in Music: Preparation for the Professions.”*

c. Describe and evaluate the institution’s approaches to the development of breadth of competence for students in all graduate degree programs. *Refer to the NASM Handbook, Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs, “General Standards for Graduate Programs in Music: Breadth of Competence.”*

5. **Specific Graduate Programs and Procedures**

Using the format beginning on page IISF–28, provide a self-study analysis for each specific graduate curriculum.

**Please Note:**
The following four pages contain a format for analysis and documentation of specific programs and curricula needed to complete Sections A., B.2., C.2., and C.5.

The Self-Study outline resumes with Section D. on page IISF–32.
FORMAT FOR SPECIFIC CURRICULA
Use to answer Sections A., B.2., C.2., or C.5., as applicable.

TO BEGIN: Determine the application category of each program you offer.

- **Institutions applying to NASM for the first time:**
  - Programs that have been in existence and that already have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs). These programs are to be submitted for **Final Approval for Listing** (see page IISF–19).
  - Programs in the process of approval by the institution, but not yet enrolling students. These programs are to be submitted for **Plan Approval** (see page IISF–19) by answering items a., b., c., (d. if graduate program), and i., j., k., l., m., n., o. below.
  - Programs approved by the institution that have just started enrolling students, but that do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs). These programs are to be submitted for **Plan Approval** (see page IISF–19) by answering items a., b., c., (d. if graduate program), and f., h., i., j., k., l., m., n., o. below.

- **Member institutions seeking renewal of Membership:**
  - Programs that have previous Final Approval from NASM. These programs are to be submitted for **Renewal of Final Approval** or, in cases of substantive change, **Renewal of Plan Approval** (see page IISF–19).
  - Programs already 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). These are to be submitted for **Renewal of Plan Approval** (see page IISF–19).
  - Programs that have been in existence that already have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) and that have not been reviewed by NASM. These programs are to be submitted for **Plan Approval and Final Approval for Listing** (see page IISF–19) by answering items a., b., c., (d. if graduate program), and e., f., h., i., j., k., l., m., n., o., p. below.
  - Programs in the process of approval by the institution that have not yet been reviewed by NASM and are not yet enrolling students. These programs are to be submitted for **Plan Approval** (see page IISF–19) by answering items a., b., c., (d. if graduate program), and i., j., k., l., m., n., o. below.
  - Programs approved by the institution that have just started enrolling students, but that have not yet 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). These programs are to be submitted for **Plan Approval** (see page IISF–19) by answering items a., b., c., (d. if graduate program), and e., f., i., j., k., l., m., n., o. below.
  - Programs already having Plan Approval that now have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs). These programs are to be submitted for **Final Approval for Listing** (see page IISF–19) by answering items a., b., c., (d. if graduate program), and e., f., h., p. below.

If programs do not seem to fit one of the above categories, please contact the NASM National Office staff. *For contact information, see page IISF–ix or the last page of this document.*
TO CONTINUE: Determine the portion of Section II you are answering.

- When you respond to Section A., please answer for each NON-DEGREE-GRANTING instructional program.

- When you respond to Section B.2., please answer for each major and distinct emphasis of every ASSOCIATE DEGREE curriculum (i.e., Associate of Arts in Music; Associate of Arts in Music [with an emphasis in Music History]; Associate of Arts in Music Education, etc.).

- When you respond to Section C.2., please answer for each major and distinct area of emphasis of every UNDERGRADUATE curriculum (i.e., 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.).

- When you respond to Section C.5., please answer for each major and distinct area of emphasis of every GRADUATE curriculum (i.e., 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.).

TO FINISH: Provide an analysis for each curriculum.

Applications for:
Renewal of Final Approval (members only)
Renewal of Plan Approval (members only)
Final Approval for Listing (first-time applications only)

Answer a. through h. inclusive for each curriculum. Omit d. unless the degree is a graduate program.

a. A 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, etc.).

b. A curricular table in the NASM format in Appendix IV. (Refer to the NASM document entitled Instructions for Preparing Curricular Tables in the NASM Format.) If the curricular tables do not fit your program(s), call the NASM National Office.

c. An assessment of compliance with NASM standards for the program. (Refer to the NASM Handbook, all applicable instructional standards outlined in Sections IV through XX, and appropriate Handbook appendices.) 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. See NASM Handbook, especially sections VII through IX for undergraduate, XIV through XVI for graduate, and XIX and XX for professional studio and other non-degree-granting programs.

If the program involves distance learning, analyze it in light of NASM standards in this area. (Refer to the Music Program Components section [item III.] of the Handbook.)
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, analyze it in light of NASM standards for disciplines in combination. *(Refer to the Music Program Components section [item III.] of the Handbook.)*

If the program is focused on **electronic media**, analyze it in light of NASM standards in this area. *(Refer to the Music Program Components section [item III.] of the Handbook.)*

d. Institutions offering graduate degrees must include a discussion of the following:

   *(If not applicable, skip to item e. below.)*

   (1) 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; whether credit toward the degree is permitted for study directed toward completion of these proficiencies.

   (2) 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; whether credit toward the degree is permitted for study directed toward completion of these proficiencies.

   (3) 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.

   (4) Candidacy and final project requirements for the program (for example, dissertations, recitals, research projects, etc.). Discuss the purpose of these requirements and how they serve the objectives of the program.

e. **Results** of the program related to its purposes, **means for evaluating** these results and assuring that requisite student competencies and levels of achievement are being developed, and **means for using** these evaluations as the **basis for program improvement**.

f. 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.

g. A rationale for continuation of the program if it has had no graduates during the past five years.

h. **Plans** for addressing weaknesses and improving results.

**Applications for:**

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

**Answer a., b., c., and d. if graduate program, above and**

i. Indicate the means for assuring that requisite student competencies and levels of achievement will be developed.
j. Identify each member of the current music faculty, both 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.

k. 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.

l. Describe available and/or projected facilities relevant to the new curriculum.

m. Provide a description (or listing) of current and/or projected library holdings (including electronic access) relevant to the new curriculum.

n. Submit a detailed rationale for the new curriculum including the following points:
   (1) Reasons for adding this program.
   (2) Unique aspects of this program as distinguished from other degrees or options presently offered.
   (3) Number of students expected to be served.
   (4) Expectations for placement of graduates.

 o. 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)

Answer a., b., c., and d. if graduate program, e., f., h. above, and

p. 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 (i.e., all studies in the major area marked “C” and so forth).

Applications for:

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

Answer a. through p. above, except g. Omit d. unless the degree is a graduate program.
[DG only] and [C/JC only]

Complete entire Section D.

D. Music Studies for the General Public

Music units have important responsibilities for the development of musical knowledge and skills among the general population. The most immediate of these responsibilities in multi-purpose 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.

Analysis

Refer to the NASM Handbook statement under Section III of the Standards entitled “Music in General Education,” and Appendix II.A: “NASM Guidelines Concerning Music in General Education.”

Based on the results of your self-study, provide a succinct text that describes, documents, evaluates, and projects:

- Your objectives, policies, and programs concerning music studies for the general public. As applicable, the statement should address such issues as:
  
  a. The general college student
  b. Training of the professional musician
  c. Faculty and administrative involvement
  d. The local community (do not duplicate response provided in previous sections of the Self-Study)
  e. The media
  f. Arts and arts education policy development;

- The extent to which efforts in this area meet institution-wide or music unit aspirations for developing positive values for music;

- Areas for improvement and plans or means for addressing them.

Documentation

Required in the body of the report—part of or separate from the analysis:

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.
E. Performance

This portion of the Self-Study 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 explored.

**Analysis**

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- 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;
- The extent to which goals, objectives, and results in performance meet institution-wide or music unit aspirations for excellence;
- Areas for improvement and plans or means for addressing them.

**Documentation**

*Required in the body of the report—part of or separate from the analysis—or in an appendix:*

Policies and procedures regarding student performance, faculty performance, touring practices, and access to other professional and student performances, both on- and off-campus.

F. 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, and research and policy-development activities.

**Analysis**

Based on the results of your self-study, provide a succinct text that describes, documents, and evaluates:

- Any goals, objectives, and activities of the music unit involving educational or research institutes, festivals, special service activities, policy studies, special liaisons with other institutions or organizations, etc.
- Potential future activities in these areas.
SECTION III: EVALUATION, PLANNING, AND PROJECTIONS

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

Analysis

Based on the results of your self-study, provide a succinct text that describes, documents, evaluates, and projects:

- the extent to which evaluation, planning, and projection policies and activities meet NASM standards (refer to the NASM Handbook, Purposes and Operations, “Evaluation, Planning, and Projections”);
- the extent to which policies and activities contribute to fulfilling institution and music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them;
- significant changes, expansions, or reductions in specific operational or curricular aspects of the music unit.

Documentation

Required in the body of the report—part of or separate from the analysis:

1. Conceptual approaches, management policies, and operational procedures that characterize evaluation, planning, and projection efforts and their relationships in (a) the music unit, (b) the parent institution, if applicable.

2. Means for correlating various internal and external indicators of student achievement to produce a composite picture for purposes of music unit improvement.

3. Summary information concerning the frequency, effectiveness, and fulfillment of planning efforts.

4. A summary of the objectives for and procedures used in developing the NASM Self-Study, including the roles played in the process by various concerned constituencies; for example, faculty, staff, administration, governing bodies, students, alumni.

5. A current summary of major strengths of the music unit and areas for improvement, including an indication of whether the listings are provided in priority order.

6. An annotated list of the most important issues that will influence the future effectiveness of the music unit. Although financial support is one such issue, the response should go beyond finances.
Optional Sample Questions and Issues

(One or more of the following may serve as springboards for your analysis.)

♦ What has been accomplished since the last NASM review?

♦ What is the projected future relationship between (a) purposes and (b) resources, particularly with regard to the size and scope of curriculum and/or program offerings at all levels?

♦ What potential exists for (a) changing purposes, (b) changing methods for developing, explaining, and evaluating purposes?

♦ What do your projections reveal about the adequacy and stability of future financial support?

♦ Describe any changes contemplated in:
  a. Admission standards, policies, or procedures
  b. Counseling programs
  c. Record-keeping procedures
  d. Administrative structure or procedures
  e. Library operations or acquisition policies
  f. Promotional programs
  g. Policies and procedures for evaluating student achievement
  h. Evaluation, planning, and projection mechanisms
  i. Standards for performance, composition, research, scholarship, etc.
  j. Student recruitment
  l. Other policies, etc.

♦ Discuss any projected changes in the overall composition of the faculty, especially with respect to purposes and to the projected size and scope of curricular offerings. If additions, changes, or reductions are contemplated, how will these be managed with respect to curricular offerings?

♦ Describe any plans for (a) enlarging, replacing, or renovating the physical plant; (b) providing long-term repair, maintenance, and replacement of equipment; (c) providing facilities and equipment that are effective for current academic and artistic practice. What are the time estimates for these plans?

♦ What curricular changes are under consideration for the next three to five years? Discuss existing or projected timetables for implementation of these changes. If applicable, please consider undergraduate and graduate curricula separately.

♦ To what extent are all the elements of the music unit’s work functioning in a productive relationship?

♦ To what extent are evaluation, planning, and projections efforts (a) resulting in successful management of contingencies, opportunities, and constraints; (b) producing realistic short- and long-term decisions; and (c) ensuring a productive relationship between priorities and resource allocations?
APPENDICES TO
THE SELF-STUDY DOCUMENT

Please Note:

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

APPENDIX I: HEADS Data Survey/NASM Annual Report

- **Institutions applying to NASM for the first time:**

  The HEADS Data Survey for Music (NASM Annual Report) for the year in which the on-site visit occurs.


  HEADS data survey forms for degree-granting and for non-degree-granting institutions may be requested from the NASM National Office.

- **Institutions with Associate Membership or Membership:**

  The NASM Annual Report (HEADS Data Survey for Music) for the year in which the on-site visit occurs, plus those for the previous two years.


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

APPENDIX II: Financial Data

Free-standing, independent institutions must provide for the immediate past fiscal year an audited financial statement with opinion prepared by an independent certified public accountant. Other institutions must provide audits, budgets, financial plans that document the financial condition of the music unit.
APPENDIX III: Faculty Data (as requested in Section I.E.)

♦ Create a chart or other format and use it to provide the following for each faculty member:

1) Name; 2) year hired; 3) rank; 4) tenure status; 5) degrees or credentials earned with institution, majors, and emphases; 6) if music education faculty, PK-12 teaching experience; 7) current areas of teaching; 8) number of applied lessons per week per semester, if applicable.

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

♦ Provide short summary biographical information for the faculty. If this information is published in the catalog or in other materials, simply provide the publication and a page reference, or a photocopy in the appendix. These materials must indicate areas of creative work and research.

APPENDIX IV: Curricular Tables

Curricular tables as requested in Section II of the Self-Study outline. (See directions and examples in the document “Instructions for Preparing Curricular Tables in the NASM Format.”). A curricular table for each emphasis of every curriculum is an essential part of the Self-Study document. To ensure consistent review, these must be prepared in accordance with the specific format and instructions provided.

APPENDIX V: Published Materials

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

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

OTHER APPENDICES

Other appendices may be added to the Self-Study document. These should be labeled alphabetically (Appendix A., B., C., etc.) to distinguish them from appendices required by NASM. Each must be tabbed for easy reference.
National Office
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

Telephone: 703-437-0700 ♦ Facsimile: 703-437-6312
E-mail: info@arts-accredit.org
or use staff directory
Web Site: http://nasm.arts-accredit.org
Procedures for Institutional Membership

PART I
The NASM Accreditation Process: An Overview for Institutions

September 2003 Edition
(REVISED JANUARY 2007)
Correlated to the NASM Handbook 2007-2008 and Beyond

These materials are applicable for NASM visits scheduled during the academic years 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09.

Users of this document must have standards available in the latest edition of the NASM Handbook and all current addenda.
NOTICES

1. This is Part I of the NASM Procedures for Institutional Membership.

   **Part I** provides an overview of the accreditation process, primarily from the institution’s perspective.

   **Part II** consists of several documents and describes procedures and content areas for the institution’s Self-Study. **Part IIIF** describes the traditional sequential format. **Part IIIF** and **Part IIISA** describe alternative formats.

   **Part III** provides an overview of the visit, the Visitors’ Report, and the Visitors’ Report format, primarily from the visitors’ perspective.

   These documents give a complete picture of the approach to accreditation used by NASM.

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

2. These texts are available on the NASM website. If you do not have access to the Internet, please contact the NASM National Office regarding print versions.

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

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

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National Office

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

Telephone: 703-437-0700   Facsimile: 703-437-6312
E-mail: info@arts-accredit.org
or use staff directory
Web Site: http://nasm.arts-accredit.org
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INTRODUCTION

The first purpose of the accreditation process is to provide a mechanism that assists institutions and programs to analyze their operations, work, and aspirations. The results encourage development of means to improve artistic and educational results. NASM facilitates this process by placing the review in the context of nationally developed standards and consistent procedures that ensure fairness and objectivity. NASM is concerned with service rather than control.

Since each applicant institution is unique, the accreditation process must balance two concerns: (1) compliance with threshold standards for various types of programs; and (2) evaluation based on the purposes of specific institutions. This balance is achieved by focusing on functions rather than methods—what and why rather than how.

The Self-Study is the core of the accreditation process. Users should devote considerable thought to specific purposes for their self-study process beyond the preparation of a document for NASM. Whatever the purposes, the focus should be on self-evaluation rather than reporting. The self-study process and the written document can have a profound impact on cohesion of purpose, common understanding of challenges and opportunities, strategic thinking, and operational planning. The specific emphases, however, are developed by each institution.

Users of Parts I and II of the Procedures for Institutional Membership are encouraged to take full advantage of the flexibilities of the NASM process to design an accreditation review that meets their specific needs. NASM works to bring high levels of intellectual energy and artistic purpose to accreditation. NASM’s focus is on music, education, and professional preparation and the interrelationships of the three. The accreditation process is a means for working productively to build this interrelationship. The process should not be considered an end in itself.

As faculty and administrators develop their accreditation agenda and schedule, questions may arise. If answers do not seem evident in the text, please contact the NASM National Office (see page I-iii). The staff looks forward to working with you.

PREPARATIONS FOR APPLICATION

NASM Documents

A packet containing all forms and materials should be obtained from either the web site or the NASM National Office.

The NASM Handbook and all current addenda, the NASM accreditation packet, and other materials provided by the Association contain complete information about NASM and should be studied carefully before application is made, and then regularly during the application process.

The Handbook contains the legal organizational documents of the Association, including the Constitution, Bylaws, Code of Ethics, and Rules of Practice and Procedure. Of particular interest to institutions applying for Membership are the sections of the Bylaws describing the categories of Membership, the dues and fee
structure, the organization and function of the Commissions, and the portions of the Rules of Practice and Procedure concerning evaluation.

The standards for accreditation also are found in the *Handbook*. These include Basic Criteria for Membership, Operational Standards, and Standards and Guidelines for specific curricular programs.

**Individual Membership**

During preparation for application for Membership, the music executive is encouraged to become an individual member of NASM in order to remain current with the work of the Association.

Although *this step is optional*, the individual member receives all mailings and publications of the Association and has the opportunity to attend NASM meetings as a non-voting member. Individual members are listed in the NASM *Directory*, a mailing list source for the music profession.

**Definition of Membership and Membership Categories**

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

Associate Membership may be granted to baccalaureate and/or graduate degree-granting institutions, community/junior colleges, and non-degree-granting institutions applying for the first time that meet all curricular standards and a substantial portion of all other standards of the Association and show promise of being able to meet completely the Association’s standards applicable to music curricula offered by the institution. Accreditation with Associate Membership is valid for up to five years. At the end of this period, such institutions will be required to satisfy all criteria for Membership in the Association.

Membership is granted to baccalaureate and graduate degree-granting institutions, community/junior colleges, and non-degree-granting institutions meeting all standards of the Association. Institutions approved for Membership are granted five-year periods of accreditation. At the end of five years, the institution is expected to apply for renewal of Membership.

Institutions approved for renewal of Membership are normally granted ten-year periods of accreditation.

The standards for institutional Membership are published in the NASM *Handbook* and any current addenda.

**Consultative Visits**

**During preparation of first-time applications, institutions may wish to have a consultative visit by an NASM-trained consultant who is not a member of the NASM staff.**

The consultative visit is not a prerequisite for NASM Membership or renewal of Membership. An institution may apply for Membership and have as its first visit an official NASM evaluation. Hosting a consultant does not guarantee accreditation.

With regard to the application process, the two purposes of a consultative visit are (a) to provide an objective analysis of an institution’s program, and (b) to make recommendations based on NASM Standards.

When acting as a consultant, the individual may not act as an NASM evaluator. The recommendations of consultants are, therefore, purely advisory in nature. Official action concerning Membership is taken only after the appropriate NASM Commission receives and acts upon a complete, documented application, including the report of official NASM evaluators. It is NASM policy that an individual who serves as consultant to an institution will not later be invited as an official evaluator in connection with a subsequent application for Membership or renewal of Membership.

Consultants are hired by, and work for, institutions. NASM merely assists institutions in securing consultative advice.
For further information regarding consultative visits, please consult the web site or contact the NASM National Office staff.

**Web Site**


**Staff Consultation**

The NASM National Office staff is available by phone at 703-437-0700 on weekdays from 9:00 a.m. until 5:00 p.m. Eastern time. The staff consults regularly at the request of music units engaged in the accreditation process.

There is no charge for staff consultation. However, travel-related expenses of staff associated with development and operation of joint visits, concurrent visits, custom Self-Studies, or similar services must be reimbursed by the institution.

The packet of accreditation materials available on the NASM web site or from the NASM National Office contains a Staff Directory indicating appropriate staff contacts for various accreditation functions. Use of this list will facilitate responses to your inquiries.

**Facsimile and E-Mail**

The NASM facsimile number, 703-437-6312, is provided to facilitate communication about the accreditation process. E-mail addresses for staff members may be found on the NASM web site and in the NASM Directory.

NASM does not conduct official accreditation correspondence through e-mail or by facsimile. Please do not transmit by e-mail or facsimile completed submissions to the Commission(s). Multiple copies of materials, prepared as stipulated in Part IIG of these Procedures, must be forwarded to NASM by mail or courier service. *(See Procedures for Institutional Membership – Part IIG: General Instructions for All Formats of the NASM Self-Study Document.)*

**Joint or Concurrent Accreditation Visits**

If the institution wishes the NASM visit to be joint or concurrent with that of another accrediting agency, or if the institution wishes to schedule a joint visit with NASM for review of its community education division and its degree-granting program, the NASM National Office should be so informed on the Notice of Intention to Apply form. Preferably, this notice is preceded by a telephone call to the National Office. When applicable, joint visits are encouraged for independent schools of music. If the institution wishes the NASM evaluators to visit jointly for NASM and other accrediting agencies, the NASM National Office should be advised at the same time as the national office of the other accrediting body, and at least twenty-four months before the scheduled visit. Normally, at least one on-site NASM staff consultation and NASM staff presence during the visit are required for joint visits.

**Consolidation and Coordination with Other Reviews**

NASM encourages institutions to consolidate, coordinate, or correlate accreditation reviews with other internal or external reviews of the music unit. NASM will do everything possible to help institutions and programs maintain a reasonable evaluation load and avoid duplication of effort.

When more than one arts discipline is in the same college or department as the music unit, procedures are available to review the other units at the same time.
The National Office staff will facilitate consolidation or coordination consistent with NASM procedures. Requests in this regard should be made as early as possible in the application process. Specific protocols for each consolidation or coordination must be approved in advance of the visit by the NASM Executive Director or Associate Director.

**Evaluation Calendars and Sample Schedule**

Special attention is drawn to the Evaluation Calendar (for baccalaureate and graduate degree-granting institutions or postsecondary, professional non-degree-granting institutions, see page I-23; for community/junior colleges, see page I-24 and to the Sample Institutional Schedule and Checklist: Preparation for On-Site Visit (see page I-25).

**Higher Education Arts Data Services (HEADS)**

Separate HEADS surveys are available for degree-granting and non-degree-granting institutions. Annual participation will save time in the preparation of the Self-Study since copies of HEADS reports are required as Appendix I of the Self-Study.

Institutions preparing to apply to NASM for the first time are encouraged to participate in the HEADS project annually. However, institutions applying to NASM for the first time must include the latest HEADS Data Survey in the Self-Study as Appendix I.

The NASM Bylaws require member institutions to file annual reports. The HEADS questionnaire serves as the NASM annual report form for each accredited institution. As part of its application for reaccreditation, each member institution also must include the three most recent HEADS Data Surveys in its Self-Study as Appendix I.

For additional information, please contact the NASM National Office.

**Institutions with Music Therapy Curricula**

Information regarding music therapy curricula should be submitted along with all other curricular information set forth in the Self-Study. To obtain information regarding the relationship of NASM accreditation to the field of music therapy, institutions with music therapy curricula should download from the NASM web site the document entitled Accreditation of Baccalaureate and Graduate Degree Programs in Music Therapy.

**Curricular Requirements**

NASM will grant Membership or renewal of Membership only when every curricular program in music of the applicant institution (including graduate work, if offered) meets the Standards of the Association. The particular administrative structure used to manage music curricula in multipurpose institutions has no effect on the applicability of this rule.

Some institutions have degree-granting and non-degree-granting units. The most common example is a postsecondary degree-granting unit with an affiliated community education program or unit that does not grant degrees. Such institutions may seek Membership for either or both of these units. In such cases, in applying the above curricular requirements, NASM distinguishes between degree-granting and non-degree-granting units.

For further information, see Procedures for Institutional Membership – Part II: Self-Study Document, “Special Instructions for Degree-Granting Institutions that Operate Community Education Programs in Music” in each of the Self-Study formats.
Terminology

The term *unit* is used to designate the entire music program being reviewed for accreditation. Thus, *unit* may refer to free-standing institutions or to departments or schools that are part of larger institutions, or to music programs administered by two or more administrative units.

FUNDAMENTAL POLICIES

**NASM Handbook**

The NASM *Handbook* and any current addenda contain all Standards and Guidelines used in the accreditation process. It is the only statement of operational and curricular requirements for accreditation. NASM Standards and Guidelines are established by vote of the entire membership of the Association. The *Handbook* is published every two years; addenda reflecting membership action may be published in alternate years. Commission decisions are made using the *Handbook* and any addenda current at each Commission meeting with due consideration to avoid *ex post facto* actions. The Self-Study, the Visitors’ Report, and other accreditation documents are best prepared with constant reference to the *Handbook* and any current addenda.

**Confidentiality**

Members of the Commissions, visitors, and staff treat all information about programs reviewed and all discussions and decisions made in connection with the review as confidential. NASM also considers all material generated for the accreditation review by the program and by NASM as confidential. However, NASM encourages appropriate dissemination within the institution. The Self-Study document is considered to be the property of the institution. For further information, see NASM *Handbook*, “Rules of Practice and Procedure.”

**The Accreditation Role of the NASM Staff**

The NASM staff manages the accreditation process, and ensures that all procedures, policies, and operations established by the membership, the Board of Directors, and the Commissions are carried out fairly and in accordance with Association practice. The staff does not engage in accreditation evaluations of institutions or programs, nor does the staff take overt responsibility for operating the accreditation process at specific institutions. However, the staff is responsible for providing consultative services when requested to do. The staff is also involved extensively in the development of literature, workshops, and other services to assist institutions in structuring their own uses of requisite accreditation standards and procedures.

Each member of the NASM staff avoids conflicts of interest in the accreditation process by declining to (a) act inconsistently among member and applicant institutions; (b) make unilateral accreditation personnel decisions affecting any institution where the staff member was a student or employee; (c) direct institutions and programs concerning internal policy decisions; (d) make definitive judgments or promises concerning acceptability of the content of documents submitted for Commission review; (e) accept positions on boards, councils, or development groups associated with specific institutions of higher education; or (f) accept personal remuneration, gratuities, or favors of any kind for services associated with the accreditation process.
Focus

While accreditation is a process with numerous procedural elements, the focus should be on the content and substance of the art of music as addressed by each institution’s specific set of missions, goals, and objectives for teaching, learning, creative work, performance, research, scholarship, service, and so forth.

Accreditation and Institutional Autonomy

NASM has established standards for accreditation that are applied only at the invitation of institutions. These standards are developed and approved by accredited Member institutions acting autonomously. The standards provide benchmarks for reviewing the extent to which operational, curricular, and evaluative functions associated with particular degree programs and areas of study are being fulfilled.

As they evolve continuously, NASM Standards for accreditation are designed to allow considerable variation within broad principles applicable to degree programs and areas of study. Failure to meet the exact provisions of a specific standard will not preclude accreditation if it can be shown that artistic, intellectual, educational, and developmental functions indicated by the standard are and can continue to be fulfilled by appropriate means.

NASM Standards are applied with profound respect for the rights and responsibilities of institutions and programs to identify, designate, and control (a) their missions, goals, and objectives; (b) artistic, educational, and philosophical principles and methodologies used to pursue functions implicit in their various missions, goals, and objectives; (c) specific repertories, texts, and other teaching materials used for study and presentation; (d) agendas and areas of study pursued through scholarship, research, criticism, and policy development; (e) specific personnel choices, staffing configurations, and other operational decisions; and (f) content and methodologies of tests, evaluations, and assessments.

Observers with Visiting Teams

On rare occasions, observers will be permitted to accompany NASM visiting teams only if (a) a required governmental or educational function is being served by the observer(s), (b) the presence of the observer(s) has been agreed upon by the institution and the NASM Executive Director or Associate Director, and (c) there is a written protocol establishing purposes and conditions for the presence of the observer(s). All observers must agree in writing to protect the confidentialities required in NASM policies and procedures and to observe the Association’s policies regarding conflict of interest. Observers are not official members of an NASM visiting team, and therefore have no role in the discussion of an institution’s apparent compliance or noncompliance with NASM Standards or the preparation of any part of the NASM Visitors’ Report.

Questions, Anxieties, Malfunctions

The NASM National Office staff should be contacted without delay whenever information is needed or if a concern exists about any aspect of the accreditation effort. With teamwork, the vast majority of problems can be resolved quickly and simply. For contact information, see page I-iii.

NASM COMMISSIONS AND THEIR JURISDICTIONS

NASM has two accreditation Commissions. Each has a separate jurisdiction. It is important that applicant institutions follow the schedule for review by the appropriate Commission.

Baccalaureate, graduate, and associate degree-granting institutions seeking simultaneous accreditation of community education programs with a separate Directory listing of curricular offerings will be reviewed by the Commission responsible for their degree programs.
Commission on Accreditation — Baccalaureate and Graduate Degree-Granting Institutions

- Associate, baccalaureate, and graduate degree programs offered by four-year baccalaureate and/or graduate degree-granting institutions
- Postsecondary non-degree-granting programs offered by baccalaureate and graduate degree-granting institutions
- Free-standing, postsecondary, professional non-degree-granting institutions at all levels
- Community education non-degree-granting programs under certain circumstances (see Procedures for Institutional Membership – Part II: Self-Study Document, “Special Instructions for Degree-Granting Institutions that Operate Community Education Programs in Music” in each of the Self-Study formats)

Each item in Parts I and II of these Procedures for Institutional Membership intended exclusively for degree-granting institutions is identified by the following:

[DG only]

Each item in Parts I and II of these Procedures for Institutional Membership intended exclusively for non-degree-granting institutions is identified by the following:

[NDG only]

Commission on Community/Junior College Accreditation — Community/Junior Colleges

- Associate degree programs offered by community/junior colleges
- Postsecondary non-degree-granting programs offered by associate degree-granting institutions organized as community/junior colleges
- Community education non-degree-granting programs under certain circumstances (see Procedures for Institutional Membership – Part II: Self-Study Document, “Special Instructions for Degree-Granting Institutions that Operate Community Education Programs in Music” in each of the Self-Study formats)

Each item in Parts I and II of these Procedures for Institutional Membership intended exclusively for community/junior colleges is identified by the following:

[C/JC only]

Please Note: Items in Parts I and II of these Procedures not specifically identified by [DG only], [C/JC only], or [NDG only] apply to all institutions.
THE NOTICE OF INTENTION TO APPLY

In order for the institution to be assured of an evaluation during the preferred or required time period, one copy of this form should be submitted two years before the projected date of the NASM on-site visit. However, the Notice of Intention to Apply form must be received in the NASM National Office no later than one year prior to the on-site visit date. (For recommended visitation periods, please see “Selection of the Visit Dates” on page I – 14.)

SELF-STUDY

Please Note: For complete information about self-study, please refer to Part II: Self-Study Document.

The Self-Study Process

Self-study should be a continuing process. Whether it is used for accreditation or for other purposes, individuals involved with a music unit analyze resources and effectiveness in fulfilling stated missions, goals, and objectives.

In a Self-Study, the faculty, administration, and governing bodies declare what they want the music unit to be and make their own appraisal of its present condition and future potential. The goal of the process should be to understand, evaluate, and improve, not merely to defend what already exists. The fact that an evaluation visit may follow gives added impetus to the Self-Study, and the views of the visiting evaluators should sharpen its impact.

The Self-Study is the part of the NASM evaluation that has primary importance for the institution. Its benefits will be proportional to the incisiveness of the inquiry and to the attitude with which it is approached. A well-conducted self-study should result in a renewed common effort to develop and improve the whole.

Please Note: NASM has published an advisory document to assist institutions in developing self-study procedures and reports that address their specific needs. The Sourcebook for Futures Planning – Supplement IV: Creating Your Self-Study can be downloaded from the NASM website, and is otherwise available separately. Its use is recommended but not required.

Developing the Self-Study

Because schools and departments are quite different from one another, situations change over time, and external influences and internal conditions vary, many approaches to self-study are possible within the framework provided by NASM. Part II of the Procedures offers three optional formats. Each takes a different perspective. In making decisions regarding the most appropriate approaches to be used, an institution should consider the following:

1. The self-study process chosen should involve as many individuals as possible who are engaged in the work of the music unit. It is essential that the faculty be intensively involved in a manner and on a schedule consistent with the institution’s self-study plan.
2. The approach selected should be attuned to the current order of institutional priorities. To the extent possible, important internal priorities and problems should not be set aside while the accreditation review is underway.

3. The approach selected should use recent or current institutional research or self-evaluation.

4. The approach selected must be sufficiently general and carried out with appropriate depth and access to basic information so that the appropriate Commission can fulfill its basic function of accountability. This provides a means through which the institution’s program can be justified according to its stated mission, goals, and objectives. To the fullest extent possible, the process should focus on the results of the educational program in music and the implications of these results for the future of the program, procedures, and processes concerned. In this way, the evidence of institutional effectiveness is used to improve the institution’s programs and processes on a continuing basis.

5. The approach used should yield a concise, readable, substantive Self-Study document that can be used as a basis for (a) the internal use of faculty members, administrators, trustees, and others and (b) the informational use of NASM visiting evaluators and Commissioners. The Self-Study document should go beyond mere description and dwell primarily on analysis, interpretation, and projection.

6. One of the goals of the self-study process should be to foster analysis and planning at the institution. What happens on a continuing basis after the appropriate accrediting Commission has completed its immediate work is as important as the accountability and short-term improvement aspects of the process.

**Organizing the Self-Study**

Only general principles for conducting the self-study can be given, since the detailed organization and application must fit the circumstances and personnel of the institution. In developing the project, the institution should keep these points in mind:

1. The authority and office of the chief music executive are essential to the success of the whole project. The executive’s role is to keep maximum emphasis on the project, to stimulate the project without dominating it, and to see that the results are translated into immediate action and/or long-range plans. In most cases, the chief music executive will serve as the principal coordinator of the project with responsibilities for planning the work, holding it in balance, suggesting new approaches, and editing the final report.

   Many institutions will find it useful to develop a steering committee with the music executive or a designee serving as the chair.

   In any case, the principal coordinator is the key person in the enterprise. In larger institutions, the task of the coordinator—with its demands on time, energy, intelligence, and tact—is a major assignment, possibly calling for special recognition and load allowance.

2. Because a Self-Study is an analytical project that addresses the responsibilities of faculty, administration, students, the governing board, and so forth, each constituency should be involved as appropriate to the goals for Self-Study and the process chosen.

3. The Self-Study should be organized so that the work represents the entire music unit. It is important that the Self-Study bring the music unit into focus, emphasize relationships among as well as results within various sub-units, and instigate healthy cross-fertilization of ideas. NASM Standards should serve as references and departure points for this process.
4. A definite timetable should be adopted. This timetable should be realistic, and the coordinator of the Self-Study should insist on maintaining it.

For example, after considering the NASM evaluation calendar, set a publication date for the Self-Study of at least five weeks before the evaluation team is due to arrive so that the text can be in the hands of the visiting evaluators four weeks before the visit. Having determined the finish date, allow two weeks preceding that for final editing and duplicating. Then work back toward the beginning, allowing the necessary intervals for each stage.

In estimating time allowances, remember the scope and depth of the self-study process and how many people will be involved. The Self-Study must deal with the separate aspects of the music unit’s life, but it must go beyond them in its concern with their relationships. It must deal with overall educational impact as well as with the efficiency of each of the component parts. If this procedure is to be carried out effectively, an appropriate amount of time must be budgeted.

5. The Self-Study should provide the basis for future action. New thinking, new patterns, new proposals, and, probably, new unity will emerge during the process. The institution should see that each proposal is channeled in the proper direction and consistently acted upon. It is possible that the coordinator and the drafting committee can remain helpful in the post-evaluation stage, but clearly the chief music executive, area chairs, and faculty standing committees have continuing responsibilities.

Optional NASM Formats

NASM provides three formats for self-study—Standard, Portfolio, and Strategic Analysis. It is important for each institution to choose the self-study format that best meets its current needs. The NASM formats and eligibility requirements for using them are found in Part II of these Procedures.

The Standard Format provides a sequential comprehensive review against NASM Standards with continuous reference to institutional aspirations.

The Portfolio Format focuses attention on the music unit as an entity that supports curricula and programs.

The Strategic Analysis Format focuses attention on the curricula and programs that constitute a music unit.

Other differences are described in Part IIG of the Procedures. (See Procedures for Institutional Membership – Part IIG: General Instructions for All Formats of the NASM Self-Study Document, pages IIG-2 and 3, “Comparisons Among Formats.”)

Custom Self-Studies

Three NASM Self-Study formats are provided in Part II of these Procedures. However, music units may wish to develop Self-Study procedures and documents based on specific needs and agendas, or on NASM documents such as The Assessment of Undergraduate Programs in Music; The Assessment of Graduate Programs in Music; The Assessment of Community Education Programs in Music; and the NASM Sourcebook for Futures Planning. The NASM Executive Director or a staff designee will work with the music unit to develop a Self-Study that meets the needs of the institution and satisfies the needs of the Commission(s). The final plan and outline for a custom Self-Study must be approved by the Executive Director.

Planning for custom Self-Studies should begin at least two years before the on-site visit date. Normally, one or more on-site staff consultations will be required.
Aids to Self-Study

In addition to the documents mentioned in italics in the above section, the Sourcebook for Futures Planning – Supplement IV: Creating Your Self-Study is especially recommended. This text may be downloaded from the NASM web site, and is otherwise available separately. Further, each NASM Annual Meeting holds a workshop on self-study.

Electronic Storage and Future Revisions

The NASM Self-Study formats are designed to facilitate electronic storage and updating. Institutions are encouraged to keep these possibilities in mind as the specific text is created. Use of excerpts for other purposes and keeping an updated version can save time and energy in both NASM and other contexts. The Portfolio Format and the Strategic Analysis Format are designed to use information that normally is or can be kept current by music units and institutions.

FILING APPLICATION MATERIALS

The following materials are sent to NASM:

- **The Application Form** — three copies* should be submitted with the copies of the Self-Study.

- **The Application Fee** — according to the NASM Fee Schedule current at the time of evaluation. (A current fee schedule may be found on the NASM web site, or requested from the National Office.)
  
  All member institutions will be invoiced for the application fee during the month of August of the academic year in which they are to be reviewed. All potential member institutions should forward the application fee with the copies of the Self-Study and Application Form.
  
  Institutions seeking simultaneous accreditation of degree-granting programs and non-degree-granting community education programs should be aware of special fee requirements.

- **The Current Institutional Catalogue(s) and Supportive Material** — three copies* of each catalogue and supportive material should be submitted. [Note: Please do not submit videotapes or disks with your Self-Study. The Commission is not able to review videotapes or disks during its deliberations.]

- **The Self-Study Document** — three complete copies* should be submitted. Pre-punched photocopies of the catalogue pages containing significant information relating to the music program (e.g., music course listings, curricular patterns, tuition fees, graduation requirements) may be included in the Self-Study behind the institution’s analysis of a specific area. Such information may serve to clarify and/or expand the institution’s analysis.

*Please Note:

[CJC only]: Only TWO copies (rather than three) of each of the materials noted above need be submitted for consideration by the Commission on Community/Junior College Accreditation.
Please Note:

All materials submitted to NASM in support of the application should be prepared as follows:

- Use only standard 8½ x 11-inch paper, punched to fit in a standard three-ring notebook (i.e., center of the holes should measure 1¼, 5½, and 9¾ inches from the bottom of the page). Supporting documents (e.g., handbooks, promotional materials), exclusive of bound institutional catalogues, should be either punched or enclosed in labeled, unsealed, manila envelopes (pre-punched to fit into a three-ring binder).
- Please do not use envelopes for Appendices I, II, III, or IV. These should be hole-punched and appended to the Self-Study document.


Copies of the Application Form, Self-Study document, Catalogue(s), and Supportive Materials are due in the NASM National Office at least four weeks before the visit. NASM will notify the institution in writing regarding receipt of materials and, if applicable, any additional materials that are due.

In addition, the following materials are sent by the institution to each visiting evaluator as early as possible. These must arrive at least four weeks before the visit so that the Visitors have ample time for study and reflection before arrival.

- The Institutional Catalogue(s) and Supportive Material — one copy

Please Note:

Visits may be postponed or canceled by the Executive Director of NASM after consultation with the visiting team if satisfactory materials are not available to the visiting team at least four weeks before the visit.

SELECTED OF THE VISITING EVALUATORS

NASM Nomination and Institutional Preference

Upon receipt of the Notice of Intention to Apply form, the Executive Director of NASM nominates a proposed slate of visiting evaluators who have completed intensive orientation and training conducted by the Association. Nominations are based on the backgrounds and experience of the evaluators in relation to the stated objectives and characteristics of the institution. The slate normally includes nominees affiliated with institutions of various types and sizes. This practice is based on the interrelationship that exists among all programs. It reflects NASM policies requiring that all evaluators base their judgments on NASM Standards as related to the visited institution’s mission, not on a comparison of the visited institution with the evaluators’ institutions or against any other criteria. The Executive Director will consider institutional requests of a general nature such as areas of specialization, but will not consider requests for specific individuals to comprise the evaluation team. The suggestion of a specific individual by institutional representatives will cause that individual to be disqualified.
The slate shall include separate nominations for team chair and member(s) of the visitation team.

Following receipt of this slate, the institution responds promptly—no later than two weeks—indicating a numerical order of preference and whether any suggested evaluators are unacceptable, taking special note of NASM policies concerning conflict of interest.

**Nomination and Invitation Policies**

Within NASM guidelines, the institution may determine the size of the visiting team and the length of the on-site visit. Institutions wishing to expand the number of visitors or the number of days beyond NASM minimum requirements should contact the NASM Executive Director.

At least two evaluators for two full days of program review are required for all institutions. However, this normally produces a three- or four-day visit schedule in order to accommodate orientation activities, two days of program review, and concluding and report-drafting activities. Three visitors are required for institutions that offer programs at all three of the following levels: baccalaureate, master’s, and doctorate. In these cases, one of the evaluators will be assigned special but not exclusive responsibility for the graduate program. Three or more visitors are normally required when NASM is the institution’s sole accreditor; and, if the institution participates in federal student loan programs, one of the evaluators will be assigned special, but not exclusive, responsibility for finances, institutional governance, and management. This evaluator may have training and evaluation experience with another nationally recognized accrediting organization.

Applicant degree-granting institutions seeking a separate accreditation listing of programs offered by affiliated community education units will be evaluated by a team comprising one or more persons in addition to the team assigned to the degree-granting component. The number of visitors and the number of visitation days may be increased as requested or required for community education units with large programs or with multicampus programs or for large/complex programs. In these cases, the number of visiting evaluators or the number of days for the visitation shall be determined in consultation with the Executive Director of NASM.

**Conflict of Interest Policies**

Institutional representatives and NASM visiting evaluators are expected to avoid even the slightest potential for conflict of interest. Conflicts that arise may be based on personal association, past or projected affiliations, past or current financial relationships, geographic proximity, or other causes. Questions concerning conflicts of interest should be referred to the NASM Executive Director. As an example of NASM’s conflict of interest approach, the Executive Director will not knowingly nominate or assign as a visiting evaluator a person:

- who is from the same state or the immediate region of the institution to be visited;
- who has expressed public opinions about the accreditability of the music unit, or ideological views about the institutional type;
- who was or is a potential employee of the institution;
- who was or is a student at the institution;
- who has a family member with a student, faculty, administrative, trustee, or similar relationship with the institution; or
- who has served or will serve as an independent consultant to the institution during the last two or next two calendar years.

Visitors and institutional representatives are formally required to avoid conflict of interest in the formation of NASM visiting teams.
Invitation of Visiting Evaluators

After receiving the institution’s order of preference, the Executive Director of NASM will invite specific visiting evaluators and inform the institution of the visitors invited. The process of invitation and response is continued until the team is completed.

At least one member of each assigned visiting team shall not be a member of the NASM Commission that will review the application.

SELECTION OF THE VISIT DATES

After the team is confirmed, the dates of the visit are arranged by the visiting evaluators and the music executive of the applicant institution. The minimum visit period is two full working days. Evaluators are requested to arrive the evening before the first day of the visit and to leave no sooner than the evening following the second day of the visit. Time may be extended due to the size and scope of the music program. Whatever schedule is determined, all team members are to be present the entire time. Visitors may not schedule, attend, or conduct any other business or personal activities during the period of on-site review. Further details are provided in the following section (“Preparations for the Visit”).

Visitations may be scheduled concurrently with those of other accrediting agencies if applicable and if requested. Visits shall not be scheduled during examination periods.

The following visitation periods are recommended:

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<th>September 1 – February 15</th>
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* Institutions wishing to use other schedules should contact the NASM National Office staff.

When specific dates for the visit have been fixed, the institution shall notify the NASM National Office of the visit dates.
PREPARATIONS FOR THE VISIT

Working together, the visiting team and representatives of the institution develop the overall visit schedule, including lists of interviews, auditions, rehearsals, and appointments. Normally, primary contact is between the team chair and the music executive. Social engagements for team members or the team as a whole are to be avoided. A typical visit agenda is provided below as a basis for developing specific schedules tailored to the needs of each institution.

Travel and Preparation Day
- Team arrival
- Initial team meeting
- Orientation meeting with music executive and/or institutional representatives
- Detailed planning session — logistics and content

First Day
- Review of facilities and equipment
- Interviews, classes, auditions, rehearsals, and appointments
- Team meeting (review, discuss, plan)

Second Day
- Interviews, classes, auditions, rehearsals, and appointments
- Team meeting (review findings, reach consensus, prepare for exit interviews)

Late Afternoon of the Second Day or Morning of the Third Day
- Outline contents of Visitors’ Report
- Agree on arrangements and schedules to complete the Visitors’ Report
- Exit interviews with music executive and other appropriate administrators and representatives
- Team departure

Designated representatives of the institution schedule all aspects of the visit with institutional personnel and make appropriate logistics arrangements such as hotel accommodations and on-site travel arrangements. They advise the team of these arrangements in advance of arrival. Team members must have (a) single rooms, all at one location, and (b) secure, on-campus facilities for meeting in conference.

The music executive orients all involved regarding the purpose, scope, and character of the NASM visit and distributes to music faculty and appropriate administrators copies of the documents entitled (a) NASM Information, (b) A Philosophy for Accreditation in the Arts Disciplines, and (c) NASM Accreditation Information for Faculty, all available from the NASM Web site in the Publications section under the heading “NASM Brochures and Advisory Papers.” The music executive is responsible for keeping appropriate administrators, faculty, students, and staff informed of the accreditation process and its progress.

Please Note:

NASM will forward one set of accreditation action materials (Visitors’ Report and Commission action letter) to the music executive and one set to the Chief Executive Officer/President of the applicant institution. It is the responsibility of the music executive to consult with appropriate academic and executive officers at the institution, and thus establish a local distribution list and system for these and any subsequent materials.
All members of the team are responsible for (a) making their own transportation arrangements to and from the institution and (b) advising the team chair and institutional representatives of their schedule. Team members travel as inexpensively as possible and, when feasible, schedule travel on days that allow the greatest savings. Saturday night stay-overs should be discussed in advance with the music executive.

All team members gain comprehensive understanding of the music unit through in-depth analysis of the Self-Study and supportive materials. Team members also must refamiliarize themselves with the NASM Handbook including any current addenda, and Parts I, II, and III of the Procedures for Institutional Membership. The team informs the NASM National Office if the Self-Study and other materials have not been received at least four weeks before the visit, or if at any time it appears that the institution is not or will not be prepared for the visit.

The team chair makes specific observation, interview, and writing assignments in consultation with other team members.

Immediately prior to the visit, the music executive ensures that arrangements have been made to provide efficient access to student transcripts; lists of graduates; theses; projects; appointment, promotion, and tenure guidelines; course syllabi; and compilations of recital programs. Further, the music executive ensures that there is an opportunity for the visiting team to audition a sampling of student performers, or (preferably) to attend a recital by several representative students at various levels.

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 VISIT**

The primary purpose of the visit is to develop an external perspective on the work of the music unit. This perspective is considered by the appropriate Commission along with (a) materials submitted by the institution and (b) NASM Standards as published in the Handbook and any current addenda. The visiting evaluators shall be afforded an opportunity to visit and consider all music major programs offered by the institution irrespective of where they are administered.

During the course of the visit, the evaluators do the following:

- Observe classes, rehearsals, and lessons (*faculty should be advised that visitors may not stay for the entire session*)
- Interview faculty, music and general administrators, and students
- Hear students perform and observe student intern teachers
- Hear large and small ensembles
- Inspect facilities and equipment (instruments, audio facilities, practice rooms, etc.)
- Examine libraries (books, periodicals, scores, recordings, information technologies, ensemble music, etc.)
- Examine items such as final projects, theses, dissertations, performance tapes, and compositions submitted in fulfillment of requirements for each degree or program offered
- View web sites applicable to the music unit
- Examine student transcripts
- Inspect records of students’ performance examinations and repertory
• Consider community education programs according to NASM procedures and as presented in the Self-Study (see Procedures for Institutional Membership – Part II: Self-Study Document, “Special Instructions for Degree-Granting Institutions That Operate Community Education Programs in Music” in each Self-Study format)

• Consider the budget applicable to the music program

These activities provide information that enables the visitors to complete a report that:

• Compares visitors’ impressions of conditions, evaluations, and projections with those described in the Self-Study

• Identifies the extent to which there appears to be compliance with NASM Standards

• Recommends specific improvements

• Makes suggestions concerning opportunities or problems not yet apparent

All involved in the visit are expected to (a) maintain a professional, collegial, peer-review approach; (b) keep the process focused on the institution, its programs, and its effectiveness; (c) contribute to the factual accuracy of the Visitors’ Report; and (d) cause as little disruption as possible to the artistic and educational routine of the music unit.

Additional perspectives on the visit, the work of visiting evaluators, and the Visitors’ Report format are found in Procedures for Institutional Membership – Part III: Instructions for Visiting Evaluators. To best prepare, see the section entitled “The Visit” beginning on page III-5 of that document. Please be sure that the evaluators are able to do all that is asked of them in this section.

PROCEDURES PRIOR TO COMMISSION ACTION

NASM Visitors’ Report

Immediately following the visit, the visiting evaluators prepare a report in two parts according to NASM guidelines. Part I is prepared for the institution and the Commission. Part II is prepared for the Commission only.

The Visitors’ Report is expected in the NASM National Office within six weeks of the visit.

The Visitors’ Report must be received in the NASM National Office no later than:

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<td>for Commission action in November  (PERIOD 1: for visits taking place September 1 – November 30)</td>
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<td>for Commission action in November  (PERIOD 2: for visits taking place December 1 – June 1)</td>
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Within 12 weeks of the visit, the National Office sends to the applicant institution a copy of Part I of the Visitors’ Report marked: “NASM Visitors’ Report — For Internal Distribution at the Discretion of the Chief Music Executive — Any Optional Response Due (date).” The music executive distributes the report according to the plan developed by the institution.

Optional Response to the Visitors’ Report

The institution has the option of responding to the Visitors’ Report with respect to (a) errors of fact, (b) conclusions based upon such errors, and (c) documented changes made in the program since the visit.

Any Optional Response to the Visitors’ Report should be submitted to the National Office of NASM according to the following schedule:

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Procedures for filing the Optional Response will be provided with the copy of the Visitors’ Report sent to the institution.

Institutional Evaluation of the NASM Accreditation Process

The Visitors’ Report is accompanied by a brief questionnaire that provides the institution with an opportunity to evaluate the process through the site visit and before Commission action. Filing instructions are provided with the questionnaire.

Withdrawal of the Application for Membership

An application for Membership may be withdrawn at any time prior to the decision of any Commission, without refund of fee or release of responsibility to reimburse the Association for applicable expenses, including those of the visiting evaluators.

REVIEW OF THE APPLICATION BY THE COMMISSION

The Commission on Accreditation meets semiannually in June and November to review application materials, all supporting documentation, Visitors’ Reports, and Optional Responses. The Commission on Community/Junior College Accreditation and the Commission on Non-Degree-Granting Accreditation meet annually in November to accomplish the same purposes.

Following the meetings, a written communication describing Commission action based on the application materials—(a) the institution’s Self-Study, (b) the Visitors’ Report and, if applicable, (c) the institution’s Optional Response—is transmitted to the music executive and to the chief executive officer of the applicant institution. The letter of transmittal will contain a clear statement of the official accreditation action and may contain recommendations. However, the text of the letter distinguishes between accreditation actions and other matters.
Possible Commission Actions on First-Time Applications for Membership:

- The institution is approved for Associate Membership for a period of five years.
- The institution is approved for Membership for a period of five years.
- The institution is approved for Associate Membership or Membership for a period of five years with a request for one or more progress reports confirming implementation of plans and/or completion of ongoing issues as outlined by the Commission.
- Action on the application of the institution is deferred pending one or more of the following:
  - Receipt of additional information necessary to determine whether the institution meets NASM Standards
  - Response to the stated concerns of the Commission about failure to meet NASM Standards
  - Response indicating the correction of deficiencies as outlined by the Commission

(See next section entitled “Further Explanation of Deferral.”)

Responses are normally requested in the form of written submissions.

- The application for Membership is denied with notice of rights to request reconsideration or to appeal.

Possible Commission Actions on Applications for Membership or Renewal of Membership:

- The institution with Associate Membership is granted Membership for a period of five years.
- The institution with Membership is continued in good standing for a period of ten years.
- The institution with Associate Membership is granted Membership for a period of five years with a request for one or more progress reports confirming implementation of plans and/or completion of ongoing issues as outlined by the Commission.
- The institution with Membership is continued in good standing for a period of ten years with a request for one or more progress reports confirming implementation of plans and/or completion of ongoing issues as outlined by the Commission.
- Membership of the institution is continued, but action on the application of the institution for Membership or renewal of Membership is deferred pending one or more of the following:
  - Receipt of additional information necessary to determine whether the institution meets NASM Standards
  - Response to the stated concerns of the Commission about failure to meet NASM Standards
  - Response indicating the correction of deficiencies as outlined by the Commission

(See next section entitled “Further Explanation of Deferral.”)

Responses are normally requested in the form of written submissions.

- The institution is issued a show-cause statement with regard to administrative warning.
- The institution is given an administrative warning.
- The institution is placed on probation with notice of right to request reconsideration.
- The application for Membership or renewal of Membership is denied with notice of rights to request reconsideration or to appeal.
The following policies and procedures apply as appropriate to Commission motions regarding Membership and renewal of Membership:

**Approval**

- Notice of Associate Membership, Membership, or renewal of Membership is accompanied by a brief questionnaire that provides the institution with an opportunity to evaluate the entire accreditation process. Filing instructions are provided with the questionnaire.

- Institutions receiving Associate Membership, Membership, or renewal of Membership should review sections of the NASM “Rules of Practice and Procedure” that pertain to publication of accreditation actions, printed recognition of Membership, and disclosure and confidentiality (see NASM Handbook).

- Progress reports may be requested at any time or periodically throughout the term of accreditation.

**Deferral, Administrative Warning**

*(See next section entitled “Further Explanation of Deferral” and NASM Handbook, Bylaws, Article I, “Administrative Warning Status.”)*

- Deferral actions and reports, and administrative warning actions and reports each are structured within specific time periods. Deferral periods are normally from six to eighteen months. Administrative warning periods extend from one to twelve months.

- If the application is deferred, the institution responds in writing to the Commission as directed, and the application is reconsidered by the Commission at the specified regular meeting following the response. The same process applies to administrative warning.

**Probation, Denial**

- In cases of probation or several consecutive deferrals of action on the application, a new Self-Study and/or visit may be required.

- If Membership or renewal of Membership is denied, a new Self-Study and visit will be required upon reapplication after the specified time period has elapsed.

**Personal Appearances**

- When circumstances arise that cannot be clarified through written communications, the music executive of an applicant institution may request of the Executive Director of NASM an appointment with the Commission to discuss pending Commission action.

- The Commission may request an appearance by a music executive to clarify points relevant to an application.

The Executive Director of NASM shall notify the United States Secretary of Education within thirty days of (a) any final decision by the Commission(s) to revoke accreditation status from an institution or program, or (b) any institution that voluntarily withdraws from NASM Membership, or (c) any final decision by the Commission(s) to place an institution on probation.
FURTHER EXPLANATION OF DEFERRAL

In the accreditation process, an accrediting Commission often finds a situation in which an institution cannot be granted initial accreditation or renewal of accreditation on the basis of evidence presented. This may be because the institution clearly does not meet the Standards as outlined in the NASM Handbook and any current addenda, or because sufficient information has not been provided.

Rather than deny accreditation or place the institution on probation, the Commission defers any action until certain conditions are met that clarify the situation and/or bring the institution into compliance. Deferral is not a negative action, but rather a mechanism for dialogue between the Commission and an institution. The deferral concept is intended to prevent short review cycles and to obviate the need for other review procedures that would be expensive to the institution.

Member institutions whose applications are deferred continue their current membership status and maintain all rights and responsibilities of Membership. Deferral does not mean that an institution has lost its accreditation, or its right to vote during the Annual Meeting, or its listing in the NASM Directory. Deferral simply indicates that the institution has one or more issues that need to be addressed, reviewed, or explained in more detail before the institution’s application can be approved.

There is no public notice of deferral. Letters reporting accreditation actions are sent only to the music executive, to the chief executive officer of the institution, and to the designated institutional representative to NASM if someone other than the music executive. The NASM National Office staff does not discuss an institution’s status or application with anyone other than the music executive or other designated administrative officials of the institution.

PROCEDURES REGARDING REVIEW OF ACCREDITATION DECISIONS

When an action of a Commission causes a serious disagreement that cannot be resolved through normal NASM procedures, the institution and the individuals therein follow, as appropriate, one of the following sections of the NASM “Rules of Practice and Procedure” (see NASM Handbook): “Requests for Reconsideration of Actions by an Accrediting Commission” or “Appeals of Adverse Decisions Concerning Accredited Institutional Membership.”

THE REACCREDITATION CYCLE

After Associate Membership and/or original Membership is granted, reevaluation is scheduled in five years.

For continuing Members, reevaluation normally occurs on a ten-year cycle.

Neither the five-year nor the ten-year review period is extended because of deferred actions or requests for progress reports.

For cause, the Commission has the right to require a review and/or visit at any time.

Postponement may be granted for cause. If postponement seems advisable, contact the NASM National Office.
MAINTAINING ACCREDITED STATUS

Each accredited institution submits an annual report (the HEADS questionnaire) and pays annual dues.

Accredited institutions agree to maintain their programs in compliance with NASM Standards as they are developed, and participate in the continuing development of Standards and Guidelines.

If an institution wishes to add a new music major program or to amend a previously approved program substantially, a request for Plan Approval must be filed and approved before students are admitted to the new program. Procedures for Plan Approval may be obtained from the NASM National Office. (See NASM Handbook, Rules of Practice and Procedure, “New Curricula: Plan Approval and Final Approval for Listing.”)

Institutions/music units are required to gain prior approval of substantive changes occurring between regular accreditation visits. (See NASM Handbook, Rules of Practice and Procedure, “Substantive Change.”)

Substantive changes to mission, goals, and objectives; offering degrees or credentials at a new level; changes from clock to credit hours or vice versa; changes in credit policies or length of program; as well as changes mentioned in the following paragraph, must be reviewed by the Commission before they are implemented.

If an accredited music unit proposes (a) to become affiliated with or become an integral part of another educational institution; (b) to implement substantial changes in institutional or collegiate organization and administrative structure; (c) to make a change in ownership or a fundamental, comprehensive change of control; (d) to establish a branch campus offering degrees or programs eligible for accreditation by NASM; or (e) to make arrangements for affiliative use of the institution’s or music unit’s name, the music unit must inform the Executive Director of NASM and, prior to implementation, demonstrate to the Commission that changes will not affect compliance with accreditation Standards.
EVALUATION CALENDAR

FOR BACCALAUREATE AND GRADUATE DEGREE-GRA NTING INSTITUTIONS OR
POSTSECONDARY, PROFESSIONAL NON-DEGREE-GRA NTING INSTITUTIONS
APPLYING FOR NASM MEMBERSHIP OR RENEWAL OF MEMBERSHIP

— Commission on Accreditation —

<table>
<thead>
<tr>
<th>ACTION</th>
<th>For Consideration at the Commission Meetings in JUNE</th>
<th>For Consideration at the Commission Meetings in NOVEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice of Intention to Apply Form* to the NASM National Office</td>
<td>Preferably two years before the projected date of the NASM on-site visit, and not later than one year prior to the visit</td>
<td>Preferably two years before the projected date of the NASM on-site visit, and not later than one year prior to the visit</td>
</tr>
<tr>
<td>Self-Study Document, Institutional Catalogues, and Supportive Material to the NASM Visiting Evaluators</td>
<td>At least four weeks before the visit</td>
<td>At least four weeks before the visit</td>
</tr>
<tr>
<td>Application, Self-Study Document, Institutional Catalogues, and Supportive Material to the NASM National Office</td>
<td>At least four weeks before the visit</td>
<td>At least four weeks before the visit</td>
</tr>
<tr>
<td>Application Fee to the NASM National Office</td>
<td>Members: upon receipt of invoice Non-members: with Self-Study</td>
<td>Members: upon receipt of invoice Non-members: with Self-Study</td>
</tr>
<tr>
<td>Visitation Period</td>
<td>September 1 – February 15 (or as arranged)</td>
<td>February 15 – June 1 (or as arranged)</td>
</tr>
<tr>
<td>Visitors’ Report to the NASM National Office</td>
<td>Within six weeks of visit and not later than April 1</td>
<td>Within six weeks of visit and not later than July 15</td>
</tr>
<tr>
<td>Institution’s Optional “Correction of Factual Errors” in the Visitors’ Report to the NASM National Office</td>
<td>As early as possible and not later than May 1</td>
<td>As early as possible and not later than October 31</td>
</tr>
<tr>
<td>NASM Commission Meets</td>
<td>First week in June</td>
<td>Third week in November</td>
</tr>
<tr>
<td>Institution Notified of Commission Action</td>
<td>Within thirty days of Commission meeting</td>
<td>Within thirty days of Commission meeting</td>
</tr>
</tbody>
</table>

*Please Note:

In order to be assured of an evaluation during the preferred time period, institutions should submit the NOTICE OF INTENTION TO APPLY form two years before the projected date of the on-site visit; however, this form must be received in the NASM National Office no later than one year prior to the on-site visit date.
## EVALUATION CALENDAR
FOR COMMUNITY/JUNIOR COLLEGES
APPLYING FOR NASM MEMBERSHIP OR RENEWAL OF MEMBERSHIP

— Commission on Community/Junior College Accreditation —

<table>
<thead>
<tr>
<th>ACTION</th>
<th>For Consideration at the Commission Meetings in November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice of Intention to Apply Form* to the NASM National Office (Please see note below)</td>
<td>Preferably two years before the projected date of the NASM on-site visit, and not later than one year prior to the visit</td>
</tr>
<tr>
<td>Self-Study Document, Institutional Catalogues, and Supportive Material to the NASM Visiting Evaluators</td>
<td>At least four weeks before the visit</td>
</tr>
<tr>
<td>Application, Self-Study Document, Institutional Catalogues, and Supportive Material to the NASM National Office</td>
<td>At least four weeks before the visit</td>
</tr>
</tbody>
</table>
| Application Fee to the NASM National Office                                                | Members: upon receipt of invoice  
Non-members: with Self-Study                                                                                                                                                                                                                                    |
| Visitation Period                                                                          | PERIOD 1 for Commission action in November of the following year  
September 1 – November 30  
(or as arranged)                                                                                                                                     | PERIOD 2 for Commission action the following November  
December 1 – June 1  
(or as arranged)                                                                                                                                                                         |
| Visitors’ Report to the NASM National Office                                              | PERIOD 1 for visits taking place  
September 1 – November 30  
Within six weeks of visit and not later than January 15                                                                                                                                               | PERIOD 2 for visits taking place  
December 1 – June 1  
Within six weeks of visit and not later than July 15                                                                                                                                               |
| Institution’s Optional “Correction of Factual Errors” in the Visitors’ Report to the NASM National Office | As early as possible and not later than October 31                                                                                                                                                                                                        |
| NASM Commission Meets                                                                     | Third week in November                                                                                                                                                                                                                                     |
| Institution Notified of Commission Action                                                | Within thirty days of Commission meeting                                                                                                                                                                                                                 |

*Please Note:*

In order to be assured of an evaluation during the preferred time period, institutions should submit the NOTICE OF INTENTION TO APPLY form two years before the projected date of the on-site visit; however, this form **must be received** in the NASM National Office no later than one year prior to the on-site visit date.
SAMPLE INSTITUTIONAL SCHEDULE AND CHECKLIST:
PREPARATION FOR ON-SITE VISIT

Please feel free to use this sample schedule as a basis for developing the specific steps and schedule appropriate for your music unit.

PART I: INITIATION OF THE ACCREDITATION PROCESS

In order to be assured of an evaluation during the preferred time period, the institution should submit the Notice of Intention to Apply form two years prior to the projected date of the on-site visit; however, this form must be received in the NASM National Office no later than one year before the scheduled visit date. First steps to initiate the accreditation process, establish a visiting team, and finalize the dates for the visit are:

- Submit “Notice of Intention to Apply” Form
- Receive Slate of Nominations for Evaluators
- Return Evaluator Preference
- Finalize Evaluation Team
- Finalize Visit Dates with the Evaluators
- Notify the NASM National Office Staff of the Final Visit Dates

PART II: THE SELF-STUDY AND PREPARATIONS FOR THE VISIT

The following are guidelines only. An institution may wish to complete any of the following steps earlier than the timelines suggested.

**MONTH 1:**
- □ Formalize Basic Self-Study Format, Purposes, Approach, Design, Outline  
  *(Seek approval from NASM in special circumstances described herein)*
- □ Assign a Self-Study Coordinator or Steering Committee
- □ Make Data Collection, Analysis, and Writing Assignments

**MONTH 2:**
- □ Begin Compiling and Writing the Self-Study

**MONTHS 3 – 5:**
- □ Continue Self-Study, Continue Compilation

**MONTH 6:**
- □ Continue Self-Study, Continue Compilation
- □ Make Hotel Reservations for Evaluators

**MONTH 7:**
- □ Continue Self-Study, Continue Compilation

**MONTH 8:**
- □ Continue Self-Study, Continue Compilation
- □ Make Arrangements to Present Student Work *(recitals, tapes, written work, etc.)*

**MONTH 9:**
- □ Produce Preliminary Draft of Complete Self-Study and Seek Community Review of the Draft

**MONTH 10:**
- □ Finalize and Polish Self-Study
- □ Establish Basic Schedule with Chair of the Visiting Team

**MONTH 11:**
- □ Forward Self-Study and Supportive Materials to Evaluators
- □ Forward Self-Study, Supportive Materials, Application Form, and Application Fee *(if applicable)* to NASM National Office
- □ Confirm All Logistics of Visit with Evaluators

**MONTH 12:**
- □ Complete All Schedules of Appointments and All Arrangements for Access to Transcripts, Student Work, etc.
- □ Host On-Site Visit
Procedures for
Institutional Membership

PART IIG
General Instructions for
All Formats of the NASM
Self-Study Document

September 2003 Edition
(REVISED JANUARY 2007)
Correlated to the NASM Handbook 2007-2008 and Beyond

These materials are applicable for
NASM visits scheduled during the academic years

Users of this document must have standards available in the
latest edition of the NASM Handbook and all current addenda.
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<tr>
<td>- NASM National Office Copies</td>
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<td>10</td>
</tr>
</tbody>
</table>
Questions Often Asked By First-Time Users

Are all documents labeled Part II part of the NASM Self-Study questionnaire?
No. They provide guidance for completing a Self-Study document appropriate to the purposes, size, scope, and immediate needs of your music unit. They help you to focus more on what you want to do rather than how NASM wants you to answer.

Does everything in each document apply to my institution?
Almost certainly, no. Each text helps each music unit choose what is applicable and consider its future in local institutional terms.

Why are these documents so large?
They are used by a wide range of music units—from the smallest to the largest, from the most focused to the most comprehensive, from charter members to first-time applicants. They must, therefore, address many possibilities. They must provide a consistent framework for unique Self-Studies from hundreds of unique institutions.

Can analyses prepared for other purposes be used to prepare a Self-Study for NASM?
Yes. NASM encourages approaches that reduce duplication of effort. Instructions are included. Please do not duplicate work that has been done before if it provides current information.

Why do I need the latest NASM Handbook and all current addenda in addition to these documents?
The Handbook contains the standards used by NASM visitors and the Commissions on Accreditation to evaluate the institution. This document helps institutions compare their policies, practices, and results with the NASM standards and their own aspirations for excellence.

The Self-Study outlines either essentially follow or are based on the order in which standards are presented in the NASM Handbook. However, the order in the NASM Self-Study outlines must be followed when compiling Self-Studies, rather than the outline within the Handbook.

Who should be involved in self-study?
Ideally, all constituencies should be involved in some way. Normally, music faculty and administrators are most engaged; but students, alumni, and other institutional administrators participate. The Self-Study document is normally written or compiled by an editor and reviewed by some or all participants.
NOTICES

1. This is **Part IIG** of the NASM *Procedures for Institutional Membership*.

   **Part I** provides an overview of the accreditation process, primarily from the institution’s perspective.

   **Part II** consists of several documents and describes procedures and content areas for the institution’s Self-Study. **Part IISF** describes the traditional sequential format. **Part IIPF** and **Part IISA** describe alternative formats.

   **Part III** provides an overview of the visit, the Visitors’ Report, and the Visitors’ Report format, primarily from the visitors’ perspective.

   These documents give a complete picture of the approach to accreditation used by NASM.

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

2. These texts are available on the NASM web site. If you do not have access to the Internet, please contact the NASM National Office regarding print versions.

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

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

**National Office**

**NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC**

11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

Telephone: 703-437-0700  ♦  Facsimile: 703-437-6312
E-mail: info@arts-accredit.org
or use staff directory
Web Site: http://www.arts-accredit.org
General Instructions for All Formats of the NASM Self-Study Document

Part II–Standard Format, Part II–Portfolio Format, Part II–Strategic Analysis Format

If you have questions, we encourage you to consult with the National Office staff—contact information is found on page IIG-v.

PURPOSES AND PROTOCOLS

The document that results from self-study should be a resource for future development of the music unit and for the NASM accreditation process. NASM has prepared three optional Self-Study formats—Standard, Portfolio, and Strategic Analysis. Each institution chooses one of these or develops a custom alternative Self-Study (see the formats themselves for conditions of eligibility). Two of these formats follow essentially the same sequence as the presentation of standards and guidelines in the NASM Handbook. For more information, see Comparisons Among Formats on pages IIG–2 and 3 of this document.

Each format is structured so that groups of Self-Study participants may work independently with one or more sections.

Please Note:

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

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

- It is essential that a table of contents be provided corresponding to the principal items in the Self-Study document, including each heading and subheading and each of the appendices. If an outline is used that varies significantly from the 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.

- Documents already prepared by the institution may be used in the Self-Study. These may be included in the text, or as appendices or in portfolios in two of the formats. Please provide appropriate references in the main body of the text.

- Applications for Membership from institutions with Associate Membership must include a copy of the NASM Commission letter granting Associate Membership.

- The term unit is used to designate the entire music program being reviewed for accreditation. Thus, unit may refer to free-standing institutions or to departments or schools that are part of larger institutions.

- The Self-Study formats should be used primarily as a guide to in-depth evaluation and strategic analysis rather than as a questionnaire to organize information. Remember, the result should best serve the future of the music unit while providing a complete picture of current operations for the NASM review.
COMPARISONS AMONG FORMATS

Standard Format

Eligibility for Standard Format:

- All institutions applying for NASM Membership or renewal of Membership.
- Recommended for institutions applying for Membership for the first time.

Purpose for Standard Format:

- Provide a sequential, comprehensive review against NASM standards with continuous reference to institutional aspirations.
- Produce documentation that can be updated and used in future Self-Studies in the standard or other formats.

Structure for Standard Format:

- Follows an order similar to that presented in the NASM Handbook. (The order in the Self-Study outline must be followed when compiling Self-Studies, rather than the outline within the Handbook.)
- Produces a comprehensive picture of the operational and curricular elements of a music unit. Information, analyses, and documentation for each element, for the most part, are kept together.

Portfolio Format

Eligibility for Portfolio Format:

- Institutions applying for NASM Membership after Associate Membership.
- Institutions applying for renewal of Membership.
- Institutions applying for Membership for the first time, with the advice and consent of the Executive Director or Associate Director.

Purpose for Portfolio Format:

- Focus the Self-Study on operational and curricular analysis rather than information gathering.
- Provide a sequential review against NASM standards with emphasis on the institution’s own aspirations for excellence.
- Rely substantially on a portfolio of documentation already available in most institutions. Although not an NASM requirement, this portfolio can be continuously updated as a management resource.
- Produce a portfolio of curricular information that can be used for multiple accountability purposes. This portfolio also can be updated continuously at the institution’s discretion.
Structure for Portfolio Format:

- Follows an order similar to that presented in the NASM Handbook. (The order in the Self-Study outline must be followed when compiling Self-Studies, rather than the outline within the Handbook.)

- Results in evaluative essays concerning operational issues and projections, and portfolios of documents concerning management and curricula.

Note regarding the Portfolio Format: By maintaining NASM’s recommended Management Documents Portfolio on a regular basis, institutions can save significant amounts of time during the self-study process. Of course, other self-study documents can be saved electronically and updated, as well.

Strategic Analysis Format

Eligibility for Strategic Analysis Format:

- Institutions holding NASM Membership for 5 years or more, with the advice and consent of the Executive Director or Associate Director.

- Institutions for whom NASM is not the designated institutional accreditor.

Purpose for Strategic Analysis Format:

- Focus the Self-Study on curricular program areas by engaging faculty and administrators in their future development.

  Use portfolios of information, analysis, and documentation that already exist or are updated as the basis for strategic analysis by self-study participants.

- Continue the development of texts useful for other accountability purposes.

Structure for Strategic Analysis Format:

- Presents information and analysis of each curriculum and area of emphasis followed by a futures analysis of each program area correlated to operational and curricular issues.

- Relies primarily on Management and, if possible, Instructional Programs Portfolios that can be updated internally on a regular basis as the music unit wishes. The internal updates are not forwarded to NASM unless they involve new curricula or substantive change to existing curricula. Keeping these portfolios enables a self-study focus on strategic thinking supported by already existing documentation.
CONTENT AREAS OF THE SELF-STUDY DOCUMENT

Each NASM Self-Study format covers the following major areas:

- Purposes and Operations; Instructional Programs; Evaluation, Planning, and Projections; and their relationships

Each requires:

- HEADS Data Surveys for Music (NASM Annual Reports)
- Financial Data
- Faculty Data
- **Curricular Tables in the NASM Format** — A curricular table for each emphasis of every curriculum is an essential part of the Self-Study document. To ensure consistent review, these must be prepared in accordance with the specific instructions provided (see separate document entitled *Instructions for Preparing Curricular Tables in the NASM Format*). Accuracy is particularly important.
- Copies of Promotional/Student Recruitment Documents

TIME FRAME

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

LENGTH AND STYLE

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

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

ELECTRONIC STORAGE AND FUTURE REVISIONS

Each NASM Self-Study format is designed to facilitate electronic storage and updating, but the Portfolio and Strategic Analysis Formats are especially oriented to regular updating if an institution so chooses. Institutions are encouraged to keep these possibilities in mind as the specific text is created. Use of excerpts for other purposes and keeping an updated version can save time and energy in both NASM and other contexts.

PREPARATION GUIDELINES

The Self-Study document should be prepared as follows:

- A title page for the Self-Study must be provided (see instructions on page IIG–7, and a sample title page on page IIG–8 for Baccalaureate and Graduate Degree-Granting Institutions; page IIG–9 for Community/Junior Colleges, and page IIG–10 for Postsecondary, Professional Non-Degree-Granting Institutions).
- A table of contents must be provided indicating the page on which each major section of the Self-Study begins, including each heading and subheading, and each Appendix.
- Tabs indicating major sections and appendices must be provided.
Follow the outline presented in the Self-Study Format you choose. Copy the title of each major section (i.e., Section I. Purposes and Operations; A. Purposes; B. Size and Scope; C. Finances; D. Governance and Administration; etc.), and give the institution’s analysis directly beneath it, including, as applicable, documentation. Analysis and documentation may be presented in any format or order the institution wishes. Institutions altering an NASM format substantially for joint evaluations or other purposes must provide an index to the Self-Study that correlates information to the NASM format.

Most sections of the Self-Study Formats are to be used by all institutions; however, please be aware that some sections apply only to specific categories of institutions. These sections are marked as follows:

[DG only] and/or [NDG only] institutions to be reviewed by the Commission on Accreditation

◊ Associate, baccalaureate, and graduate degree programs offered by four-year baccalaureate and/or graduate degree-granting institutions
◊ Postsecondary non-degree-granting programs offered by baccalaureate and graduate degree-granting institutions
◊ Free-standing, postsecondary, professional non-degree-granting institutions at all levels
◊ Community education non-degree-granting programs under certain circumstances (see Procedures for Institutional Membership – Part II: Self-Study Document, “Special Instructions for Degree-Granting Institutions that Operate Community Education Programs in Music” in each of the Self-Study formats)

[C/JC only] institutions to be reviewed by the Commission on Community/Junior College Accreditation

◊ Associate degree programs offered by community/junior colleges
◊ Postsecondary non-degree-granting programs offered by associate degree-granting institutions organized as community/junior colleges
◊ Community education non-degree-granting programs under certain circumstances (see Procedures for Institutional Membership – Part II: Self-Study Document, “Special Instructions for Degree-Granting Institutions that Operate Community Education Programs in Music” in each of the Self-Study formats)

These notations apply to institutions, not types of programs offered (i.e., whether or not a degree-granting institution offers a non-degree-granting program, it would follow only sections marked with [DG only]).

In cases where the response to all or part of an issue is provided by the institution’s published materials (catalogue, handbooks, etc.), it is suggested that photocopies of the appropriate paragraphs or pages be made, identified, and inserted behind the response to the item.

If an issue is not pertinent or applicable at the institution, type the name of the section and note that the response is “N/A” (not applicable).

Use only standard 8½ x 11-inch paper, punched to fit in a standard three-ring notebook (i.e., center of holes should measure 1¼, 5½, and 9¾ inches from the bottom of the page). Supporting documents (e.g., handbook, promotional materials), exclusive of bound institutional catalogues, should be either punched or enclosed in labeled, unsealed, manila envelopes (pre-punched to fit into a three-ring binder).

Number pages consecutively at the bottom center of each page.

Each copy of the completed, punched Self-Study should be held together only by inserting a round-head paper fastener through the center punched hole. Self-Study documents should not be bound. Please do not send the Self-Study document to the NASM National Office in three-ring notebook binders. Visitors’ copies may be bound or inserted in binders.

Please do not place appendices in manila envelopes, but rather include them as part of the body of the Self-Study document.
NUMBER AND DISPOSITION OF COPIES

NASM National Office Copies

Three copies of the complete Self-Study (two copies for [C/JC only] or [NDG only]) must be submitted to the NASM National Office at least four weeks before the visitation.

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

NASM Visitors’ Copies

One copy of the complete Self-Study must be prepared for each visitor; therefore, at least two Visitors’ Copies will be needed. The NASM Visitors’ Copies should be sent directly to the visiting evaluators. These must be received by the visiting evaluators at least four weeks before the visitation. Each of the Visitors’ Copies must include all applicable appendices identical to those presented in the “NASM National Office Copies,” along with a copy of the institutional catalogue and all supportive documentation. Visitors’ copies may be bound or inserted in three-ring notebook binders.

Please Note:

| Visits may be postponed or canceled by the Executive Director of NASM if adequate materials are not available to the visiting evaluators at least four weeks before the visit. |

REFERENCES TO PUBLISHED DOCUMENTS

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

TITLE PAGE

There follows three sample title pages:

for Baccalaureate and Graduate Degree-Granting Institutions
for Community/Junior Colleges
for Postsecondary, Professional Non-Degree-Granting Institutions

The title page presents the institution’s definitive list of the programs it offers.

To prepare an accurate title page, please use the following definitions:
Please Note:

Definitions of Curricular Status

NASM uses the following terms to assign review status to all degrees, certificates, diplomas, and programs:

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

- **Plan Approved** – The status of curricular programs that have successfully completed the Plan Approval process. Such programs are listed in italics in the NASM Directory. In reviews for continuation of Membership, Plan Approved degrees and programs are submitted either for *Renewal of Plan Approval* or for *Final Approval for Listing* if the requisite number of transcripts is available.

- **Final Approval for Listing** – The procedure for official NASM Commission review of transcript evidence that validates the granting of Plan Approval. At least three transcripts are required for every program at the non-degree-granting, associate, and baccalaureate level, and at least two transcripts are required for every program at the graduate level.

- **Final Approval** – The status of curricular programs that have successfully completed the Final Approval for Listing process. Such programs are listed in regular type in the NASM Directory. In reviews for continuation of Membership, degrees and programs with Final Approval are normally submitted for *Renewal of Final Approval*. 
SAMPLE TITLE PAGE
For Baccalaureate and Graduate Degree-Granting Institutions
National Association of Schools of Music

SELF-STUDY
in the [choose one: Standard or Portfolio or Strategic Analysis 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 PAGE ADDRESS OF MUSIC UNIT)

List by specific title all degrees and/or programs offered.* Specify fields as applicable. Degrees and/or programs must be listed under appropriate headings and subheadings as follows. For definitions of “Final Approval for Listing” and “Plan Approval,” see page IIG–7 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 currently listed in the NASM Directory for which renewal of Final Approval for Listing is sought.
2. Degrees and/or programs not currently listed in the NASM Directory for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Degrees and/or programs not currently listed in the NASM Directory for which Plan Approval is sought.
4. Degrees and/or programs that previously have been granted Plan Approval for which Final Approval for Listing is sought.
5. Degrees and/or programs that previously have been granted Plan Approval for which the appropriate number of transcripts or other evidence of program completion are not yet available, and for which renewal of Plan Approval is sought.

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

(Date) (Name and Title of Reporting Officer)

(Signature of Reporting Officer)

*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.
SAMPLE TITLE PAGE
For Community/Junior Colleges

National Association of Schools of Music

SELF-STUDY

in the [choose one: Standard or Portfolio or Strategic Analysis 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 PAGE ADDRESS OF MUSIC UNIT)

List by specific title all degrees and/or programs offered.* Specify fields as applicable. Degrees and/or programs must be listed under appropriate headings and subheadings as follows. For definitions of “Final Approval for Listing” and “Plan Approval,” see page IIG–7 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 currently listed in the NASM Directory for which renewal of Final Approval for Listing is sought.
2. Degrees and/or programs not currently listed in the NASM Directory for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Degrees and/or programs not currently listed in the NASM Directory for which Plan Approval is sought.
4. Degrees and/or programs that previously have been granted Plan Approval for which Final Approval for Listing is sought.
5. Degrees and/or programs that previously have been granted Plan Approval for which the appropriate number of transcripts or other evidence of program completion are not yet available, and for which renewal of Plan Approval is sought.

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

(Date) (Name and Title of Reporting Officer)

(Signature of Reporting Officer)

*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.
List by specific title all programs offered.* Specify fields as applicable. Programs must be listed under appropriate headings and subheadings as follows. For definitions of “Final Approval for Listing” and “Plan Approval,” see page IIG–7 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 currently listed in the NASM Directory for which renewal of Final Approval for Listing is sought.
2. Programs not currently listed in the NASM Directory for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Programs not currently listed in the NASM Directory for which Plan Approval is sought.
4. Programs that previously have been granted Plan Approval for which Final Approval for Listing is sought.
5. Programs that previously have been granted Plan Approval for which the appropriate number of transcripts or other evidence of program completion are not yet available, and for which renewal of Plan Approval is sought.

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

(Date)                                         (Name and Title of Reporting Officer)  

(Signature of Reporting Officer)

*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.
Instructions for Preparing Curricular Tables in the NASM Format

September 2003 Edition
(REVISED JANUARY 2007)
Correlated to the NASM Handbook 2007-2008 and Beyond

To be used in conjunction with the NASM Procedures for Institutional Membership Part IISF, Part IIIF, or Part IIISA

OR

Policies and Procedures for Reviews of New Curricula

NASM strongly recommends that each music unit maintain a set of curricular tables in the NASM format for use in management and other contexts. Ideally, the charts are kept current, but doing so is entirely at the discretion of the institution.

These materials are applicable for NASM visits scheduled during the academic years 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09.

Users of this document must have standards available in the latest edition of the NASM Handbook and all current addenda.
National Office
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

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

E-mail: info@arts-accredit.org
or use staff directory

Web Site: http://nasm.arts-accredit.org
THIS DOCUMENT PROVIDES INSTRUCTIONS AND SAMPLE CHARTS FOR PREPARING CURRICULAR TABLES AS REQUIRED FOR:

- Standard Format Self-Studies
  Appendix IV
  Curricula are presented in Appendix IV in the same order as that used in the Self-Study document: Non-Degree-Granting (II.A.); Associate (II.B.); Undergraduate and Graduate (II.C.). An index with page numbers must be provided at the beginning of Appendix IV.

- Portfolio Format Self-Studies:
  Section II – Instructional Programs Portfolio

- Strategic Analysis Format Self-Studies:
  Section I – Instructional Programs Portfolio

- Plan Approval or Consultative Review Applications
  (not part of Self-Studies)
  (see Policies and Procedures for Reviews of New Curricula)
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Baccalaureate Degrees ..................................................................................................................... 7

Master’s Programs ............................................................................................................................. 12

Doctoral Programs ............................................................................................................................ 15
Please use this page as an example of the mathematical application used to figure percentages in NASM curricular charts. Do not use this as an example of the content of a liberal arts degree. Courses are filled in to show structure, not content. Specific sample charts for all types of degrees and programs (i.e., professional undergraduate, liberal arts undergraduate, etc.) begin on page CT–2.

Degree Title: Bachelor of Arts in Music
Number of Years to Complete the Degree: Four
Degree Submitted for: Renewal of Final Approval for Listing

<table>
<thead>
<tr>
<th>Musicianship</th>
<th>Musical Performance And Music Electives</th>
<th>General Studies</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = units</td>
<td>B = units</td>
<td>C = units</td>
<td>D = units</td>
<td>E = total units</td>
<td>12</td>
<td>E. Smith</td>
</tr>
<tr>
<td>A/* = %</td>
<td>B/* = %</td>
<td>C/* = %</td>
<td>D/* = %</td>
<td>E/* = total %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*connotes appropriate denominator

Associate degrees with semester hour units should use 60 as the denominator. Associate degrees with quarter hour units should use 90 as the denominator. Baccalaureate degrees with semester hour units should use 120 as the denominator. Baccalaureate degrees with quarter hour units should use 180 as the denominator. Master’s degrees with semester hour units should use 30 as the denominator. Master’s degrees with quarter hour units should use 45 as the denominator.

**ADDITIONAL REMINDERS:**

a. Add all courses within a category.
b. Divide the total in each category by the appropriate denominator.
c. Make sure percentages add up to at least 100%. In some cases, total percentages will exceed 100%—this is acceptable.
d. Review percentages against Handbook requirements and guidelines.
e. Review competencies taught with competencies required by NASM as outlined in the Handbook.
f. Make sure all courses required for the degree or program are noted on the chart.
g. Differentiate between free and required electives.
h. Provide explanations of deviations from NASM standards (i.e., no credits for ensembles, etc.)
i. Check your addition and division.
j. Do not count a course in more than one category.
k. A unit typically connotes a semester or quarter hour of credit.
INSTRUCTIONS FOR PREPARING CURRICULAR TABLES
FOR NON-DEGREE-GRANTING PROGRAMS

Curricular tables in the NASM format are required for all Self-Study documents (see page CT-iii)
- Standard Format Self-Studies: Appendix IV
- Portfolio Format Self-Studies: Section II – Instructional Programs Portfolio
- Strategic Analysis Format Self-Studies: Section I – Instructional Programs Portfolio

and are required for:
- Plan Approval or Consultative Review Application, item 1 (not part of Self-Studies)
  (see Policies and Procedures for Reviews of New Curricula)

Provide the following for each non-degree-granting program:

Complete a separate table for each non-degree-granting program using the following format. Provide the number of credits for each portion of the curriculum and the percentage of the total credits this represents.

The format shown in the sample tables must be used. Each completed table should describe a specific curricular offering.

Below each table, develop a detailed curricular outline giving course numbers, titles, and credit allotments in categories that conform to those in the table. Provide a brief description of each course in the program unless course descriptions are included in the institution’s catalogue.

If applicable, a separate section should be provided for the electives. Distinguish clearly between music electives and non-music electives.

Examples of curricular tables follow. Please refer to the NASM Handbook for program requirements.

If you have questions, please contact the NASM National Office staff (see contact information immediately following the cover page of this document).

Please Note:

**Definition:** For the purposes of preparing curricular tables, a “credit” represents either one semester hour of credit, or one quarter hour of credit.

Please Note:

- Instructions for Preparing Curricular Tables for Associate Degrees begin on page CT–4.
- Instructions for Preparing Curricular Tables for Baccalaureate Degrees begin on page CT–7.
- Instructions for Preparing Curricular Tables for Master’s Programs begin on page CT–12.
- Instructions for Preparing Curricular Tables for Doctoral Programs begin on page CT–15.
EXAMPLE 1: Non-Degree-Granting Programs

Program Title: _________________________________ Number of Years to Complete the Program: _____

Program Submitted for:* ______________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for
Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Other Studies in Music</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits</td>
<td># of credits</td>
<td># of credits</td>
<td># of credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of credits</td>
<td>% of credits</td>
<td>% of credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.  
(See example below.)

**Major Area**

Music 617  
Music Theory  
3 credits

… list continues …

Total Major Area  
___ credits

**Other Studies in Music**

Music 801  
Performance  
1 credit

… list continues …

Total Other Studies in Music  
___ credits

**Electives**

At least four hours in music courses

… list continues …

Total Electives  
___ credits
EXAMPLE 2: Specialist Programs in Music, Artist Diplomas, and Similar Non-Degree-Granting Programs

Program Title: _________________________________ Number of Years to Complete the Program: _____

Program Submitted for:* ______________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Other Studies in Music</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.
(See example below.)

**Major Area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 721</td>
<td>Performance Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

... list continues ...

Total Major Area ___ credits

**Other Studies in Music**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 801</td>
<td>Ensemble</td>
<td>1</td>
</tr>
</tbody>
</table>

... list continues ...

Total Other Studies in Music ___ credits

**Electives**

At least four hours in musicianship courses

... list continues ...

Total Electives ___ credits
INSTRUCTIONS FOR PREPARING CURRICULAR TABLES
FOR ASSOCIATE DEGREES

Curricular tables in the NASM format are required for all Self-Study documents (see page CT-iii)
- Standard Format Self-Studies: Appendix IV
- Portfolio Format Self-Studies: Section II – Instructional Programs Portfolio
- Strategic Analysis Format Self-Studies: Section I – Instructional Programs Portfolio

and are required for:
- Plan Approval or Consultative Review Application, item 1 (not part of Self-Studies)
  (see Policies and Procedures for Reviews of New Curricula)

Provide the following for each associate degree program:

Complete a separate table for each emphasis of every curriculum, using one of the following formats according to the type of degree being described.

The format shown in the sample tables must be used. Each completed table should describe a specific curricular offering.

Below each table, develop a detailed curricular outline giving course numbers, titles, and credit allotments in categories that conform to those in the table. Refer to the curricular structure of the appropriate degree option in the NASM Handbook for clarification of “Major Area,” “Supportive Courses in Music,” “Professional Education,” “General Studies;” etc. Provide a brief description of each course in the degree unless course descriptions are included in the institution’s catalogue.

If applicable, a separate section should be provided for the electives. Distinguish clearly between music electives and non-music electives.

Provide the number of credits for each portion of the curriculum and the percentage of the total credits this represents.

All institutions should use either 60 semester hours or 90 quarter hours as a base (denominator) for determining percentages. If programs require more than 60 semester hours or 90 quarter hours, this will result in percentage totals greater than 100%. (See “How To Calculate Percentages” on page CT-v.)

Examples of curricular tables follow. Please refer to the NASM Handbook for program/degree requirements.

If you have questions, please contact the NASM National Office staff (see contact information immediately following the cover page of this document).

Please Note:

Definition: For the purposes of preparing curricular tables, a “credit” represents either one semester hour of credit, or one quarter hour of credit.

Please Note:

Instructions for Preparing Curricular Tables for Non-Degree-Granting Programs begin on page CT–1.
Instructions for Preparing Curricular Tables for Baccalaureate Degrees begin on page CT–7.
Instructions for Preparing Curricular Tables for Master’s Programs begin on page CT–12.
Instructions for Preparing Curricular Tables for Doctoral Programs begin on page CT–15.
**EXAMPLE 1:** Associate Degrees in Music (A.A./A.S./A.M. degrees in music)

Degree Title: ______________________________  Number of Years to Complete the Degree: ______

Degree Submitted for:* _______________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Supportive Courses in Music</th>
<th>General Studies</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.

*(See example below.)*

**Major Area**

Music 101  Elementary Harmony  3 credits

… list continues …

Total Major Area  ____ credits

**Supportive Courses in Music**

Ensemble 114  Chamber Music  2 credits

… list continues …

Total Supportive Courses in Music  ____ credits

**General Studies**

English 111  English Literature  3 credits

… list continues …

Total General Studies  ____ credits

**Electives**

Science Electives  2 credits

… list continues …

Total Electives  ____ credits
EXAMPLE 2: Associate Degrees in Music Education (A.A./A.S./A.M. degrees in music education)

Degree Title: ____________________________  Number of Years to Complete the Degree: ______

Degree Submitted for:* _______________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Basic Musicianship and Performance</th>
<th>Professional Education</th>
<th>General Studies</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.
(See example below.)

**Basic Musicianship and Performance**

Music 101  Elementary Harmony  3 credits

… list continues …

Total Basic Musicianship and Performance  ___ credits

**Professional Education**

Education 121  Methods Survey  2 credits

… list continues …

Total Professional Education  ___ credits

**General Studies**

English 111  English Literature  3 credits

… list continues …

Total General Studies  ___ credits

**Electives**

Psychology Electives  2 credits

… list continues …

Total Electives  ___ credits
DG only

INSTRUCTIONS FOR PREPARING CURRICULAR TABLES
FOR BACCALAUREATE DEGREES

Curricular tables in the NASM format are required for all Self-Study documents (see page CT-iii)
- Standard Format Self-Studies: Appendix IV
- Portfolio Format Self-Studies: Section II – Instructional Programs Portfolio
- Strategic Analysis Format Self-Studies: Section I – Instructional Programs Portfolio

and are required for:
- Plan Approval or Consultative Review Application, item 1 (not part of Self-Studies)
  (see Policies and Procedures for Reviews of New Curricula)

Provide the following for each undergraduate program:

Complete a separate table for each emphasis of every curriculum, using one of the following formats according to the type of degree being described; for example, professional undergraduate, music education, liberal arts undergraduate, etc.

The format shown in the sample tables must be used. Each completed table should describe a specific curricular offering.

Below each table, develop a detailed curricular outline giving course numbers, titles, and credit allotments in categories that conform to those in the table. Refer to the curricular structure of the appropriate degree option in the NASM Handbook for clarification of “Major Area;” “Basic Musicianship and Performance;” “Supportive Courses in Music;” “Professional Education;” “General Studies;” etc. Provide a brief description of each course in the degree unless course descriptions are included in the institution’s catalogue.

If applicable, a separate section should be provided for the electives. Distinguish clearly between music electives and non-music electives.

Provide the number of credits for each portion of the curriculum and the percentage of the total credits this represents.

All institutions should use either 120 semester hours or 180 quarter hours as a base (denominator) for determining percentages. If programs require more than 120 semester hours or 180 quarter hours, this will result in percentage totals greater than 100%. (See “How To Calculate Percentages” on page CT-v.)

Examples of curricular tables follow. Please refer to the NASM Handbook for degree requirements.

If you have questions, please contact the NASM National Office staff (see contact information immediately following the cover page of this document).

Please Note:

Definition: For the purposes of preparing curricular tables, a “credit” represents either one semester hour of credit, or one quarter hour of credit.

Please Note:

Instructions for Preparing Curricular Tables for Non-Degree-Granting Programs begin on page CT–1.
Instructions for Preparing Curricular Tables for Associate Degrees begin on page CT–4.
Instructions for Preparing Curricular Tables for Master’s Programs begin on page CT–12.
Instructions for Preparing Curricular Tables for Doctoral Programs begin on page CT–15.
EXAMPLE 1:  Professional Undergraduate Degrees in Music (B.M. degrees, or degrees with other titles having goals and objectives consistent with those for the B.M. degree)

Degree Title: ____________________________________   Number of Years to Complete the Degree: _____

Degree Submitted for:*  _______________________________________________________________________

(*Select One:  Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Supportive Courses in Music</th>
<th>General Studies</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of credits</td>
<td># of credits</td>
<td># of credits</td>
<td># of credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of credits</td>
<td>% of credits</td>
<td>% of credits</td>
<td>% of credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| List course numbers, titles, and credit allotments under each applicable category.  
(See example below.) |

**Major Area**

Music 101 Elementary Harmony 3 credits

... list continues ...

Total Major Area ___ credits

**Supportive Courses in Music**

Music 114 Chamber Music 2 credits

... list continues ...

Total Supportive Courses in Music ___ credits

**General Studies**

English 111 English Literature 3 credits

... list continues ...

Total General Studies ___ credits

**Electives**

Science Electives 2 credits

... list continues ...

Total Electives ___ credits
EXAMPLE 2: Professional Undergraduate Degrees in Music Education (all programs that prepare specialist music teachers, irrespective of degree title: B.M.E., B.M. in Music Education, B.A. in Music Education, B.S. in Music Education, etc.)

Degree Title: ____________________________________ Number of Years to Complete the Degree: _____

Degree Submitted for:* ____________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Basic Musicianship and Performance</th>
<th>Professional Education</th>
<th>General Studies</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.

(See example below.)

**Basic Musicianship and Performance**

Music 101 Elementary Harmony 3 credits

… list continues …

Total Basic Musicianship and Performance ___ credits

**Professional Education**

Education 121 Methods Survey 2 credits

… list continues …

Total Professional Education ___ credits

**General Studies**

English 111 English Literature 3 credits

… list continues …

Total General Studies ___ credits

**Electives**

Psychology Electives 2 credits

… list continues …

Total Electives ___ credits
EXAMPLE 3: B.M. Degrees in Combination with an Outside Field

(See NASM Handbook, “Undergraduate Curricula Involving Intensive Studies in Music and Other Fields.”)

Degree Title: ____________________________________ Number of Years to Complete the Degree: _____

Degree Submitted for:* _______________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Music</th>
<th>Outside Field</th>
<th>General Studies</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits</td>
<td>% of credits</td>
<td># of credits</td>
<td>% of credits</td>
<td># of credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.
(See example below.)

**Music**

Music 101 Elementary Harmony 3 credits

... list continues ...

Total Music ____ credits

**Outside Field**

Accounting 101 Basic Accounting 2 credits

... list continues ...

Total Outside Field ____ credits

**General Studies**

English 111 English Literature 3 credits

... list continues ...

Total General Studies ____ credits

**Electives**

Science Electives 2 credits

... list continues ...

Total Electives ____ credits
EXAMPLE 4: Liberal Arts Undergraduate Degrees in Music (B.A./B.S. degrees with a major in music)

Degree Title: ________________________________ Number of Years to Complete the Degree: _____

Degree Submitted for:* _______________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for
Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Musicianship</th>
<th>Performance/ Required Music Electives</th>
<th>General Studies</th>
<th>General Curricula Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.

(See example below.)

**Musicianship**

Music 101 Elementary Harmony 3 credits

… list continues …

Total Musicianship ___ credits

**Musical Performance**

Music 114 Chamber Music 2 credits

… list continues …

Total Musical Performance ___ credits

**General Studies**

English 111 English Literature 3 credits

… list continues …

Total General Studies ___ credits

**Electives**

Science Electives 2 credits

… list continues …

Total Electives ___ credits
INSTRUCTIONS FOR PREPARING CURRICULAR TABLES FOR MASTER’S PROGRAMS

Curricular tables in the NASM format are required for all Self-Study documents (see page CT-iii)

- Standard Format Self-Studies: Appendix IV
- Portfolio Format Self-Studies: Section II – Instructional Programs Portfolio
- Strategic Analysis Format Self-Studies: Section I – Instructional Programs Portfolio

and are required for:

- Plan Approval or Consultative Review Application, item 1 (not part of Self-Studies)
  (see Policies and Procedures for Reviews of New Curricula)

Provide the following for each master’s degree program:

Complete a separate table for each emphasis of every master’s degree curriculum, using one of the following formats according to the type of degree being described. Please review the NASM Handbook for the distinction between specific master’s degrees and general master’s degrees. Provide the number of credits for each portion of the curriculum and the percentage of the total credits this represents.

The format shown in the sample tables must be used. Each completed table should describe a specific curricular offering.

Below each table, develop a detailed curricular outline giving course numbers, titles, and credit allotments in categories that conform to those in the table. Refer to the curricular structure of the appropriate degree option in the NASM Handbook for clarification of “Major Area;” “Core of General Studies in Music;” “Other Studies in Music;” etc. Provide a brief description of each course in the degree unless course descriptions are included in the institution’s catalogue.

If applicable, a separate section should be provided for the electives. Distinguish clearly between music electives and non-music electives.

All institutions should use either 30 semester hours or 45 quarter hours as a base (denominator) for determining percentages for Master of Music, Master of Music Education, Master of Arts, and Master of Science degrees. If programs require more than 30 semester hours or 45 quarter hours, this will result in percentage totals greater than 100%. (See “How To Calculate Percentages” on page CT-v.)

Examples of curricular tables follow. Please refer to the NASM Handbook for master’s degree requirements.

If you have questions, please contact the NASM National Office staff (see contact information immediately following the cover page of this document).

Please Note:

Definition: For the purposes of preparing curricular tables, a “credit” represents either one semester hour of credit, or one quarter hour of credit.

Please Note:

Instructions for Preparing Curricular Tables for Non-Degree-Granting Programs begin on page CT–1.
Instructions for Preparing Curricular Tables for Associate Degrees begin on page CT–4.
Instructions for Preparing Curricular Tables for Baccalaureate Degrees begin on page CT–7.
Instructions for Preparing Curricular Tables for Doctoral Programs begin on page CT–15.
EXAMPLE 1: Specific Master’s Degrees (M.M., M.M.A., M.M.E., M.F.A. degrees in music or the equivalent) [See NASM Handbook for the distinction between “specific” and “general” master’s degrees.]

Degree Title: _______________________________ Number of Years to Complete the Degree: ______

Degree Submitted for:* _______________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Other Studies in Music</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits</td>
<td># of credits</td>
<td># of credits</td>
<td>% of credits</td>
<td>% of credits</td>
<td>% of credits</td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category. (See example below.)

**Major Area**

Music 631 Composition 3 credits

… list continues …

Total Major Area ___ credits

**Other Studies in Music**

Music 721 Ensemble 1 credit

… list continues …

Total Other Studies in Music ___ credits

**Electives**

6 credits from among the following:

… list continues …

Total Electives ___ credits
EXAMPLE 2: General Master’s Degrees (M.A./M.S. degrees in music)

[See NASM Handbook for the distinction between “specific” and “general” master’s degrees.]

Degree Title: ____________________________________ Number of Years to Complete the Degree: ______

Degree Submitted for:* _______________________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Core of General Studies in Music</th>
<th>Other Studies in Music</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.

(See example below.)

Core of General Studies in Music

Theory 521 Advanced Analysis 3 credits

… list continues …

Total Core of General Studies in Music ___ credits

Other Studies in Music

Music 721 Ensemble 1 credit

… list continues …

Total Other Studies in Music ___ credits

Electives

4 credits from among the following:

… list continues …

Total Electives ___ credits
INSTRUCTIONS FOR PREPARING CURRICULAR TABLES
FOR DOCTORAL PROGRAMS

Curricular tables in the NASM format are required for all Self-Study documents (see page CT-iii)
- Standard Format Self-Studies: Appendix IV
- Portfolio Format Self-Studies: Section II – Instructional Programs Portfolio
- Strategic Analysis Format Self-Studies: Section I – Instructional Programs Portfolio

and are required for:
- Plan Approval or Consultative Review Application, item 1 (not part of Self-Studies)
  (see Policies and Procedures for Reviews of New Curricula)

Provide the following for each doctoral program:

Complete a separate table for each emphasis of every doctoral degree curriculum, using the following format. Provide the number of credits for each portion of the curriculum and the percentage of the total credits this represents.

The format shown in the sample tables must be used. Each completed table should describe a specific curricular offering.

Below each table, develop a detailed curricular outline giving course numbers, titles, and credit allotments in categories that conform to those in the table. Refer to the curricular structure of the appropriate degree option in the NASM Handbook for clarification of “Major Area;” “Other Studies in Music;” etc. Provide a brief description of each course in the degree unless course descriptions are included in the institution’s catalogue.

If applicable, a separate section should be provided for the electives. Distinguish clearly between music electives and non-music electives.

An example of a curricular table follows. Please refer to the NASM Handbook for doctoral degree requirements.

If you have questions, please contact the NASM National Office staff (see contact information immediately following the cover page of this document).

Please Note:

Definition: For the purposes of preparing curricular tables, a “credit” represents either one semester hour of credit, or one quarter hour of credit.

Please Note:

Instructions for Preparing Curricular Tables for Non-Degree-Granting Programs begin on page CT–1.
Instructions for Preparing Curricular Tables for Associate Degrees begin on page CT–4.
Instructions for Preparing Curricular Tables for Baccalaureate Degrees begin on page CT–7.
Instructions for Preparing Curricular Tables for Master’s Programs begin on page CT–12.

Degree Title: _______________________________ Number of Years to Complete the Degree: ______

Degree Submitted for:* _____________________________________________________________

(*Select One: Renewal of Final Approval, Plan Approval, Renewal of Plan Approval, Final Approval for Listing, Plan Approval and Final Approval for Listing)

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Other Studies in Music</th>
<th>Electives</th>
<th>Total Number of Credits</th>
<th>Current Semester’s Enrollment in Majors</th>
<th>Names of Program Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td># of credits % of credits</td>
<td>Total Major Area</td>
<td>Total Other Studies in Music</td>
<td>Total Electives</td>
</tr>
</tbody>
</table>

List course numbers, titles, and credit allotments under each applicable category.

(See example below.)

**Major Area**

Music 801 Professional Seminar in Composition 3 credits

... list continues ...

Total Major Area ___ credits

**Other Studies in Music**

Music 721 Introduction to College Music Teaching 1 credit

... list continues ...

Total Other Studies in Music ___ credits

**Electives**

At least one graduate-level course in either sociology, history, or statistics

... list continues ...

Total Electives ___ credits
PART III

Instructions for Visiting Evaluators:
The NASM Visit and Visitors’ Report

September 2003 Edition
(REVISED JANUARY 2007)
Correlated to the NASM Handbook 2007-2008 and Beyond

These materials are applicable for NASM visits scheduled during the academic years 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09.

Users of this document must have standards available in the latest edition of the NASM Handbook and all current addenda.
NOTICES

1. This is Part III of the NASM Procedures for Institutional Membership.

   Part I provides an overview of the accreditation process, primarily from the institution’s perspective.

   Part II consists of several documents and describes procedures and content areas for the institution’s Self-Study. Part IISF describes the traditional sequential format. Part IIPF and Part IISA describe alternative formats.

   Part III provides an overview of the visit, the Visitors’ Report, and the Visitors’ Report format, primarily from the visitors’ perspective.

   These documents give a complete picture of the approach to accreditation used by NASM.

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

2. These texts are available on the NASM web site. If you do not have access to the Internet, please contact the NASM National Office regarding print versions.

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

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

National Office

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E-mail: info@arts-accredit.org
or use staff directory
Web Site: http://nasm.arts-accredit.org
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The NASM Visit and Visitors’ Report

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Instructions for Visiting Evaluators to Institutions Seeking Membership or Renewal of Membership

ORIENTATION

The following instructions are intended to serve as guidelines for NASM visiting evaluators. Although the instructions are detailed, three points of paramount importance are emphasized.

Responsibility of the Visiting Evaluators

The primary functions of the visiting evaluators are (a) to verify the Self-Study, (b) to gather and assess information in a comprehensive manner, and (c) to prepare a factually based evaluative report that enables thorough Commission review of the total music program. The observations of visitors are particularly critical in areas such as performance and reviews of student work. In carrying out these functions, visitors are expected to reflect the service-oriented accreditation philosophy of NASM and thus to produce an appropriate context for the institution’s receipt of Commission action. In all phases of the process, evaluators work together as a team. Fulfilling specific responsibilities does not preclude common effort and shared decision-making.

The visiting evaluators do not accredit, make definitive accreditation judgments, or make official recommendations to the institution on behalf of NASM. These functions are served by the Commissions on Accreditation. In their contacts at the visited institution, visiting evaluators may be able to serve as consultants to a limited extent, but this is definitely a secondary role and should not interfere with their primary function. It should be made clear, however, that any advisory comments are made as individuals, and not as expressions of an official position of NASM.

Concerns of the Visiting Evaluators

The visiting evaluators concern themselves primarily with the larger issues, such as the effectiveness of teaching, artistic goals and quality, competence of graduates, administration of the program, validity of information and conclusions reached through self-study, and crucial futures issues. The Visitors’ Report reflects careful attention to these significant factors. It presents an objective analysis that summarizes (a) the state of the music unit, (b) the extent to which NASM Standards appear to be met, (c) strengths and areas for improvement, (d) major futures issues for the music unit, and (e) constructive suggestions for future development of the music unit.

Protocols

Evaluators shall base their reviews on NASM Standards, Guidelines, and Procedures in the context of the visited institution rather than on personal opinions, favored methodologies, or practices at their home institutions. In accordance with NASM policies on institutional autonomy, evaluators must refuse to enter local debates on the merits of specific approaches to particular issues or concerns.

NASM visiting evaluators are to comport themselves with dignity, courtesy, and professionalism and should exhibit an attitude of encouragement. Contentiousness, antagonism, condescension, or personal promotion have no place. Visitors are to show respect for all individuals and to refrain totally from any appearance of harassment, substance abuse, or any other behavior that would raise questions about the integrity or objectivity of the process, or otherwise shift focus from evaluation and improvement of the music unit.
PROCEDURES

Invitation and Response

Invitations to serve at specific institutions come from the NASM Executive Director. The invitation letter describes the specifics of the visit. Each visiting evaluator responds as requested in the invitation letter as quickly as possible after considering (a) the proposed time frame; (b) whether their service would be, or could be, construed as a conflict of interest; and (c) whether their schedule permits requisite attention to the Self-Study, the on-site visit, and timely preparation of the Visitors’ Report.

Combined Visits

NASM visiting evaluators may be involved with other accrediting agencies in one of the following ways.

Concurrent Visits

In this case, the NASM evaluators conduct a regular NASM visit at the same time as that of another accrediting agency, but are not members of the other agency’s team. Although impressions may be shared with the other team, the NASM evaluators devote their full time to NASM accreditation procedures. Their reporting responsibilities are solely to NASM.

Joint Visits

Here, the NASM evaluators conduct a regular NASM visit at the same time as that of another accrediting agency. They serve both as evaluators for NASM and as team members for the other agency. A minimum of two full days must be devoted to the NASM visit. Joint visits may take more than two days in order that NASM evaluators may fulfill their separate responsibilities to NASM and to the other agency. A joint Visitors’ Report shall be prepared for the NASM Commission(s); this report may also be used by the other agency at its discretion.

Joint visits may be conducted at institutions wishing to gain accreditation and/or reaccreditation of their degree-granting and community education units. During the planning stage, a decision will be made concerning the format of the Visitors’ Report(s) directed to the NASM Commission(s). The basic formats are:

A. Separate Visitors’ Reports with Common Elements. Separate reports according to the NASM Degree-Granting Procedures (Baccalaureate and Graduate, Community/Junior College) and Non-Degree-Granting Procedures.

B. Separate Visitors’ Reports with Common Elements and A Supplementary Joint Statement Concerning the Relationship Between Degree-Granting and Non-Degree-Granting Components. This is essentially the same as A. above, except that all team members work together to develop the joint statement.

C. Common Visitors’ Report. A single report directed to all applicable Commissions will be prepared by the entire visiting team. The basic responsibility for preparing this report is vested in the team chair, who will ensure that the requirements of the separate Commissions are met. Normally, each element of the NASM Visitors’ Report will have separate sections for the collegiate unit and the community education program. Where necessary to meet broader institutional or specific professional concerns, additional sections or appendices may be addressed to one of the Commissions.

For all formats, separate confidential accreditation recommendations (Part II) on separate pages shall be provided for the collegiate and community education units. For further information about Part II of NASM Visitors’ Reports, please see page III–18.
NASM Evaluators Serving Multiple Purposes at the Institution

In this case, NASM evaluators conduct a regular NASM evaluation but, at the same time or with additional time, they serve another review purpose for the institution. Protocols for each such visit must be approved in advance by the NASM Executive Director or Associate Director. Reporting responsibilities are to NASM and to the institution. Planning for these visits will include specific decisions about reporting timetables and formats and specific attention to avoid conflicts of interest. For example, NASM visitors may not receive compensation from institutions for work done jointly, concurrently, or in sequence with the NASM on-site review.

NASM Evaluators Serving Other Agencies

In this case, the NASM evaluators are not acting in any capacity for NASM. At the request of either the institution or another agency, the Executive Director of NASM nominates NASM evaluators to serve solely as representatives of the other agency. In this case, the other agency shall be responsible for all arrangements and shall provide all appropriate instructions and guidelines to the visiting evaluators.

Special Instructions for Visitors to Degree-Granting Institutions that Operate Community Education Programs in Music

Many degree-granting music units 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.

♦ If a community education program does not have a separate published identity and at least one specifically designated administrator, the institution will comment on the program only in Self-Study Section: Community Involvement and Articulation with Other Schools, and in Section III as applicable. The institution will not provide information in a separate Self-Study section or in Section II.A. In this case, primary comments regarding the program, if any, are discussed in Section K. of the Visitors’ Report.

♦ If a community education program has a separate identity and at least one specifically designated administrator, and the institution is not seeking separate listing of its curricular offerings in the NASM Directory, the institution will comment on the program only in Self-Study Section: Non-Degree-Granting Programs for the Community, and in Section III as applicable. In this case, primary comments regarding the program are discussed in Section L. of the Visitors’ Report.

♦ If a community education program seeks separate listing of its curricular offerings in the NASM Directory, the program will be discussed in every section of the Self-Study or in a separate Self-Study. In this case, comments regarding the program are considered applicable in every section of the Visitors’ Report except Sections K. and L. Also, one or more team members will be assigned specifically to review the community education program.


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

The visiting evaluators should make the following arrangements before arriving on campus:

- Contact the music executive of the institution to be visited, arrange mutually convenient dates for the visit, and consult with the music executive concerning the agenda for the visit. (See Procedures for Institutional Membership – Part I: The NASM Accreditation Process, “Application for Membership or Renewal of Membership.”) The institution shall provide the visiting evaluators with the opportunity to visit every major program.

- In degree-granting institutions, determine the status and structure of reviews for any non-degree or community education programs.

- Require that the music executive send a copy of the Self-Study and one copy of all supportive data to each evaluator. These materials must be received by the visiting evaluators at least four weeks before the visit.

- Check to ensure that arrangements have been made to provide (a) efficient access to student transcripts; lists of graduates; theses; projects; appointment, promotion, and tenure guidelines; course syllabi, and compilations of recital programs; and (b) opportunities to audition student performers.

- Check to ensure that the Self-Study includes all required parts, including curricular charts in the NASM format. Note that Self-Studies may be prepared according to different overall formats recommended by NASM or agreed to by NASM.

- Complete plans and reservations for travel to the institution and inform the institution of arrival and departure times. Team members travel as inexpensively as possible, and when feasible, schedule travel on days that allow the greatest savings. Saturday night stay-overs should be discussed in advance with the music executive.

The institution informs the NASM National Office of the dates for the visit.

Please note:

For applications reviewed by the Commission on Accreditation: The latest date for the visit is June 1 for consideration in November, or February 15 for consideration in June.

For applications reviewed by the Commission on Community/Junior College Accreditation: The latest date for the visit is November 30 (Period 1) for consideration in November of the following year, or June 1 (Period 2) for consideration the following November.

As soon as the Self-Study is received, the visiting evaluators analyze it thoroughly, noting issues to be covered during the visit. The team chair confers with members of the team about arrangements and preliminary impressions of the Self-Study.

In fulfilling these functions, the visiting evaluators determine:

- The extent to which the Self-Study contains all information required for review by the Commission(s), including curricular information in the NASM format and evidence of a program to document artistic and educational results.

- The extent to which the Self-Study is sufficiently evaluative and projective.
The extent to which there is consistency among information in various parts of the Self-Study, and among the Self-Study and supporting materials such as the institutional catalog.

The extent to which NASM operational and curricular Standards appear to be met.

Issues that need further information or clarification.

Functions, operations, or program areas that seem to require special attention either to preserve their strengths or to address the need for improvement.

Strategies for addressing areas of concern.

Key persons to interview.

Although the Self-Study document carries great weight in the accreditation process, visiting evaluators should not confuse evaluation of the Self-Study document with an evaluation of the music unit. An insufficient or ineffective Self-Study document does not necessarily indicate a weak music unit. The reverse is also true.

If the visiting team concludes that further documentation or clarification is needed before the visit, the National Office staff must be contacted before a request is made to the institution.

The Visit

The visiting evaluators do the following, all in relationship to the purposes and to the size and scope of the institution, with a view to producing a comprehensive and effective Visitors’ Report addressing issues contained in NASM Standards:

Please Note:

All programs (i.e., non-degree, undergraduate, and graduate) must be reviewed as applicable in each of the areas outlined below.

- Undertake a thorough review of all program elements in a manner that causes as little disruption as possible to artistic and educational routine.
- Make clear to all individuals and groups the function of the visit in the total accreditation process, and the service-oriented posture of NASM.
- Meet with the music executive to discuss visit plans, share issues, and gain perspective.
- Meet with the chief executive (or a designee) of the institution. This provides an opportunity to gain insight into his/her views of (a) the music unit’s role in the institution, (b) general institutional philosophy, goals, objectives, resource issues, and (c) future plans. Visitors to independent schools of music also meet with the chair of the board to review these matters.
- Observe classes, lessons, and rehearsals. The evaluators should select at random certain classes and lessons to visit. As applicable, all levels of instruction must be reviewed. If possible, include at least one in each of the following categories: (a) basic musicianship; (b) performance—individual (or group) studio lessons, small ensemble rehearsals, large ensemble rehearsals; (c) composition; (d) theory (critical analysis); (e) teacher preparation; (f) history and literature; and (g) music for the general college student.
Review recordings, videos, documents, and other materials demonstrating the quality of student work in each degree or program offered, including supporting final project documents for degrees.

As necessary, consider documentation concerning appointment, promotion, and tenure; governance; course syllabi; compilations of recital and event programs, etc.

Audition a sampling of student performers, or (preferably) attend a recital by several representative students at various levels. If the institution offers professional degrees or programs in performance at one or more levels (i.e., baccalaureate, master’s, doctoral), hear a sampling of performers at each level, either in person or on recording.

Consider the total performance program (student, faculty, guest) and its quality and comprehensiveness in relationship to the goals and objectives of (a) the music unit or a whole area, (b) specific curricular programs.

Verify transcripts. Transcript copies should be arranged by degree or program offering, or at least clearly identified by degree or program offering, so that the visitors can select at random. Ideally, at least two or three transcripts should be examined for every degree or program offering at all levels, including non-degree-granting, undergraduate, and graduate.

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 assistance in comparing transcripts with NASM Standards as set forth in the NASM Handbook, including any current addenda.

Inspect libraries (books, periodicals, scores, recordings, information technologies, ensemble music), and consider collection development in relation to the size, scope, and objectives of the music unit.

Consider financial support for the music unit.

Observe student intern teachers, and other internships when possible.

Consider community education programs according to NASM procedures and as presented in the Self-Study (see “Special Instructions for Visitors to Degree-Granting Institutions that Operate Community Education Programs in Music,” page III–3).

Inspect physical plant and equipment and consider repair, maintenance, and replacement policies and plans.

Interview faculty members, professional staff, and students, both individually and in groups, in pre-arranged meetings and, if requested, in appointments arranged on site. In large programs where it may be impossible to meet with all faculty, visitors ensure contact with a representative cross-section.

Review policies and procedures for evaluation, planning, and making projections, and review the extent to which they influence thoughtful change. Particular emphasis should be given to institutional policies and procedures for ensuring that student competencies are met.

Consider the extent to which various operational, educational, and programmatic components (a) have an interrelationship sufficiently viable to achieve the music unit’s purposes both at present and in the future; (b) meet NASM Standards; and (c) can continue to meet NASM Standards during the projected accreditation period.
Hold concluding conferences with the music executive, and also with the chief executive and other senior administrators if requested by the institution. (The conference may be held jointly if requested, or if deemed appropriate.) In these conferences, the visiting evaluators ask any final questions, report general observations, review the overall findings of the team that will be in the Visitors’ Report, and describe the next steps in the accreditation process, including the institution’s opportunity to provide an Optional Response to the Visitors’ Report. In addition to these presentations, the visitors provide opportunities for questions and dialogue. The visitors must not attempt to predict the action of the Commission(s).

Please Note:

During exit interviews, as well as in previous discussions, the visiting evaluators must make clear distinctions between (a) assessments concerning threshold operational and curricular Standards for accreditation and (b) analytical results in other categories such as strengths and areas for improvement, short- and long-term futures issues, and, if requested, consultative advice that are beyond threshold accreditation Standards (see Sections P. and Q., page III-17, for further guidance).

The visiting evaluators also should remind the institution’s representatives that NASM visitors do not suggest a final accreditation action to the Commission(s).

Expense Reimbursement

All evaluators send their expense forms with all receipts to the NASM National Office. Each evaluator should submit only one expense form per visit. Evaluators are asked to consolidate all expenses related to the visit into a single expense form to be submitted with all receipts as requested immediately above. If one consolidated expense form is not possible for any reason, evaluators should contact the NASM National Office staff. NASM reimburses the visiting evaluators directly and bills the institution for visiting evaluators’ expenses.

Separate, non-dormitory overnight accommodations should be made available for each evaluator. Accommodations shall be commensurate with the professional character of the accreditation process.

The following expenses are usual:

♦ Public transportation by air or surface, or by private automobile at the NASM mileage rate specified on the expense reimbursement form. Air travel is expected to be at minimum fare class unless this is unavailable. If minimum fare class is not available, high travel costs should be discussed with the music executive before tickets are purchased. Mileage claimed may not exceed the cost of coach air travel between the same two points. Typically, it is unnecessary for evaluators to rent automobiles. Automobiles are to be rented only upon written permission from the institution.

♦ Food and lodging

♦ Taxi or bus fares

♦ Telephone costs for calls related to visit

♦ Cost of typing and duplicating the report

♦ Tips

Among expenses not covered are extra days not associated with the visit, laundry, movies and other extra activities, home/child sitting, and substitute teachers.
Completing and Filing the Visitors’ Report

Team members may divide the responsibilities in advance in the way they think best. The Visitors’ Report must be submitted to NASM as a single joint report. Visiting evaluators are encouraged to complete as much of the joint report as possible during the visit. The team chair is responsible for submitting one copy of the final report—electronically, if possible—to the NASM National Office. The NASM staff will review the report, contact the team chair as necessary, secure a final report that meets NASM requirements, and make copies for the institution and the appropriate Commission(s).

All Visitors’ Reports must be received at the NASM National Office within six weeks of the on-site visit. For consideration by the Commission on Accreditation, the Visitors’ Report must be received no later than July 15 for consideration at the November Commission meeting, or April 1 for consideration at the June Commission meeting. For consideration by the Commission on Community/Junior College Accreditation, the Visitors’ Report must be received no later than January 15 for visits taking place September 1 through November 30 (Period 1, for consideration in November of the following year), or July 15 for visits taking place December 1 through June 1 (Period 2, for consideration the following November).

Please Note:

Once the Visitors’ Report is forwarded to the institution for comment, the visitors’ work is completed, and further communication about the process is between the institution and the appropriate Commission(s) through the NASM National Office.

FORMAT OF THE VISITORS’ REPORT

The Visitors’ Report must consist of two parts:

- **PART I** of the report is a presentation of facts, observations, and evaluations. Part I will be sent to the institution by the NASM National Office.

- **PART II** of the report MUST START ON A SEPARATE PAGE. It consists of either a required statement or specific confidential observations for Commission consideration (see “Specifications for Part II of the Visitors’ Report,” page III-18).

If submitting the Visitors’ Report in hard copy, only standard letter-size (8½ x 11-inch) paper should be used.

One copy of the Visitors’ Report should be submitted.

The first page of the Visitors’ Report must include the following information:

- Name of institution
- Location
- Name of music executive
- Date of visit
- Names of the visiting evaluators
- Degrees/Programs –
  Please check the Self-Study and the institution’s published materials and recent curricular changes and be precise about degree and program titles and options. If there are discrepancies among these listings, please provide an explanation. Degree and program listings should not be copied verbatim from the Self-Study title page or the NASM Directory if the visitors have found discrepancies in either listing. However, any such discrepancies should be explained.

Please Note:
Programs or degrees must be listed under the appropriate headings and subheadings as follows:

For Institutions Seeking Membership for the First Time

a. Programs or degrees for which Final Approval for Listing is sought.
b. Programs or degrees for which Plan Approval is sought.

For Institutions with Membership or Associate Membership

a. Programs or degrees currently listed in the NASM Directory for which renewal of Final Approval is sought.
b. Programs or degrees not currently listed in the NASM Directory for which Plan Approval and Final Approval for Listing are sought at the same time.
c. Programs or degrees not currently listed in the NASM Directory for which Plan Approval is sought.
d. Programs or degrees that have been previously granted Plan Approval for which Final Approval for Listing is sought.
e. Programs or degrees that have been previously granted Plan Approval for which the appropriate number of transcripts or other evidence of completion are not yet available, and for which renewal of Plan Approval is sought.

Definitions of Curricular Status

NASM uses the following terms to assign review status to all degrees, certificates, diplomas, and programs:

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

- **Plan Approved** – The status of curricular programs that have successfully completed the Plan Approval process. Such programs are listed in italics in the NASM Directory. In reviews for continuation of Membership, Plan Approved degrees and programs are submitted either for Renewal of Plan Approval or for Final Approval for Listing if the requisite number of transcripts is available.

- **Final Approval for Listing** – The procedure for official NASM Commission review of transcript evidence that validates the granting of Plan Approval. At least three transcripts are required for every program at the non-degree-granting, associate, and baccalaureate level, and at least two transcripts are required for every program at the graduate level.

- **Final Approval** – The status of curricular programs that have successfully completed the Final Approval for Listing process. Such programs are listed in regular type in the NASM Directory. In reviews for continuation of Membership, degrees and programs with Final Approval are normally submitted for Renewal of Final Approval.
CONTENT OF THE VISITORS’ REPORT

Outline for Part I of the Visitors’ Report

Part I of the Visitors’ Report is a presentation of facts, observations, and evaluations.

Since the institution will receive a copy of Part I of the Visitors’ Report both before and after Commission review, it must be so written that it can be transmitted without change, editing, or deletion to the chief executive officer and music executive of the institution; it must reflect and enhance the high standards of the profession.

The Visitors’ Report should be as succinct as possible, but it must contain sufficient substantive information to enable the Commission to take action.

Please Note:

- In each section of the Visitors’ Report, the text should reflect thorough consideration of all Standards contained in the most recent NASM Handbook and any current addenda. Concerns about deviations from those Standards should be clearly identified, explained, and referenced to the appropriate sections of the NASM Handbook and/or any current addenda. The questions asked in Sections A. through P. below provide a starting point.

- If the visited institution offers programs in music at various levels, all categories must be covered thoroughly in the visitation and in the Visitors’ Report. Please follow the outline in this regard.

- Material presented in the Self-Study should not be repeated; however, Self-Study material may be referenced, citing specific page, section, and item numbers.

- Although the Visitors’ Report considers separate operational and curricular issues, all parts of the report should show a focused relationship to the educational and artistic purposes of the music unit. The primary focus is student competency development. What students are learning is more important than what the institution has or does.


REQUIRED DISCLAIMER

FOLLOWING THE COVER PAGE, THE TEXT OF THE VISITORS’ REPORT MUST BE PRECEDED WITH THIS NOTICE:

“The following report and any statements therein regarding compliance with NASM accreditation Standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the appropriate Commission following a complete review of the application, including the Self-Study, the Visitors’ Report, and any Optional Response to the Visitors’ Report submitted by the institution.”
Please Note:

- The overarching question to be addressed in Sections A. through P. of the Visitors’ Report is the extent to which the institution appears to meet NASM standards for purposes, operations, program components, and curricula published in the Handbook, including any current addenda. Therefore, the Handbook Standards text has priority over questions and issues posed in the outline below that reflect but do not replicate the Handbook.

- All references in the Visitors’ Report regarding Standards compliance shall use language such as, “it appears that the institution ....” Such citations should be referenced to the Handbook, including any current addenda; please cite specific page, section, item, paragraph (i.e., NASM Handbook [date], page 105, item XI.A., ¶ 4).

- There are many ways to develop the text of a Visitors’ Report. However, no matter which approach or style is used, readers at the institution and on the Commission(s) must be able to distinguish between the following two different types of items in every section of the Visitors’ Report:

  **Type 1.** Issues raised about threshold compliance—the presence of conditions and efforts essential to meeting fundamental requirements of applicable NASM Standards now or during the projected accreditation period.

  Language such as the following may be used:

  - The institution appears/does not appear to meet ....

  - The institution appears/does not appear to meet … with the (possible) exception of …

  - The institution appears/does not appear to meet … now, but may/may not by [a specific time period] due to …

  - More information/explanation/documentation is needed [and may be provided in the Optional Response].

  Explanations and Handbook references are always given in the text of the Visitors’ Report when Standards questions are raised. It is important to connect both operational and curricular concerns to the development of student competencies.

  **Type 2.** Issues discussed for other purposes, for example:

  - Status reports, background information, strengths, areas for improvement beyond threshold compliance, recommendations helping the institution reach its aspirations, futures issues, matters critical to maintaining or enhancing the quality or reputation of the program, etc.
A. Purposes

B. Size and Scope

C. Finances

How compatible and effective are relationships among (a) purposes; (b) size and scope; (c) financial resources? (Purposes statements normally indicate expectations and aspirations for student learning.)

1. The visiting evaluators should note any inappropriate purposes or any discrepancies between the stated purposes and the evaluators’ impression of what the actual purposes are.

2. Indicate briefly the extent to which the institution has sufficient enrollment to cover the size and scope of music programs offered, including (a) an appropriate number of faculty and other resources; (b) sufficient advanced courses in music appropriate to major areas of study at degree or program levels being offered; and (c) requisite ensemble experience (1) at an advanced level and (2) consistent with major areas of study and degree or program levels.

Consider in separately marked sections as applicable:
   a. non-degree-granting programs
   b. associate programs
   c. baccalaureate programs
   d. graduate programs

3. If the information in the Self-Study does not cover the enrollment breakdown for the academic year in which the visit is made, please obtain it and include it in the Visitors’ Report.

4. The visiting evaluators should note the extent to which the annual budget is adequate to support the music unit’s purposes and the size and scope of its curricular and other programs. The visitors should also comment on (a) long-range financial planning; (b) prospects for sustaining the programs of the music unit during the projected term of accreditation; (c) the involvement of the music executive in the budget development process; and (d) if applicable, the fund-raising and development program for the music unit.

D. Governance and Administration

1. Overall Effectiveness. How effective is the institution’s governance structure (a) in serving applicable purposes, and (b) in relation to the size and scope of the music unit? How effective is the administration? Discuss such issues as support of student learning, continuity, stability, and long-range planning.

2. Policy-Making. How are curricular and educational policies established? To what extent is the faculty involved? Are meetings of the full music faculty held? How often? By what means are salary, promotion, and tenure decisions made? Is the present policy-making structure understood by the faculty? Is it effective? Consider the general characteristics of the institution and the specific practices in the music unit.

Consider in separately marked sections as applicable:
   a. non-degree-granting programs
   b. associate programs
   c. baccalaureate programs
   d. graduate programs
3. **Music Executive’s Load and Responsibilities.** What is the music executive’s total load during the current term? Does the executive have time, energy, and staff to execute effectively his or her administrative duties and teaching responsibilities, if any? Are responsibilities clearly delineated and understood, and is authority commensurate with responsibility?

4. **Communication.** How effective is communication among various components of the music unit and, if applicable, between the music unit and the institution as a whole?

**E. Faculty and Staff**

Summarize your impressions of (a) faculty education and competence; (b) the number of faculty and distribution of faculty expertise in relation to purposes; curricular offerings; and to size and scope; and (c) the effect of the full-time/part-time faculty ratio on the education of students and fulfillment of academic functions such as counseling and project guidance. What is your impression of faculty morale? Describe the extent to which the following policies are working effectively: (a) appointment, evaluation, and advancement; (b) teaching loads; (c) student/faculty ratio; and (d) faculty development. Comment on the effectiveness of contributions by graduate assistants and support/technical staff.

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

Are facilities and equipment adequate for the music programs offered in terms of floor space, lighting, temperature and humidity control, audio equipment, sound control, technological currency, etc.? Are the facilities and equipment sufficient to support all curricular and associated activities, including lectures, laboratories, studio instruction, individual practice, ensemble rehearsals, and performance? Are facilities and equipment safe and secure? Are there adequate plans and provisions for the maintenance, repair, and replacement of technology and equipment?

**G. Library and Learning Resources**

Evaluate holdings and electronic access in relation to (a) what is normally needed for the composite curricula offered, (b) the purposes of the music unit and its component programs, and (c) the size and scope of the music unit. To what extent are the annual appropriations for the library adequate? To what extent are the music collections centralized and readily available? To what extent is library equipment such as computers, projectors, microfilm or microcard readers, etc., accessible and adequate? To what extent is use of the library integrated into curricular requirements, course work, and final projects? To what extent do faculty members and students use the music library?

Comment on the effectiveness of the acquisition, preservation, and replacement program, including interactions on these questions between music faculty and library staff.

Consider in separately marked sections as applicable:

- a. non-degree-granting programs
- b. associate programs
- c. baccalaureate programs
- d. graduate programs
H. Recruitment, Admission-Retention, Record Keeping, and Advisement

1. Recruitment, Admission, Retention. Evaluate recruitment and admission policies and procedures for the institution and the music unit. Also, evaluate retention policies and procedures for the institution and the music unit. To what extent are these (a) appropriate to purposes of curricular programs, (b) clearly defined, (c) published for students and faculty, and (d) applied with rigor and fairness? Please note: Standards regarding admission are found under the Purposes and Operations section of the NASM Handbook, and also in sections for non-degree-granting, baccalaureate, and graduate programs.

Consider in separately marked sections as applicable:
   a. non-degree-granting programs
   b. associate programs
   c. baccalaureate programs
   d. graduate programs

2. Record Keeping. What is the quality of record keeping in the institution and the music unit? If necessary, clarify what student records are maintained in the music unit.

Consider in separately marked sections as applicable:
   a. non-degree-granting programs
   b. associate programs
   c. baccalaureate programs
   d. graduate programs

3. Advisement. How effective is the advisement and counseling system?

Consider in separately marked sections as applicable:
   a. non-degree-granting programs
   b. associate programs
   c. baccalaureate programs
   d. graduate programs

I. Published Materials and Web Sites

Summarize your observations about the clarity, accuracy, comprehensiveness, and effectiveness of the catalog and other published materials.

J. Branch Campuses, External Programs, Use of the Institution’s Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

To what extent does the institution meet all applicable Standards for institutions with programs in these categories as set forth in the NASM Handbook and any current addenda?

K. Community Involvement; Articulation With Other Schools

The visiting evaluators should note the institution’s efforts to be a cultural resource for its surrounding community and, if applicable, its efforts and procedures regarding articulation with other institutions.
L. Non-Degree-Granting Programs for the Community (if applicable)

(See “Special Instructions for Visitors to Degree-Granting Institutions that Operate Community Education Programs in Music,” page III–3.)

To what extent does the institution meet all applicable Standards for institutions with programs in this category as set forth in the NASM Handbook and any current addenda?

M. Standards for (1) Independent Postsecondary Music Units Without Regional or Other Institutional Accreditation and/or (2) Proprietary Institutions (if applicable)

To what extent does the institution meet all applicable Standards for institutions with programs in these categories as set forth in the NASM Handbook and any current addenda?

N. Programs, Degrees, and Curricula

1. Specific Curricula

   This is the most critical section of the report.

   a. If applicable, discuss the extent to which general content and competency Standards applicable to all degrees or programs of a certain type or level are met. For example, all liberal arts degrees in music, all professional undergraduate degrees in music, all master’s degrees in music, etc.

   b. Discuss each curriculum individually:

      (1) Status. Note if the program is recently Plan Approved or proposed for initial Plan Approval.

      (2) Curriculum. Compare the curriculum with NASM criteria for similar degrees, curricula, and programs as published in the NASM Handbook and any current addenda. Focus on content and competency development. Discuss percentages for curricular distribution only in conjunction with the achievement of competencies, and never as the single indicator of quality or compliance with NASM Standards. For example, if percentages are low, what content or competency development is missing?

      (3) Title/Content Consistency. Evaluate the extent to which degree/program titles are appropriate for degree/program content.

      (4) Student Work. Comment on the quality of student work in the curriculum. Reflect on the quality of performance, written work, final projects, etc. To what extent are majors gaining the knowledge, skills, and craft expected, and the abilities to apply them to produce the quality of work in the specialization appropriate for the purpose and level of the specific credential to be awarded? Focus on knowledge, skill, and craft rather than the specific approach or interpretation, in the specific work(s) reviewed.

      (5) Student Evaluation. Provide an assessment of the institution’s success in evaluating and ensuring the development of requisite competencies and institutional requirements.
(6) **Overall Effectiveness.** Provide the visiting evaluators’ judgment of the effectiveness of each curriculum in relation to its stated goals and objectives. Focus on solid evidence concerning the achievement of results set forth in (a) applicable NASM Standards, and (b) levels established by the institution.

If a curriculum is associated with distance learning, or involves disciplines in combination, or is based in electronic media, visitors must evaluate the extent to which it meets Standards set forth in the applicable operational and curricular sections of the NASM *Handbook*, including any current addenda.

Any significant departures from Standards or common practice associated with meeting Standards must be noted and evaluated. Visitors should be aware that NASM grants Membership to institutions only when every curricular program meets the Standards of the Association.

*In responding to items N.1.a. and b., consider in separately marked sections as applicable:*

a. non-degree-granting programs  
b. associate programs  
c. baccalaureate programs  
d. graduate programs

2. **Study of the Transcripts of Recent Graduates and Comparison with Catalog Statements.** During the visit, visiting evaluators should request the music executive to obtain from the registrar’s office the transcripts, or equivalent record of participation, of several students. The music executive should be asked to analyze these transcripts or equivalents, and explain any deviations from stated curricular requirements. The visiting evaluators should report findings; however, copies of the transcripts or equivalents need to be attached to the Visitors’ Report only if unexplained discrepancies are found, or if a degree/program with Plan Approval is being submitted for Final Approval for Listing and the transcripts have not been provided in the Self-Study.

*Consider in separately marked sections as applicable:*

a. non-degree-granting programs  
b. associate programs  
c. baccalaureate programs  
d. graduate programs

3. **Performance.** Comment on the total performance program (student, faculty, guests) that evolves from or supports the work of the music unit. For example, to what extent does the performance program support the achievement of NASM Standards and music unit objectives for (a) all students; (b) students enrolled in specific areas of specialization?

4. **Music Studies for the General Public.** What is the nature of music course offerings to non-major students? What is the institution’s attitude about faculty assignments for these courses? How many non-major students are enrolled in music course offerings? Does the program seem appropriate to the music unit’s purposes and to the size and scope?
O. Music Unit Evaluation, Planning, and Projections

1. Comment on evaluation, planning, and projections development regarding their (a) interrelationships with the achievement of purposes; (b) appropriateness to the size and scope of the music unit; (c) development and use of student achievement indicators; and (d) overall effectiveness and efficiency.

2. Comment on the completeness and effectiveness of the Self-Study.

P. Standards Summary

(Please note: All issues concerning apparent non-compliance with accreditation Standards belong or are referenced in this section.)

Provide a summary concerning apparent non-compliance with specific NASM Standards previously discussed in Sections A. through O. Use language such as “it is not clear how” or “does not appear to comply.” The summary should list all standards issues and provide an index to where they may be found in the Visitors’ Report and in the NASM Handbook and/or any current addenda. If there appear to be no operational or curricular standards issues for the institution as a whole, the Visitors’ Report should so state, using language such as “there do not appear to be any operational or curricular issues...”

Q. Overview, Summary Assessment, and Recommendations for the Program

(Please note: Issues concerning apparent non-compliance with accreditation Standards do not belong in this section.)

After careful consideration of the institution’s purposes, and of the local context, visitors produce an overall analysis that provides:

1. A list outlining strengths.

2. A list of recommendations for short-term improvement beyond threshold compliance with accreditation Standards.

3. An indication of the primary futures issues facing the music unit, perhaps including, but always going beyond, finances.

4. Constructive suggestions for long-term development during the projected accreditation period, based on the observations contained in the Visitors’ Report.

The summaries in Sections P. and Q. are usually the most important contribution the evaluators make to the visited institution.
Specifications for Part II of the Visitors’ Report

PART II
of the Visitors’ Report
MUST BEGIN ON A SEPARATE PAGE.
It consists of specific observations
for the Commission(s).

PART II OF THE VISITORS’ REPORT IS OPTIONAL.

If the visiting evaluators do not provide a text for Part II, they prepare a page titled “Part II” followed by the statement: “The visiting evaluators note that all issues have been addressed in Part I.”

If the visiting evaluators provide a text for Part II, it contains specific observations of a confidential nature that should not be transmitted to the institution, but that provide the Commission(s) with information that enables review and action sensitive to local conditions. These may include but are not limited to suggestions for special emphasis in standards issues, recommendations, or commendations in the Commission letter; futures issues; planning patterns; and conditions of viability during the projected period of accreditation.

It is important to note that the Commission cannot communicate about an issue raised in Part II unless the issue has been mentioned or discussed in Part I of the Visitors’ Report and/or in the institution’s Self-Study.

Please Note:

For applications reviewed by the Commission on Accreditation: Please send one copy of the Visitors’ Report to the NASM National Office within six weeks of completion of the visit and no later than July 15 for Commission action in November, or by April 1 for Commission action in June.

For applications reviewed by the Commission on Community/Junior College Accreditation: Please send one copy of the Visitors’ Report to the NASM National Office within six weeks of completion of the visit and no later than January 15 for visits taking place September 1 through November 30 (Period 1, for consideration in November of the following year), or July 15 for visits taking place December 1 through June 1 (Period 2, for consideration the following November).

The Self-Study shall be destroyed or forwarded to the NASM National Office after the Visitors’ Report has been submitted and accepted.