

Approved Handbook Changes

National Association of Schools of Music

November 2010

The following revisions to the *Handbook 2009-2010: December 2009 Edition* were ratified by the NASM Membership during the Annual Meeting held November 19–23, 2010. These revisions have been incorporated into the *NASM Handbook 2010-11*.

STANDARDS FOR ACCREDITATION

— Action by the NASM Membership —

NASM Handbook 2009-10: December 2009 Edition – pages 56-57

Section II. Purposes and Operations

Revise the title of item F.; and the text of item 1, paragraphs c, d, e, and g; and item 2, paragraphs 1 and 2 to incorporate “technology” as follows:

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

1. Standards

- c. The following equipment and technology shall be provided as appropriate to the student learning purposes and to the size and scope of (1) the music unit and (2) the degrees and programs offered: grand pianos; upright pianos; pipe and/or electronic organs; electronic instruments and equipment; recording equipment; audio and video playback equipment for libraries, listening rooms, and classrooms; orchestral and band instruments; computers; supplies; and audio-visual aids.
- d. Facilities, equipment, and technology shall be adequate to support teaching and learning in all curricular offerings and for all faculty and students engaged in them, and be appropriately specialized for advanced work.
- e. Budget plans and provisions shall be made for adequate maintenance of the physical plant and for adequate acquisition, maintenance, and replacement of equipment and technology.
- g. Music units with goals and objectives in disciplines and specializations that require constant updating of equipment and/or technologies must demonstrate their capacity to remain current.

2. Guideline and Recommendations

- a. Normally, the music unit maintains a multi-year plan for the regular maintenance of its facilities and upkeep and replacement of equipment and technology. The plan is developed consistent with purposes, the size and scope of the music unit, programs, and prospective changes.

- b. All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors.

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Section VIII. All Professional Baccalaureate Degrees in Music and All Undergraduate Degrees Leading to Teacher Certification

B. Common Body of Knowledge and Skills

Revise item 3 as follows:

3. **Composition/Improvisation.** Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

Delete current item 5. Technology.

Revise current item 6, proposed item 5, as follows:

5. **Synthesis.** While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

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Section IX. Specific Professional Baccalaureate Degrees in Music

L. Baccalaureate Degree in Music Education

3. Desirable Attributes, Essential Competencies, and Professional Procedures

b. Music Competencies

Amend last sentence of first paragraph of item b as follows:

Items c.(1), (2), (3), (4), and (5) apply to specializations singly...

c. Specialization Competencies

Add new item (4) as follows:

- (4) **Music: All Levels, All Specializations.** Listed below are essential competencies and experiences for programs whose published purpose is to prepare teachers in all or several areas (e.g. general, vocal/choral, instrumental, other). To fulfill this purpose consistent with this and other applicable standards, all of the specialization areas chosen are included in some manner in the curriculum as a whole. Specific forms of inclusion, proportions, and assignments are the responsibility of the institution.

- (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization.
- (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.
- (c) Experiences in solo vocal or instrumental performance.
- (d) Experience in small and large ensemble.
- (e) The ability to lead performance-based instruction in a variety of settings.
- (f) Laboratory experience in teaching beginning students in a variety of specializations.

Renumber present item (4) to item (5).

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