

# **Addendum to the NASM Handbook 2001-2002**

**National Association of Schools of Music**  
November 2001

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**These amendments to the *NASM Handbook 2001-2002* were approved by  
the Board of Directors and the Membership in November 2001.**

## **NASM Handbook 2001-2002 – page 21**

### **Bylaws**

#### **Article IV. Commissions and Committees**

##### **Section 2. Committee on Ethics**

###### ***Amend the first sentence to read:***

The Committee on Ethics shall consist of three members from among the institutional representatives to the Association who shall be elected to serve terms of three years each.

## **NASM Handbook 2001-2002 – page 23**

### **Bylaws**

#### **Article V. Elections and Appointments**

##### **Section 4. Regional Officers**

###### ***Amend the first sentence to read:***

Regional Chairs, Vice Chairs, and Secretaries shall be elected by the Regional membership from among the institutional representatives to the Association for a single three-year term and on a schedule that maintains three overlapping classes among the regions.

## **NASM Handbook 2001-2002 – page 34**

### **Rules of Practice and Procedure**

#### **Article III. Institutional Procedures**

###### ***Add a new Section 2. as follows:***

**Section 2. Degree Titles.** The practices of member institutions support the system of academic currency that allows degrees to be broadly understood and widely accepted. Member institutions serve students, higher education, and the public by ensuring that degree and program titles are consistent with content. Standard academic degree rubrics and titles of degrees and emphases should be used unless the degree or program has a significant emphasis on unique content. Enrollment levels, public relations, and resource availability are important elements in determining an institution's program offerings, but they are not appropriate criteria for assigning degree titles.

*Renumber remaining sections.*

**Rules of Practice and Procedure**

**Article XII. Printed Recognition of Membership**

*Revise entire Article as follows:*

**Section 1. Accredited Membership.**

- A. When an accredited member institution publishes a composite list of agencies that accredit it, NASM must be included.
- B. Clear distinctions must be made between NASM accreditation and other organizational memberships or affiliations or approvals. Only NASM accredits music curricula.
- C. Statements regarding accredited membership must be present in the institution’s catalog or other publications. These statements shall be factual, not editorial, and brief—such as:
  - “... is an accredited institutional member of the National Association of Schools of Music (or of NASM)”;
  - or
  - “... is accredited by NASM”;
  - or
  - “... is accredited by NASM since [date]”.
- D. The institution shall publish in one or more official documents concerning its music program, or otherwise make available upon request, the name, address, and telephone number of NASM.

**Section 2. Advertising.** In any advertising by an institutional member of the Association, statements concerning the accreditation status shall be factual, not editorial, and brief. The examples presented in Section 1.C. above should be used as guidelines.

**VIII. Competencies, Standards, Guidelines, and Recommendations for Specific Baccalaureate Degrees in Music**

**E. Bachelor of Music in Sacred Music**

**3. Essential Competencies, Experiences, and Opportunities**

*Replace item d. as follows:*

- d. At least one public demonstration of performance abilities, and practicum opportunities within or beyond the institution that lead to demonstrations of competency to work in the field of sacred music. While these functions may be fulfilled in a variety of ways, a senior recital and an internship or similar formal experience are strongly recommended.

**VIII. Competencies, Standards, Guidelines, and Recommendations for Specific Baccalaureate Degrees in Music**

**F. Bachelor of Music in Jazz Studies**

*Replace paragraphs one and two with the following:*

Jazz and jazz studies are part of the larger musical heritage, and thus are normally included in undergraduate music studies in one or more areas such as general musicianship, repertory, music history, and theoretical studies. Jazz may be emphasized in degree programs such as those in performance, composition, music education, and music history.

The Bachelor of Music in Jazz Studies is even more focused. It is intended to produce a comprehensive professional competence in jazz. When an institution is adequately staffed and equipped to offer specialized courses to prepare students for careers in fields requiring combinations of jazz performance, composition, and arranging skills, the offering of the B.M. degree with a major in jazz studies is justified.

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**VIII. Competencies, Standards, Guidelines, and Recommendations for Specific Baccalaureate Degrees in Music**

**F. Bachelor of Music in Jazz Studies**

**3. Essential Competencies, Experiences, and Opportunities**

*Amend items a. and b. as follows:*

- a. Comprehensive capabilities in various jazz idioms, including the ability to perform, improvise, compose, arrange, and score; and knowledge of jazz history and literature, including the cultural sources and influences of jazz.
- b. Ability to work as a performer and composer/arranger with a variety of jazz and studio music idioms in various settings and with various sizes and types of ensembles, including the ability to produce the appropriate expressive style of the music being created or presented. Independent studies, internships, field work, and similar experiences are strongly encouraged.

**NASM Handbook 2001-2002 – pages 91-92**

**VIII. Competencies, Standards, Guidelines, and Recommendations for Specific Baccalaureate Degrees in Music**

**H. Baccalaureate Degree in Music Therapy**

*Replace entire section H. as follows:*

NASM accredits music therapy degree programs. Some of the titles for degree programs in music therapy are: Bachelor of Music in Music Therapy, Bachelor of Arts in Music Therapy, Bachelor of Science in Music Therapy, Bachelor of Music Education, and Bachelor of Music Therapy.

- 1. Curricular Structure.** Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in music therapy. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in music should occupy 45% to 50% of the total degree program; studies in music therapy and clinical foundations, approximately 30%; general studies, 20% to 25%; electives, approximately 5%. Elective courses should remain the free choice of the student.
- 2. Specific Recommendations for General Studies.** Studies in such areas as oral and written communication, social sciences, and the arts are strongly recommended.
- 3. Essential Competencies, Experiences, and Opportunities** (in addition to those stated for all degree programs):
  - a. Advanced keyboard skills, including the ability to play at sight, accompany, transpose, and improvise.
  - b. Ability to sight-sing and take aural dictation.
  - c. Skills in voice, especially as related to group singing. Ability to communicate using a basic repertory of traditional, folk, and popular songs.
  - d. Guitar skills sufficient to accompany self and ensembles. Ability to perform a basic repertory of traditional, folk, and popular songs in several keys, with or without printed music.

- e. Knowledge of and performance ability on percussion and other instruments sufficient to facilitate rhythm-based musical experiences for individuals and groups.
- f. Conducting skills adequate to the therapist's needs in providing repertory and leadership to small and large vocal/instrumental ensembles.
- g. Composition and arranging skills sufficient to compose songs with simple accompaniment; and to arrange, transpose, and simplify music compositions for small vocal and nonsymphonic instrumental ensembles.
- h. Movement skills to direct and move expressively in structured rhythmic and improvisatory movement experiences.
- j. Knowledge of the basic principles of normal human development, exceptionality and psychopathology, principles of therapy, and the therapeutic relationship.
- k. Knowledge of the basic foundations and principles of music therapy, including history and philosophy; the psychological, physiological, and sociological bases for the use of music as therapy; music therapy methods, techniques and materials with their appropriate applications to various client populations.
- l. Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation—both oral and written; and termination/discharge planning.
- m. Knowledge of professional standards of clinical practice; professional role and ethics; interdisciplinary collaboration in designing and implementing treatment programs; supervision and administration.
- n. Knowledge of research methods to be able to interpret information, demonstrate basic knowledge of historical, quantitative, and qualitative research, and to apply research findings to clinical practice in music therapy.

Professional courses in the theory and practice of music therapy must be taught by instructors who hold an appropriate professional credential in music therapy and who have sufficient clinical experience in music therapy.

Clinical training shall be provided with a representative range of client populations in a variety of settings under qualified supervision. This clinical training shall include both pre-internship and internship experiences, which shall be designed, like academic components of the program, to enable students to acquire specific entry-level competencies. The internship is normally required prior to the granting of a baccalaureate degree in music therapy. Although NASM recognizes that some institutions make provision for this as a post-baccalaureate experience, music therapy students must be advised that clinical experience is required to be eligible for board certification in the field.

Institutions are expected to state in their published materials the specific certification eligibility to which their curricula will lead.

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**VIII. Competencies, Standards, Guidelines, and Recommendations  
for Specific Baccalaureate Degrees in Music**

**J. Baccalaureate Degree in Music Education  
c. Teaching Competencies**

*Revise item c.(4) as follows:*

- (4) Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.

**XII. Requirements for Specific Master's Degrees**

**M. The Master's Degree in Music Therapy**

*Replace entire section M. as follows:*

The master's degree shall impart further breadth and depth to entry-level competencies such as knowledge and skills mastery in music foundations, clinical foundations, and music therapy. The master's degree shall also impart basic competencies in one or more of the following areas: (1) advanced topics—for example, music therapy theory development, quantitative and qualitative research, supervision, college teaching, administration; (2) advanced clinical specializations—for example, (a) a particular method such as music psychotherapy, music medicine, wellness and prevention; or (b) a particular clinical approach such as developmental, behavioral, or psychodynamic; or (c) a particular client population such as children with disabilities, developmentally disabled, geriatric; or (d) an area of practice requiring training beyond the entry level.

Other studies in music related to the objectives of the degree comprise at least one-third of the curriculum. These studies may include course work in diverse areas—for example: performance, ethnomusicology, advanced musicianship, and analysis. The remainder of the curriculum consists of supportive studies which bear directly on the specific educational objectives of the degree program and which facilitate successful completion of the final project.

A final thesis project, clinical project, or demonstration project is required.

Students entering the master's degree without the bachelor's degree in music therapy and the MT-BC credential must take a minimum of 30 to 36 graduate semester hours' credit in the areas of advanced competencies *in addition to* demonstrating entry-level competencies.

Master's degree programs in music therapy may carry the title Master of Arts in Music therapy, Master of Science in Music Therapy, Master of Music in Music Therapy, or Master of Music Therapy. Degree programs titled Master of Music Therapy require that at least one-half of the course work be in music therapy studies.

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