

Addendum to the NASM Handbook 2005-2006

National Association of Schools of Music
November 2005

These amendments to the NASM Handbook 2005-2006 were ratified by the Membership on Sunday, November 20, 2005.

The revisions set forth in this Addendum are effective immediately. All institutions and evaluators must follow standards and guidelines reflected in the current *Handbook* and any addenda current at the time of application.

BYLAWS

NASM Handbook 2005-2006 – pages 7-8

Bylaws

Article I. Membership

Section 1. Accredited Membership

Revise Article I, Section 1., in its entirety as follows:

Section 1. Accredited Institutional Membership

A. Eligibility and Scope

Institutions meeting Association standards and requirements for music institutions and programs determined as applicable by the Commission on Accreditation, the Commission on Community/Junior College Accreditation, or the Accrediting Commission for Community and Precollegiate Arts Schools, and agreeing to abide by the Association's Code of Ethics, shall be accorded accredited institutional membership. Institutions eligible to apply are:

1. Colleges, conservatories, independent schools, and universities offering baccalaureate degrees, graduate degrees, or both, including any eligible associate, professional non-degree-granting, community, or precollegiate programs. These institutions are reviewed by the Commission on Accreditation.
2. Conservatories and independent schools offering, at the postsecondary level, only non-degree-granting professional programs, including any eligible community or precollegiate programs. These institutions are reviewed by the Commission on Accreditation.
3. Community/junior colleges offering associate degrees, including any eligible community or pre-collegiate programs. These institutions are reviewed by the Commission on Community/Junior College Accreditation.
4. Conservatories and independent schools offering only community or precollegiate programs. These institutions are reviewed by the Accrediting Commission for Community and Precollegiate Arts Schools.

B. Regional or National Accreditation

Colleges, community/junior colleges, universities, and other institutions that grant postsecondary degrees or credentials in other fields in addition to music must have regional or national

accreditation from a nationally recognized accrediting agency as a condition of accredited institutional membership in NASM.

C. Review Periods and Cycles

1. All institutions filing successful initial applications for accredited institutional membership are granted a five-year period of accreditation. Postsecondary institutions may be designated Members or Associate Members of NASM. Community and precollegiate institutions are designated Members of NASM.
2. After the first five-year period of Membership, institutions are reviewed for continuation on a ten-year cycle.
3. All member institutions are responsible for annual reports and for obtaining Commission approval for new curricula or substantive changes during periods between regular accreditation reviews.
4. The designated Commission has the authority to require a partial or a full reexamination at any time upon prior notice to the institution.

D. Associate Membership

A postsecondary institution applying for membership for the first time, meeting all curricular standards and a substantial portion of all other applicable standards of the Association, and showing promise of being able to meet completely within a five-year period the Association's standards applicable to the music curricula which it offers, may be granted Associate Membership and be listed as such in the *NASM Directory*. At the end of five years, a full review of the institution is expected to demonstrate that all applicable NASM standards have been met and that the institution is eligible for Membership for a period of five years. Following the initial five-year period of Membership, the ten-year cycle will be applicable.

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Article II. Dues

Section 1.

Revise Article II., Section 1., as follows: (a) delete current second paragraph; and (b) amend second sentence of paragraph two (formerly paragraph three). New Section 1. will then read as follows:

Section 1. Annual dues for institutional members are scaled according to the following categories: (1) non-degree-granting institutions and community/junior colleges, (2) schools that offer the baccalaureate degree in music and/or music education, (3) schools that offer work through the master's degree in music and/or music education, or that offer graduate work only, and (4) schools that offer programs in music and/or music education through the doctorate. From the base of the previous year, the dues in each category will rise at the rate of the Higher Education Price Index (HEPI) plus two percent. However, upon recommendation from the Treasurer after consultation with the Finance Committee, the Executive Committee shall have the power to set the dues no less than one percent below the HEPI and no more than two percent above the HEPI.

The annual dues of individual members are set by the Board of Directors. Newly elected member institutions shall be invoiced for dues on September 1 of the fiscal year following the year accreditation was granted, and annually thereafter on September 1.

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Bylaws

Article III. Government

Section 3. Board of Directors

Revise Article III., Section 3., first paragraph, as follows:

Section 3. Board of Directors

The Board of Directors shall be composed of the Officers (as defined in Article III., Section 1., above), the immediate past President, the Chair and the Associate Chair of the Commission on Accreditation, the Chair of the Commission on Community/Junior College Accreditation, a representative from the non-degree-granting institutional membership, and three Public Members. With the exception of the Public Members, the Board shall be appropriately balanced to represent a variety of music backgrounds and perspectives. The Executive Director shall be an *ex officio*, non-voting member of the Board of Directors.

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Bylaws

Article IV. Commissions and Committees

Section 1. Commissions

Revise Article IV., Section 1., first paragraph, as follows:

Section 1. Commissions. There shall be (a) a Commission on Accreditation and (b) a Commission on Community/Junior College Accreditation. NASM, in partnership with NASAD, NASD, and NAST, under the auspices of the Council of Arts Accrediting Associations (CAAA), shall have responsibility for the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS).

Revise Article IV., Section 1., items A., B., and C. in their entirety as follows:

- A. The Commission on Accreditation** shall consist of 18 elected members, 16 of whom shall be elected to serve terms of three years each. Commission members must have had experience as Visiting Evaluators. There shall be elected by the membership at large, a Chair of the Commission and an Associate Chair of the Commission, each of whom shall be elected for a three-year term. The Chair and Associate Chair must have served one or more terms on the Commission on Accreditation. The term as Chair or Associate Chair should be in addition to the time already served on the Commission. Normally, the Associate Chair shall be nominated as Chair at expiration of the term as Associate Chair.

The Chair, Associate Chair, and 16 members of the Commission shall be the official representatives of institutions with Membership in the Association as defined in Article I., Section 1., of the Bylaws.

Each of the 16 Commission members shall be elected in one of four categories: Baccalaureate, Master's, Doctorate, or At-Large. Each category contains four places. At-Large members of the Commission may be serving in any type of baccalaureate or graduate degree-granting institution. Irrespective of category, at least two members of the Commission shall be from institutions that offer non-degree-granting programs at the postsecondary level. At the time of their election, members of the Baccalaureate category are from institutions granting no higher degree than the Baccalaureate; those in the Master's category, no higher degree than the Master's. At the time of their election, those in the Doctorate category are from institutions that grant the Doctorate. Once elected, Commission members work with the entire range of Commission business.

The Executive Director, with the advice and consent of the Executive Committee, shall have the power to assign elected Commission members to different categories under the guidelines above, if necessary for balance or for other purposes.

The duties of the Commission shall be to apply the accreditation and membership standards of the Association for baccalaureate and graduate institutions and programs, including eligible precollegiate or postsecondary non-degree-granting programs in such institutions, and for independent postsecondary non-degree-granting institutions, including eligible precollegiate non-degree-granting programs they may offer. The Commission shall receive applications and determine the qualifications of institutions seeking Membership and, after thorough examination in accordance with Association procedures, take action on behalf of the Association. The Commission shall also have the power to investigate the maintenance of standards and the observation of published commitments in any member institution under its jurisdiction.

The Commission on Accreditation may consider applications for Membership from institutions offering only baccalaureate or only graduate or only non-degree-granting programs in music.

The Commission on Accreditation shall confirm that independent community and precollegiate schools seeking membership in NASM have achieved and are maintaining accreditation by the Accrediting Commission for Community and Precollegiate Arts Schools.

The Executive Director of the Association shall serve as Secretary for the Commission on Accreditation.

- B. The Commission on Community/Junior College Accreditation** shall consist of three elected members, two of whom shall be elected to serve terms of three years each. Commission members should have had experience as visiting evaluators.

There shall also be elected by the membership at large a Chair of this Commission who shall be elected for a three-year term and shall be eligible for re-election for one additional term. The Chair should have served one or more terms on one of the Commissions. The term or terms as Chair should be in addition to the time already served on a Commission.

The duties of the Commission shall be to apply the accreditation and membership standards of the Association for community/junior colleges and associate degree programs, including eligible precollegiate or postsecondary non-degree-granting programs in those institutions. The Commission shall receive applications and determine the qualifications of institutions seeking membership and, after thorough examination in accordance with Association procedures, take action on behalf of the Association. The Commission shall also have the power to investigate the maintenance of standards and the observance of published commitments in any member institution under its jurisdiction.

The Executive Director of the Association or his agent shall serve as Secretary for the Commission on Community/Junior College Accreditation.

- C. The Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS)** is connected with NASM through NASM's membership in the Council of Arts Accrediting Associations (see Article X.). The President and Vice President of NASM vote to approve ACCPAS standards and accreditation procedures. The President of NASM appoints one or more members of ACCPAS from among NASM institutional representatives having significant accreditation experience.

NASM accredited institutional membership is available upon application to independent community or precollegiate music schools or to arts schools with music programs that have accreditation from ACCPAS. Accreditation by ACCPAS for these institutions is certified by the NASM Commission on Accreditation. ACCPAS does not accredit postsecondary institutions or programs associated with professional preparation.

For purposes of this section, *independent* means not a division or branch of a college or university that offers a music degree, or not a division or branch of a non-degree-granting institution that offers professional preparation at the postsecondary level.

NASM member institutions with affiliated community or precollegiate schools may volunteer to have such programs reviewed by ACCPAS; normally, such reviews are conducted jointly with the NASM review.

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Article V. Elections and Appointments

Section 2. Nomination Procedure

Revise Article V., Section 2., first paragraph, as follows:

Section 2. Nomination Procedure. Each spring, prior to the election, recommendations for candidates shall be solicited from the voting membership and directed to the Chair of the Nominating Committee. There shall be at least two nominations for each position as members of the Commission on Accreditation and all Committees, for the Associate Chairmanship of the Commission on Accreditation, and for the Vice Presidency. There shall be at least two nominations for the posts of Treasurer and Secretary unless there is a qualified incumbent eligible for re-election. When there is an election for Chair or members of the Commission on Community/Junior College Accreditation or the non-degree-granting position on the Board of Directors, the Nominating Committee shall have the option to nominate a single candidate for each position on (a) the Commission on Community/Junior College Accreditation as long as there are fewer than fifty community/junior college institutional members of NASM, or (b) the non-degree-granting position on the Board of Directors as long as there are fewer than fifty non-degree-granting institutional members of NASM. When there is a qualified incumbent eligible for re-election to the post of Treasurer or Secretary, or when there is an election for the Chairmanship of the Commission on Accreditation, and when there is an election for the Presidency, the Nominating Committee shall have the option of nominating more than one candidate based on recommendations solicited from the voting Membership.

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Bylaws

Article X. Council of Arts Accrediting Associations

Revise Article X., Section 2., as follows:

Section 2. The Council facilitates cooperative efforts among the four member associations on matters of common concern. It also operates the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS) to review institutions and programs that offer arts study for children, youth, and adults not associated with postsecondary degrees or credentials. These institutions may offer programs in more than one arts discipline. ACCPAS accredits schools but is not a membership organization. The Council establishes the standards used by ACCPAS consistent with standards for non-degree-granting institutions approved by the NASM membership and by the other member associations for their respective disciplines. The Council also appoints the voting members of ACCPAS.

Revise Article X., Section 4., as follows:

Section 4. Schools with music programs accredited by ACCPAS are eligible to become accredited institutional members of NASM upon application, confirmation of their ACCPAS accreditation by the NASM Commission on Accreditation, and payment of annual dues.

CODE OF ETHICS

NASM Handbook 2005-2006 – page 22

Code of Ethics

Article V., paragraphs one and two

Revise Article V., paragraphs one and two, as follows:

The acceptance of financial aid or the signing of a declaration of intent to attend a given institution shall not be binding if signed before May 1 of the calendar year of matriculation into a program of study at the undergraduate level, or before April 15 of the calendar year of matriculation into a program of study at the graduate level. Students shall be notified of this policy when an institution makes an offer with a response deadline prior to May 1 for undergraduate-level programs and prior to April 15 for graduate-level programs. Institutions allow students to choose without penalty among offers of admission and financial aid until May 1 for undergraduate-level programs and until April 15 for graduate-level programs. Written declarations of intent become binding on these dates. Financial aid shall be awarded according to the criteria established by the member institution granting the award. The institution must have a procedure for developing a written understanding with students, advising them that their acceptance of financial aid represents a mutual commitment: the institution agrees to hold a place for the student and provide certain financial assistance; the student agrees to occupy that place for a certain period of time. NASM recommends that the following text or its equivalent be utilized for this purpose:

In accepting this offer of financial aid from (Institution) , I understand that there is a mutual commitment on the part of myself and the institution. Therefore, I agree that after May 1 of the calendar year of matriculation into an undergraduate-level program or after April 15 of the calendar year of matriculation into a graduate-level program, I will not consider any other offer from an institutional member of the National Association of Schools of Music for the academic year — except with the express written consent of the music executive of the above named institution.

If the student is to be offered admission after May 1 for undergraduate-level programs and after April 15 for graduate-level programs, and before August 1 of the year of matriculation with a financial aid award made directly to the student based at least in part on talent, prior to making the offer, the offering institution shall determine from the student whether he or she has accepted an offer of admission with a talent-based financial award from another institution. If so, the offering institution does not offer admission with talent-based financial aid until the music executive of the school the student previously agreed to attend has given approval.

RULES OF PRACTICE AND PROCEDURE

NASM Handbook 2005-2006 – pages 26-27

Rules of Practice and Procedure

Article I. Institutional Membership

Sections 3. and 4., and new Section 5.

Revise Article I., Sections 3. and 4., as follows:

Section 3. Curricular Requirement. The Association will grant Membership or renewal of Membership only when *every* curricular program 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.

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 when they require 30 or

more semester hours (45 quarter hours) or clock-hour equivalent at the undergraduate level, or 15 or more semester hours (22 quarter hours) or clock-hour equivalent 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 Section IV. of the NASM Standards for Non-Degree-Granting Institutions and Programs.

Some institutions have degree-granting and non-degree-granting units. The most common example is a post-secondary degree-granting unit with administrative responsibility for an affiliated program or unit that does not grant degrees but that offers pre-professional and/or avocational work in music to children, youth, and adults in the surrounding community.

All such programs are reviewed as functional parts of the total curricular effort of the music unit. After action by the Commission on Accreditation or the Commission on Community/Junior College Accreditation, such non-degree-granting program operations are listed in the NASM *Directory* indicating the title of the administrative component (i.e., community education program, preparatory program, laboratory school, etc.). Such programs are thus included in the institution's accredited institutional membership.

Section 4. Separate Accreditation for Community or Precollegiate Divisions of Postsecondary Institutions. Institutions seeking accreditation or renewal of accreditation for degree-granting units or non-degree-granting postsecondary music units have the option of seeking separate accreditation for non-degree-granting divisions having community or precollegiate education purposes. In this case, such entities would complete a full accreditation review and be reviewed by the Commission on Accreditation or the Commission on Community/Junior College Accreditation, or the Accrediting Commission for Community and Precollegiate Arts Schools if the institution so chooses. After action by the Commission, the non-degree-granting entity would be listed separately in the NASM *Directory*. The listing would include a presentation of specific curricular programs and offerings approved in the review process. When this option is chosen, the rule outlined in Article I., Section 3., above, is applied separately to non-degree-granting and degree-granting components.

To be eligible for separate accreditation, community education or precollegiate divisions as entities must meet NASM standards for non-degree-granting institutions.

NASM reviews of community education or precollegiate divisions are undertaken on the same schedule as reviews for collegiate units unless the institution specifically requests a different schedule.

Associate Membership or Membership status in NASM is determined by the status of the degree-granting unit.

Directory listings for single institutions with separately accredited degree-granting and non-degree-granting, community education or precollegiate components will show each component separately. Institutions with separately accredited collegiate units and community education or precollegiate divisions retain one vote in the Association cast by one official representative. However, each such institution may appoint a separate representative of its community education or precollegiate division eligible under NASM procedures for service in accreditation and committee work related to non-degree-granting institutions. Such designated representatives from accredited community education or precollegiate divisions are eligible for election to the NASM Board of Directors as a representative from non-degree-granting institutions.

Institutions with separately accredited degree-granting and non-degree-granting components are responsible for ensuring that each maintains all conditions of NASM Membership.

Insert new Section 5. as follows:

Section 5. Accreditation for Independent Community and Precollegiate Schools. Community and precollegiate schools not affiliated with an institution of higher education that seek NASM Membership

follow the accreditation procedures of the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS) and obtain ACCPAS accreditation.

Renumber remaining sections.

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Rules of Practice and Procedure

Article II. Application for Membership and Renewal of Membership

Section 2. Application Fees

Revise Article II., Section 2., third paragraph, as follows:

Baccalaureate and graduate degree-granting institutions and community/junior colleges with affiliated non-degree-granting departments may wish to seek accreditation for these departments in conjunction with their degree-granting programs. In such cases, no additional application fee is charged.

Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs
Standards for Community/Junior Colleges and Associate Degree Programs
Standards for Non-Degree-Granting Institutions and Programs

NASM Handbook 2005-2006 – pages 60, 109

II. Operational Standards

I. Credit and Time Requirements

Add new last number as follows:

5. Transcript Evidence

Transcripts of graduates must be consistent with the curricular and other requirements stated in the institution's publications applicable to the degree being awarded. Applicability is defined by the published policies of the institution.

Page 128: The parallel statement applicable to non-degree-granting institutions

5. Transcript Evidence

For non-degree-granting programs for which transcripts or other records of curriculum completion are provided, such transcripts or records of graduates must be consistent with the curricular and other requirements stated in the institution's publications applicable to the credential being awarded. Applicability is defined by the published policies of the institution.

Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs Standards for Community/Junior Colleges and Associate Degree Programs

NASM Handbook 2005-2006 – pages 62, 111

II. Operational Standards

Add new Section II.L. as follows:

L. Independent Study

1. Definition

Each offering institution must publish information that includes its definitions of independent study and its policies for the conduct of independent study on campus or through distance learning. Normally, for academic management purposes, individual applied instruction in music is considered as a category of its own, and not as independent study.

2. Policies and Resources

- a. Institutions offering degrees extensively based on independent study must provide the instruction, tutorials, critiques, evaluations, and resources essential to degree programs of that type, and to each specific degree being offered.
- b. At the doctoral level, institutions may not wish to specify course or credit requirements, other than the satisfactory completion of certain examinations, project reviews, or a dissertation. *[Note: Item 2.b. applies to Degree-Granting Standards only.]*

3. Student Requirements

- a. The content and expectations for each independent study course or program or degree must be clearly stated to the student in writing before each independent study begins.
- b. When independent study is used to substitute for a required course, the institution must ensure that the content, scope, depth, and learning expectations of the required course are fulfilled by the independent study. *[Note: Item 3.b. applies to Degree-Granting Standards only.]*

4. Degree Requirements

Each institution determines the extent to which independent study is to be a means for meeting the requirements for each degree that it offers. However, if a degree is based primarily on course requirements that are to be taken in formal classes, normally, independent study is not substituted for more than 20% of such required courses.

Reletter remaining sections.

Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs

NASM Handbook 2005-2006 – pages 83-86

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

I. Baccalaureate Degrees in Music Education

3. Desirable Attributes, Essential Competencies, and Professional Procedures

Revise Section VIII.I.3.b. as follows:

The following competencies and procedures provide means for developing these attributes:

b. Music Competencies. The profession of school music teacher now encompasses a wide range of traditional, emerging, and experimental purposes, approaches, content, and method. Each institution makes choices about what, among many possibilities, it will offer prospective specialist music teachers. Institutions may offer a comprehensive curriculum involving two or more specializations and/or focus on one or more particular specializations. The following standards provide a framework for developing and evaluating a wide variety of teacher preparation program goals and achievements. Items b. (1), (2), (3), and (4) apply to all programs that prepare prospective music teachers. Items c. (1), (2), (3), and (4) apply to specializations singly or in combination as determined by the focus and content of specific program offerings determined by each institution.

In addition to those basic competencies outlined in Sections V. and VII. above, the following apply to the preparation of music teachers:

- (1) **Conducting and Musical Leadership.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.
- (2) **Arranging.** The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.
- (3) **Functional Performance.** In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching specialization are also essential.
- (4) **Analysis/History/Literature.** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

Add new item 3.c. as follows:

c. Specialization Competencies. Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music.

- (1) **General Music.** Listed below are essential competencies and experiences for the general music teaching specialization:
 - (a) Musicianship, vocal, and pedagogical skills sufficient to teach general music;
 - (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music;
 - (c) The ability to lead performance-based instruction;
 - (d) Laboratory and field experiences in teaching general music.
- (2) **Vocal/Choral Music.** Listed below are essential competencies and experiences for the vocal/choral teaching specialization:
 - (a) Vocal and pedagogical skill sufficient to teach effective use of the voice;
 - (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music;
 - (c) Experience in solo vocal performance and choral ensemble;
 - (d) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments;
 - (e) Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.
- (3) **Instrumental Music.** Listed below are essential competencies and experiences for the instrumental music teaching specialization:
 - (a) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups;
 - (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music;
 - (c) Experiences in solo instrumental performance, as well as in both small and large instrumental ensembles;
 - (d) Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.
- (4) **Specific Music Fields or Combinations.** Listed below are essential competencies and experiences for music teaching specialization(s) focused on either one or a combination of areas such as composition, electronic and computer music, ethnic music, guitar, small ensembles, jazz, keyboard, orchestral music, music history and theory, music in combination with other disciplines, music technologies, and popular music; or combinations of one or more of these types of content with aspects of the general, vocal/choral, or instrumental specializations:
 - (a) Knowledge and skill in the selected area(s) of specialization sufficient to teach beginning and intermediate students effectively;
 - (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for the area(s) of specialization;
 - (c) In-depth experiences with the creative and/or performance and/or scholarly aspects of the selected area of specialization as required by the nature and content of that specialization;
 - (d) The ability to use instruments, equipment, and technologies associated with the area(s) of specialization;

- (e) Laboratory experience in teaching beginning students in the area(s) of specialization, individually, in small groups, and in larger classes.

Revise item 3.d. (formerly item 3.c.) as follows:

- d. Teaching Competencies.** The musician-teacher should understand the total contemporary educational program—including relationships among the arts—in order to apply music competencies in teaching situations, and to integrate music instruction into the total process of education. Essential competencies are:
- (1) Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.
 - (2) An understanding of child growth and development and an understanding of principles of learning as they relate to music.
 - (3) The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
 - (4) Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
 - (5) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
 - (6) An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

Revise item 3.e. (formerly item 3.d.) as follows:

- e. Professional Procedures.** In order to implement programs to achieve the competencies identified in the foregoing sections, the following standards and guidelines apply:

- (1) Program purposes and requirements must be clear to prospective students, the profession, potential employers of graduates, and the public.

A program may focus on an area of specialization as listed above in items c.(1), (2), (3), and (4). A program may focus on the traditional vocal/choral/general/instrumental combination. A program may have a unique focus or purpose that combines two or more of the many possible specializations as listed in item c.(4). Whatever choices are made about purpose and focus, degree titles and descriptions must be consistent with curricular content and requirements. The following information must be clearly stated for each music teacher preparation program offered by an institution:

- (a) the specific area(s) included in a comprehensive or specialization-focused program;
- (b) the subject matters to be addressed in the program and in supportive areas;
- (c) expectations regarding breadth and depth of study and engagement;
- (d) expectations for the development of artistic, intellectual, and pedagogical competencies, and specifically, what students must know and be able to do in order to graduate from the program;
- (e) the relationship of program purposes, content, and graduation expectations to licensure requirements.

- (2) Music education methods courses should be taught or supervised by the institution's music education faculty who have had successful experience teaching music in elementary and/or secondary schools, and who maintain close contact with such schools.
- (3) Institutions should encourage observation and teaching experiences prior to formal admission to the teacher education program; ideally, such opportunities should be provided in actual school situations. These activities, as well as continuing laboratory experiences, must be supervised by qualified music personnel from the institution and the cooperating schools. The choice of sites must enable students to develop competencies consistent with standards outlined above, and must be approved by qualified music personnel from the institution.
- (4) Institutions should establish specific evaluative procedures to assess students' progress and achievement. The program of evaluation should include an initial assessment of student potential for admission to the program, periodic assessment to determine progress throughout the program, and further assessment after graduation.
- (5) Institutions should provide opportunities for advanced undergraduate study in such areas as conducting, composition, and analysis.

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