

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Policies and Procedures for Reviews of New Curricula

- 1. Consultative Review (*optional*)**
- 2. Plan Approval (*required*)**
- 3. Final Approval for Listing (*required*)**

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**Applicable for Reviews:
2016-2017 through 2025-2026**

National Office

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In addition to the NASM *Policies and Procedures for Reviews of New Curricula* (this document), the following are necessary: (1) [Instructions for Preparing Curricular Tables in the NASM Format](#); and (2) the latest edition of the NASM *Handbook*, including any current addenda. If the application is for a planned degree in music therapy, the institution must also use the [Music Therapy Supplement](#) to these procedures. These texts are available on the NASM Web site.

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

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

Policies and Procedures for Reviews of New Curricula

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**Required Curricular Tables for
Applications for Consultative Review and Applications for Plan Approval
for Non-Degree-Granting Institutions, Community Colleges, and
Baccalaureate and Graduate Degree-Granting Institutions**

As indicated in question 2 under all sections of this document titled “Application for Consultative Review” or “Application for Plan Approval,” a curricular table in the NASM format for each track/concentration/area of emphasis within every major of each music curriculum submitted must accompany all such applications.

To ensure consistent review, these must be prepared in accordance with the specific instructions and examples provided in a separate document entitled *Instructions for Preparing Curricular Tables in the NASM Format*.

In preparing applications for Plan Approval and/or Consultative Review, please download the most recent version of this document from the NASM Web site.

POLICIES AND PROCEDURES FOR REVIEWS OF NEW CURRICULA

Consultative Review – Plan Approval – Final Approval for Listing

**Commission on Accreditation
Commission on Community College Accreditation**

PLEASE NOTE: If the application is for a planned degree in music therapy, the [NASM Procedures: Music Therapy Supplement](#) must be used in conjunction with the *Policies and Procedures for Reviews of New Curricula* (this document).

I. Policies

As stated in the *NASM Handbook*, Rules of Practice and Procedure, Part II, Article VI, all new or substantially revised curricula must be approved by the appropriate NASM Commission prior to the time the new program is publicized or ready to accept students.

Recognizing the wide variety of procedures used by institutions for developing and ratifying the new curricula, NASM uses the following format for its reviews of new curricular programs:

A. Consultative Review – *Optional*

1. A consultative review by the appropriate Commission may be requested by the institution at any time prior to final institutional commitment to admit students to the degree or program. However, it is recommended that a consultative review be sought after the music unit has agreed upon the curricular plan and, in multipurpose institutions, when the curricular plan has received endorsement from the next level of administration above the music unit. If other instructional units are involved, as in the case of combined curricula, the consultative review normally would not take place until agreement was reached on the program among the cooperating units.
2. Consultative review is strongly recommended for institutions that must undergo a lengthy series of steps at the campus level and beyond before new degrees or programs receive formal ratification, and for institutions planning offerings at new degree levels.
3. To initiate the consultative review process, an institution prepares materials following the outline provided in this document under the heading “Application for Consultative Review or Plan Approval for New Non-Degree-Granting Programs,” “Application for Consultative Review or Plan Approval for New Community College Curricula,” “Application for Consultative Review or Plan Approval for New Undergraduate Curricula,” or “Application for Consultative Review or Plan Approval for New Graduate Curricula,” as appropriate. Such documentation is submitted according to the procedures outlined below.
4. The appropriate Commission will review these materials and offer consultative advice about the program as measured against NASM Standards. The Commission itself will take no official action. A report of the findings will be sent to the music executive and any other individual designated by the institution requesting the optional consultative review.

5. These findings do not constitute official accreditation action; therefore, no listing of the curriculum will appear in NASM publications.
6. Institutions may apply for a consultative review of new curricula concurrent with an application for Membership or renewal of Membership. Institutions requesting a review of both applications must submit the application for a consultative review following the outline provided in this document. The application for Membership or renewal of Membership should follow the outline provided in the NASM membership *Procedures* documents.

B. Plan Approval – Required

1. An official request for Plan Approval is required after institutional approval and before students are admitted into the new degree or program. If institutional approval is imminent, a curricular program anticipating institutional approval at all levels may be submitted for Plan Approval. However, Plan Approval may be granted only upon demonstration of compliance with applicable standards and confirmation of institutional approvals. Materials are submitted to the Association according to the format and under the conditions outlined in this document. The Plan Approval format for new non-degree-granting programs is found on pages 7-8; the Plan Approval format for new community college curricula is found on pages 9-10; the Plan Approval format for new undergraduate curricula is found on pages 11-13; and the Plan Approval format for new graduate curricula is found on pages 13-16.
2. Institutions submitting applications for Membership or renewal of Membership may also apply for Plan Approval and/or Final Approval for Listing for new curricula by following only the format provided in the NASM *Procedures for the Self-Study Document (for Format A and Format B, see Section II, Instructional Programs; or for Format C, see Section I, Instructional Programs)*.
3. **Possible Commission Actions on Applications for Plan Approval:**
 - a. The application for Plan Approval is approved.
 - b. The application for Plan Approval is approved with a request for one or more progress reports confirming implementation of plans and/or attention to continuing developmental issues as outlined by the Commission.
 - c. Action on the application for Plan Approval is deferred pending one or more of the following:
 - (1) Receipt of additional information necessary to determine whether the program meets NASM Standards;
 - (2) Response to the stated concerns of the Commission about failure to meet NASM Standards; or
 - (3) Response indicating the correction of deficiencies as outlined by the Commission.

Responses may be requested in the form of written submissions.
 - d. The application for Plan Approval is denied with notice of rights to request reconsideration or to appeal.

4. The action of the Commission on a formal application for Plan Approval represents an official accreditation decision.
5. When Plan Approval is granted by the appropriate Commission, the degree or program will be listed in NASM publications in italics.

C. Final Approval For Listing – *Required*

1. When transcripts or other written evidence of program completion for at least three students are available for each new non-degree-granting program, the Commission on Accreditation will review an application for Final Approval for Listing based on materials submitted in the format outlined on page 18.
2. When three transcripts are available for each new community college or undergraduate curriculum, and/or two transcripts are available for each graduate curriculum, the appropriate Commission will review an application for Final Approval for Listing based on materials submitted in the format outlined on page 19.

3. Possible Commission Actions on Applications for Final Approval for Listing:

- a. The application for Final Approval for Listing is approved.
- b. The application for Final Approval for Listing is approved with a request for one or more progress reports confirming implementation of plans and/or attention to continuing developmental issues as outlined by the Commission.
- c. Action on the application for Final Approval for Listing is deferred pending one or more of the following:
 - (1) Receipt of additional information necessary to determine whether the program meets NASM Standards;
 - (2) Response to the stated concerns of the Commission about failure to meet NASM Standards; or
 - (3) Response indicating the correction of deficiencies as outlined by the Commission.

Responses may be requested in the form of written submissions.

- d. The application for Final Approval for Listing is denied with notice of rights to request reconsideration or to appeal.
4. The action of the Commission on a formal application for Final Approval for Listing represents an official accreditation decision.
5. When Final Approval for Listing is granted by the appropriate Commission, the degree or program will be listed in NASM publications in regular type.

D. Commission Review

1. All applications will be reviewed by the appropriate Commission.
2. The Commission on Accreditation reviews associate, baccalaureate, and graduate degree programs offered by institutions offering the four-year baccalaureate and/or graduate

degrees; postsecondary non-degree-granting programs offered by baccalaureate and graduate degree-granting institutions; and community education programs in all types of institutions (preparatory programs, continuing education programs, etc.); and free-standing non-degree-granting institutions at the postsecondary, professional level.

3. The Commission on Community College Accreditation reviews associate degree programs offered by community colleges and community or postsecondary non-degree-granting programs offered by associate degree-granting institutions organized as community colleges.
4. The Commission on Accreditation meets semiannually in June and November.
5. The Commission on Community College Accreditation meets annually in November.
6. Following the meetings, a written communication describing Commission action based on the application materials for Plan Approval and/or Final Approval for Listing is transmitted to the applicant institution's music executive, president or chancellor, provost, and dean. The communication will contain a clear statement of the official accreditation action and may contain recommendations. However, the text distinguishes between accreditation actions and other matters.
7. With respect to materials submitted for optional Consultative Review by the Commission, the music executive and any other individual designated by the institution requesting consultative review will receive a letter from the NASM Executive Director reporting the Commission's findings and advice regarding the proposed new program(s). Letters transmitting Commission advice concerning curricula submitted for consultative review do not represent accreditation action by the Commission.

E. Deadlines

Requisite materials must reach the NASM National Office no later than:

- May 1 for consideration at a June Commission meeting.
- October 1 for consideration at a November Commission meeting.

Please note: Failure to submit material by the deadlines noted above may postpone a review of the materials until the following meeting of the Commission.

Please note: If a program in music therapy is being submitted for review, the deadlines outlined in the document [NASM Procedures: Music Therapy Supplement](#) supersede those indicated above.

F. Number of Copies

Materials for each new curriculum should be submitted in two (2) copies.

G. Format

1. A cover sheet should be provided with the following information:
 - a. Name and address of institution

- b. Name of president or chief executive officer
 - c. Music executive's name and title
 - d. NASM Commission(s) to which the new curriculum is being submitted
 - e. Program(s) or degree(s) to be considered, named by level, major, and track/concentration/area of emphasis (if designated)
 - f. Submitted for:
 - (1) Consultative Review
 - (2) Plan Approval
 - (3) Final Approval for Listing
 - (4) Plan Approval and Final Approval for Listing
2. Only standard 8½ x 11-inch letter-size paper should be used.
 3. Each set of materials should be punched to fit a standard three-ring notebook (i.e., centers of holes should measure 1¼, 5½, and 9¾ inches from the bottom of the page).
 4. Non-standard-size materials (transcripts, programs, etc.) should be enclosed in labeled, unsealed manila envelopes. Please include any supporting materials (e.g., handbook, promotional materials), including oversized or undersized items in a separate reclosable envelope labeled with the institution's name and the envelope's general contents.
 5. Each copy of the materials should be held together with a paper clip in the upper left-hand corner.

H. Institutional Catalogs

Two (2) copies of the latest edition of all pertinent catalog materials, along with the materials for new curricula, should be submitted; or the institution may provide the direct URL to its online catalog.

I. Mailing Address

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

II. When to Apply for Consultative Review or Plan Approval

A. Consultative Review

1. A consultative review may be requested at any time prior to final institutional commitment to admit students to the new degree or program. However, it is recommended that the consultative review be sought after the music unit has agreed upon the curricular plan and, in multipurpose institutions, when the curricular plan has received endorsement from the next level of administration above the music unit.
2. If other instructional units are involved, as in the case of combined curricula, the consultative review normally would not take place until agreement was reached on the degree or program among the cooperating units.

B. Plan Approval

1. It is required that Plan Approval be sought after institutional approval and before students are admitted into the new degree or program and before the new degree or program is listed in the institution's catalog.
2. If institutional approval is imminent, a curricular program anticipating institutional approval at all levels may be submitted for Plan Approval. However, Plan Approval may be granted only upon demonstration of compliance with applicable standards and confirmation of institutional approvals.
3. Institutions with programs in place that have the appropriate number of graduates but that have not received Plan Approval may apply for Plan Approval and Final Approval for Listing at the same time.

III. Application for Consultative Review or Plan Approval

A. New Non-Degree-Granting Programs

Before proceeding with Section III.A., please review the following notes:

- In response to each question, the text should reflect thorough consideration of the standards outlined in the most recent NASM *Handbook*, including applicable appendices and any current addendum. Deviations from those standards should be clearly identified and explained.
- Please address all items below for each new instructional program or course offering.

For each new instructional program or offering, please provide:

1. The title of the instructional program or course offering, followed by a statement of purposes (for example, the program's intended contribution to the field of music, for whom the program is intended, its preparational emphasis, its aspirations for student achievement, etc.) and if a credential is awarded (certificate, diploma, etc.), a statement regarding any specific requirements for completion, including the level(s) of competency expected. Titles must be consistent with content requirements.
2. A curricular table in the NASM format. Further instructions are provided in a separate document entitled *Instructions for Preparing Curricular Tables in the NASM Format*.
3. An assessment of compliance with NASM standards applicable to the new program, and a statement explaining how achievements of students and the program will be evaluated. Refer to the NASM *Handbook*, all applicable curricular standards outlined in Standards for Accreditation III., XVII. through XX., and applicable appendices.
 - a. Required levels of achievement may be documented in many ways, including but not limited to admission criteria, program expectations, course syllabi, graduation regulations, examination guidelines, grade level requirements, and so forth.
 - b. If the program is partially or entirely delivered by *distance learning*, it must be thoroughly analyzed taking into account specific NASM standards in this area. Refer to the NASM *Handbook*, Standards for Accreditation III.H.
 - c. If the program is explicitly designed as a *multi- or interdisciplinary combination*, and in which the discipline of music is either the primary or home discipline or constitutes over 25% of the requirements to complete the program, it must be thoroughly analyzed taking into account specific NASM standards for disciplines in combination. Refer to the NASM *Handbook*, Standards for Accreditation III.I.
 - d. If the program is focused on *electronic media*, it must be thoroughly analyzed taking into account specific NASM standards in this area. Refer to the NASM *Handbook*, Standards for Accreditation III.J.

4. Information concerning faculty documenting that teaching responsibilities are commensurate with background and preparation.

Current Faculty

- ◆ Create a table or other format and use it to provide the following for each full-time and part-time member of the music faculty concerned with the new program:
 - a) Name; b) year hired; c) rank; d) tenure status; e) degrees or credentials earned with institution, majors, and emphases; f) if music education faculty, Pre-K–12 teaching experience; g) current areas of teaching; h) specific responsibilities for the new program.
- ◆ Please separate full-time and part-time faculty with a tab; and
- ◆ Provide short summary biographical information for the director and/or major professor(s) of the program. These materials must indicate areas of creative work and research.

Faculty to be Hired

- ◆ If faculty are to be recruited, specify the number of new positions with qualifications and ranks for each.
5. The present and projected fiscal resources relevant to the new program. 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.
 6. Available and/or projected facilities relevant to the new program.
 7. A description (or listing) of current and/or projected library holdings and learning resources (including electronic access) relevant to the new program.
 8. A rationale for the new program including the following points:
 - a. Reasons for adding this program.
 - b. Unique aspects of this program as distinguished from other programs or courses presently offered.
 - c. Number of students expected to be served.
 - d. Expectations for placement of graduates (*not applicable to non-professional programs*).
 9. 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).

B. New Community College Curricula

Before proceeding with Section III.B., please review the following notes:

- In response to each question, the text should reflect thorough consideration of the standards outlined in the most recent NASM *Handbook*, including applicable appendices and any current addendum. Deviations from those standards should be clearly identified and explained.
- Please address all items below for each track/concentration/area of emphasis of every new two-year curriculum (e.g., Associate of Arts in Music; Associate of Arts in Music [with an emphasis in Music History]; Associate of Fine Arts in Music Performance; Associate of Fine Arts in Music Education; etc.), noting whether it is (a) an offering with an occupational emphasis; (b) an offering providing a liberal education with a music major; or (c) a program intended to prepare students for continuing study toward liberal arts or professional baccalaureate degrees in music.
- If a program in music therapy is being submitted for review, the [NASM Procedures: Music Therapy Supplement](#) must be used in conjunction with the *Policies and Procedures for Reviews of New Curricula* (this document).

For each track/concentration/area of emphasis within each new two-year curriculum, please provide:

1. The degree title, with emphasis if applicable, followed by a statement of purposes (for example, the degree's intended contribution to the field of music, for whom the degree is intended, its preparational emphasis, its aspirations for student achievement, etc.). Degree titles must be consistent with content requirements.
2. A curricular table in the NASM format. Further instructions are provided in a separate document entitled *Instructions for Preparing Curricular Tables in the NASM Format*.
3. An assessment of compliance with NASM standards for the new degree. (*Refer to the NASM Handbook, all applicable instructional standards outlined in Standards for Accreditation III. through VI., and any applicable Handbook appendices.*)
 - a. This assessment must address the competencies required by applicable Standards in terms of specific content, expectations for knowledge and skills development, and levels of achievement required for graduation as determined by the institution.
 - b. Required levels of achievement may be documented in many ways, including but not limited to admission criteria, program expectations, course syllabi, graduation regulations, examination guidelines, grade level requirements, and so forth.
 - c. If the program is partially or entirely delivered by *distance learning*, it must be thoroughly analyzed taking into account specific NASM standards in this area. Refer to the *NASM Handbook*, Standards for Accreditation III.H.
 - d. If the program is explicitly designed as a *multi- or interdisciplinary combination*, and in which the discipline of music is either the primary or home discipline or constitutes over 25% of the requirements to complete the program, it must be thoroughly analyzed taking into account specific NASM standards for disciplines in combination. Refer to the *NASM Handbook*, Standards for Accreditation III.I.

- e. If the program is focused on *electronic media*, it must be thoroughly analyzed taking into account specific NASM standards in this area. Refer to the *NASM Handbook*, Standards for Accreditation III.J.
4. Information concerning faculty documenting that teaching responsibilities are commensurate with background and preparation.

Current Faculty

- ◆ Create a chart or other format and use it to provide the following for each full-time and part-time member of the music faculty concerned with the new program:
 - a) Name; b) year hired; c) rank; d) tenure status; e) degrees or credentials earned with institution, majors, and emphases; f) if music education faculty, Pre K–12 teaching experience; g) current areas of teaching; h) specific responsibilities for the new program.
- ◆ Please separate full-time and part-time faculty with a tab; and
- ◆ Provide short summary biographical information for the director and/or major professor(s) of the program. These materials must indicate areas of creative work and research.

Faculty to be Hired

- ◆ If faculty are to be recruited, specify the number of new positions with qualifications and ranks for each.
5. 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.
 6. Available and/or projected facilities relevant to the new curriculum.
 7. A description (or listing) of current and/or projected library holdings and learning resources (including electronic access) relevant to the new curriculum.

List expenditures for music library 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 provide a total for each year.

8. A rationale for the new curriculum including the following points:
 - a. Reasons for adding this program.
 - b. Unique aspects of this program as distinguished from other programs or courses presently offered.
 - c. Number of students expected to be served.
 - d. Expectations for placement of graduates.
9. 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).

C. New Undergraduate Curricula

Before proceeding with Section III.C., please review the following notes:

- In response to each question, the text should reflect thorough consideration of the standards outlined in the most recent NASM *Handbook*, including applicable appendices and any current addendum. Deviations from those standards should be clearly identified and explained.
- Please address all items below for each track/concentration/area of emphasis of every new undergraduate curriculum (e.g., Bachelor of Arts in music; Bachelor of Arts in Music [with an emphasis in Music History]; Bachelor of Music in Performance; Bachelor of Music in Music Education; etc.).
- If a program in music therapy is being submitted for review, the [NASM Procedures: Music Therapy Supplement](#) must be used in conjunction with the *Policies and Procedures for Reviews of New Curricula* (this document).

For each track/concentration/area of emphasis within each new baccalaureate curriculum, please provide:

1. The degree title, with emphasis if applicable, followed by a statement of purposes (for example, the degree's intended contribution to the field of music, for whom the degree is intended, its preparational emphasis, its aspirations for student achievement, etc.). Please review the NASM *Handbook*, Standards for Accreditation IV., "Undergraduate Programs in Music," and ensure that the titles of the degree and any emphases are consistent with content requirements.
2. A curricular table in the NASM format. Further instructions are provided in a separate document entitled *Instructions for Preparing Curricular Tables in the NASM Format*.
3. An assessment of compliance with NASM standards for the new degree. (*Refer to the NASM Handbook, all applicable instructional standards outlined in Standards for Accreditation III. through IX., and appropriate Handbook appendices.*)
 - a. This assessment must address the competencies required by applicable standards in terms of specific content, expectations for knowledge and skills development and levels of achievement required for graduation as determined by the institution, and means for evaluating student and program achievement.
 - b. Required levels of achievement may be documented in many ways, including but not limited to admission criteria, program expectations, course syllabi, graduation regulations, examination guidelines, grade level requirements, and so forth.
 - c. Institutions offering professional degrees as defined in the NASM *Handbook* give special attention to common standards and goals for all professional degrees and to essential competencies, experiences, and opportunities for various music major programs. Refer to the NASM *Handbook*, Standards for Accreditation VIII. and IX., and appropriate *Handbook* appendices. Applicable appendix statements must be addressed if the program has major, minor, or emphasis requirements in opera or musical theatre, music industry, music engineering/recording technology, or conducting.
 - d. Institutions offering liberal arts degrees as defined in the NASM *Handbook* give special attention to common standards and goals for all liberal arts degrees. Refer to the NASM *Handbook*, Standards for Accreditation VII., and appropriate *Handbook* appendices.) Applicable appendix statements must be addressed if the program has major, minor, or

emphasis requirements in opera or musical theatre, music industry, music engineering/recording technology, or conducting.

- e. If the program is partially or entirely delivered by *distance learning*, it must be thoroughly analyzed taking into account specific NASM standards in this area. Refer to the *NASM Handbook*, Standards for Accreditation III.H.
 - f. If the program is explicitly designed as a *multi- or interdisciplinary combination*, and in which the discipline of music is either the primary or home discipline or constitutes over 25% of the requirements to complete the program, it must be thoroughly analyzed taking into account specific NASM standards for disciplines in combination. Refer to the *NASM Handbook*, Standards for Accreditation III.I.
 - g. If the program is focused on *electronic media*, it must be thoroughly analyzed taking into account specific NASM standards in this area. Refer to the *NASM Handbook*, Standards for Accreditation III.J.
4. Information concerning faculty documenting that teaching responsibilities are commensurate with background and preparation.

Current Faculty

- ◆ Create a chart or other format and use it to provide the following for each full-time and part-time member of the music faculty concerned with the new program:
 - a) Name; b) year hired; c) rank; d) tenure status; e) degrees or credentials earned with institution, majors, and emphases; f) if music education faculty, Pre-K–12 teaching experience; g) current areas of teaching; and h) specific responsibilities for the new program.
- ◆ Please separate full-time and part-time faculty with a tab; and
- ◆ Provide short summary biographical information for the director and/or major professor(s) of the program. These materials must indicate areas of creative work and research.

Faculty to be Hired

- ◆ If faculty are to be recruited, specify the number of new positions with qualifications and ranks for each.
5. 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.
 6. Available and/or projected facilities relevant to the new curriculum.
 7. A description (or listing) of current and/or projected library holdings and learning resources (including electronic access) relevant to the new curriculum.

List expenditures for music library 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 provide a total for each year.

8. A rationale for the new curriculum including the following points:
 - a. Reasons for adding this program.
 - b. Unique aspects of this program as distinguished from other programs or courses presently offered.
 - c. Number of students expected to be served.
 - d. Expectations for placement of graduates.
9. 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).

D. New Graduate Curricula

Before proceeding with Section III.D., please review the following notes:

- In response to each question, the text should reflect thorough consideration of the standards outlined in the most recent NASM *Handbook*, including applicable appendices and any current addendum. Deviations from those standards should be clearly identified and explained.
- NASM strongly recommends that institutions planning to offer degrees at the master's or doctoral level for the first time request an on-site review by NASM evaluators as part of the application for Plan Approval.
 - ◇ The procedures will be essentially the same as those for accreditation reviews except that the Plan Approval document outlined below will serve as the Self-Study and the same outline will serve as the basis for the evaluation report.
 - ◇ Please refer to the evaluation calendar on page 21 of this document. Also provided is a Notice of Request for On-Site Evaluation form to be used in conjunction with an application for Plan Approval for the first degrees in music at the master's or doctoral level offered by an institution.
- Please address all items below for each track/concentration/area of emphasis of every new graduate curriculum (e.g., Master of Arts in Music; Master of Music in Performance; Master of Music in Performance [with an emphasis in Pedagogy]; Doctor of Musical Arts in Composition; Doctor of Philosophy in Musicology; etc.).
- If a program in music therapy is being submitted for review, the [*NASM Procedures: Music Therapy Supplement*](#) must be used in conjunction with the *Policies and Procedures for Reviews of New Curricula* (this document).

For each area of emphasis within each new graduate curriculum, please provide:

1. The degree title, with emphasis if applicable, followed by a statement of purposes (for example, the degree's intended contribution to the field of music, for whom the degree is intended, its preparational emphasis, its aspirations for student achievement, etc.).
2. A curricular table in the NASM format. Further instructions are provided in a separate document entitled *Instructions for Preparing Curricular Tables in the NASM Format*.

3. An assessment of compliance with NASM standards for the new graduate degree. (*Refer to the NASM Handbook, all applicable instructional standards outlined in Standards for Accreditation III. and X. through XVI., and appropriate Handbook appendices.*)
 - a. This assessment must address the competencies required by applicable standards in terms of specific content, expectations for knowledge and skills development and levels of achievement required for graduation as determined by the institution, and means for evaluating student and program achievement.
 - b. Required levels of achievement may be documented in many ways, including but not limited to admission criteria, program expectations, course syllabi, graduation regulations, examination guidelines, grade level requirements, and so forth.
 - c. Institutions offering various levels of graduate degrees as defined in the *NASM Handbook* give special attention to common standards and goals for all graduate degrees and to essential competencies, experiences, and opportunities for specific programs, and to applicable standards stated in *Handbook* appendices, especially if the program has major or emphasis requirements in opera or musical theatre, conducting, music industry, or music engineering/recording technology.
 - d. If the program is partially or entirely delivered by *distance learning*, it must be thoroughly analyzed taking into account specific NASM standards in this area. Refer to the *NASM Handbook*, Standards for Accreditation III.H.
 - e. If the program is explicitly designed as a *multi- or interdisciplinary combination*, and in which the discipline of music is either the primary or home discipline or constitutes over 25% of the requirements to complete the program, it must be thoroughly analyzed taking into account specific NASM standards for disciplines in combination. Refer to the *NASM Handbook*, Standards for Accreditation III.I.
 - f. If the program is focused on *electronic media*, it must be thoroughly analyzed taking into account specific NASM standards in this area. Refer to the *NASM Handbook*, Standards for Accreditation III.J.
 - g. **A discussion of the following must be included:**
 - (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; and 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.
 - (a) Provide the required undergraduate grade point average in the new graduate curriculum if the applicant has had no previous graduate study (A = _____).
 - (b) Provide the required grade point average in previous graduate work for the new graduate curriculum (A = _____).
 - (c) Describe the residence requirements for the new graduate curriculum.
 - (d) Is credit from other institutions transferable to the new graduate curriculum? If so, describe the institution's policies.
 - (f) What is the minimum number of credit hours (specify quarter or semester) required beyond the baccalaureate for the new graduate curriculum.

- (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.
 - (5) Description and evaluation of the institution's approaches to the development of teaching and other professionally related skills for students in the new graduate program. Refer to the NASM *Handbook*, Standards for Accreditation X.A.7., "Preparation for the Professions."
 - (6) Description and evaluation of the institution's approaches intended to develop breadth of competence for students in the new graduate program. Refer to the NASM *Handbook*, Standards for Accreditation X.A.6., "Breadth of Competence."
4. Information concerning faculty documenting that teaching responsibilities are commensurate with background and preparation.

Current Faculty

- ◆ Create a table or other format and use it to provide the following for each full-time and part-time member of the music faculty concerned with the new program:
 - a) Name; b) year hired; c) rank; d) tenure status; e) degrees or credentials earned with institution, majors, and emphases; f) if music education faculty, Pre-K–12 teaching experience; g) current areas of teaching; and h) specific responsibilities for the new program.
- ◆ Please separate full-time and part-time faculty with a tab; and
- ◆ Provide short summary biographical information for the director and/or major professor(s) of the program. These materials must indicate areas of creative work and research.

Faculty to be Hired

- ◆ If faculty are to be recruited, specify the number of new positions with qualifications and ranks for each.

Graduate Faculty

- (a) How are graduate faculty members selected and designated?
 - (b) Describe and evaluate the institution's policy regarding teaching load credit for the direction of graduate dissertations, projects, etc.
 - (c) To what extent is there a sufficient number of qualified faculty adequate to administer this new curriculum as well as the other curricula in place at the institution?
5. Description of 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.
6. Description of available and/or projected facilities relevant to the new curriculum.
7. Description and evaluation of current and/or projected programs and practices for
- (a) maintenance of physical plant and equipment, (b) replacement of equipment, (c) updating

equipment in areas where goals and objectives require current technology, and (d) security relevant to the new graduate degree.

8. A description (or listing) of current and/or projected library holdings and learning resources (including electronic access) relevant to the new curriculum. Evaluate these library holdings and learning resources, if applicable, in relation to the needs of (a) graduate music students, (b) graduate music faculty, and (c) graduate curricular offerings. This should involve special emphasis on an analysis of present and future needs related directly and indirectly to the new curriculum.

List expenditures for music library 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 provide a total for each year.

9. A rationale for the new curriculum including the following points:
 - (a) Reasons for adding this degree program.
 - (b) Unique aspects of this degree as distinguished from other programs or options presently offered.
 - (c) Number of students expected to be served.
 - (d) Expectations for placement of graduates.
10. 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).
11. Explain how and by whom the new graduate degree is controlled, administered, and evaluated, including any distribution of responsibility between the music unit and an institution-wide graduate structure, with special attention to: (a) admission, (b) retention, (c) degree programs and requirements, and (d) graduation requirements.
12. If the institution already offers graduate degrees in music, indicate the context for the proposed new graduate degree by:
 - (a) Documenting how the total graduate effort in music provides a traditional and/or virtual community of student and faculty of sufficient size and scope to permit the formal and informal sharing of experiences, ideas, and knowledge.
 - (b) Providing the number of graduates and undergraduates enrolled in each music class in which both graduate and undergraduate credit is granted.
 - (c) Reporting the number of:
 - (1) master's degrees granted in music in the twelve months preceding last June 30, and
 - (2) doctoral degrees granted in music in the twelve months preceding last June 30.

IV. When to Apply for Final Approval for Listing

A. Non-Degree-Granting Curricula

The Commission on Accreditation will review an application for Final Approval for Listing when transcripts or other written evidence of program completion for at least three students are available.

B. Community College Curricula

The Commission on Community College Accreditation will review an application for Final Approval for Listing when transcripts for at least three graduates from the degree are available.

C. Undergraduate Degree Programs

The Commission on Accreditation will review an application for Final Approval for Listing when transcripts for at least three graduates from the degree are available.

D. Graduate Degree Programs

The Commission on Accreditation will review an application for Final Approval for Listing when transcripts for at least two graduates from the degree are available.

V. Application for Final Approval for Listing

A. Non-Degree-Granting Curricula

Submit the following (two copies of each):

1. Provide transcripts or other written evidence that a minimum of three students have completed the new program.

Include a specific designation of the credential conferred and a coding by number, letter, or color for each course according to the categories of the curricular table previously submitted for Plan Approval (for example, all studies in the major area marked “A,” all supportive courses marked “B,” all general studies courses marked “C,” and so forth).

2. Provide evidence of plans to continue the program for the next three years.
3. Provide a description of any changes in the program since Plan Approval was granted.
4. Provide copies of the program outline and/or requirements as presented in current published materials.

B. Undergraduate (Associate and Baccalaureate) and Graduate Curricula

Submit two copies of each of the following:

1. Transcripts

a. Undergraduate Curricula (Associate and Baccalaureate)

Provide a minimum of three transcripts of graduates in the new associate or baccalaureate program.

b. Graduate Curricula

Provide a minimum of two transcripts of graduates in the new graduate program.

2. The following should be included with each transcript:

- a. A specific designation of the degree conferred (i.e., major, track/concentration/area of emphasis).
- b. A coding by number, letter, or color for each course according to the categories of the curricular table previously submitted for Plan Approval (for example, all studies in the major area marked "A," all supportive courses marked "B," all general studies courses marked "C," and so forth).

Please Note: Please be sure to provide **two** copies of **each** coded transcript.

3. Supportive Materials

- a. A copy of the degree requirements as presented in current published materials (e.g., catalog, etc.).
- b. A description of any changes in the degree since Plan Approval was granted, including coursework which has been added/removed. Descriptions and syllabi should be provided for any new coursework.
- c. An explanation of any deviations between the transcripts submitted and the published degree requirements.

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EVALUATION CALENDAR

For Institutions Requesting An On-Site Evaluation

in conjunction with an application for Plan Approval for the first degree(s) in music at the master's or doctoral level to be offered at the institution

ACTION	For Consideration at the Commission Meetings in JUNE	For Consideration at the Commission Meetings in NOVEMBER
Notice of Request for On-Site Evaluation of New Curricula Form* to the NASM National Office <i>(Please see note below)</i>	At least two years before the projected date of the on-site visit, and not later than one year prior to the visit	At least two years before the projected date of the on-site visit, and not later than one year prior to the visit
Plan Approval Application, Institutional Catalogs, and Supportive Material to the NASM Visiting Evaluators	At least four weeks before the visit	At least four weeks before the visit
Plan Approval Application, Institutional Catalogs, and Supportive Material to the NASM National Office	At least four weeks before the visit	At least four weeks before the visit
Visitation Period	September 1 – February 15 (or as arranged with staff)	February 15 – June 1 (or as arranged with staff)
Visitors' Report to the NASM National Office	Within six weeks of visit	Within six weeks of visit
Visitors' Report to the Institution	Upon completion of National Office review process, which commences upon receipt and concludes as quickly as possible thereafter	Upon completion of National Office review process, which commences upon receipt and concludes as quickly as possible thereafter
Institution's Optional Response to the Visitors' Report to the NASM National Office	As early as possible and not later than May 1	As early as possible and not later than October 15
NASM Commission Meets	First week in June	Third week in November
Institution Notified of Commission Action	Within thirty days of Commission meeting	Within thirty days of Commission meeting

***Please Note:**

In order to be assured of an on-site visit during the preferred time period, institutions should submit the Notice of Request for On-Site Evaluation form at least two years before the projected date of the visit; however, the form must be received in the NASM National Office no later than one year prior to the on-site visit date.

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National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21

Reston, Virginia 20190-5248

Attention: Executive Director

NOTICE OF REQUEST FOR ON-SITE EVALUATION

in conjunction with an application for Plan Approval for the first degree(s) in music at the master's or doctoral level to be offered by an institution

Name of Institution

Street and/or Mailing Address

City

State

Zip Code

Chief Executive Officer/President: _____

Chief Academic Officer: _____

Dean of Fine Arts: _____

Total Number of Music Major Students: _____ Total Number of Music Faculty: F/T _____ P/T _____

Master's and/or doctoral degree(s) in music for which Plan Approval is being requested:

Our completed materials will arrive at least four weeks before the visit for:

Commission Action in June

Commission Action in November

VISITATION DATES. After a review of the evaluation calendar in the NASM document entitled *Policies and Procedures for Reviews of New Curricula*, we suggest the following dates for the visit (*please be specific*):

Month(s) _____ Year _____

Please append any additional information or requests concerning the review.

We now request that NASM proceed with the nomination of visitors.

Name and Title of Music Executive

Signature of Music Executive

Date

Email Address

Telephone (*include area code*)

Facsimile (*include area code*)

Web Address