

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

Procedures for Institutional Membership

PART II
**The NASM
Self-Study Document**

September 1998 Edition

These materials are applicable for
NASM visits scheduled during the academic years
1998-99, 1999-2000, 2000-01, 2001-02, 2002-03, 2003-04.

Users of this document must have a current edition
of the NASM *Handbook* and any supplements or appendices.

*Begin by writing
Appendix IV*

Questions Often Asked By First-Time Users

Is this entire document the NASM Self-Study questionnaire?

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

Does everything in this document apply to my institution?

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

Why is this document so large?

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

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

Yes. NASM encourages approaches that reduce duplication of effort. Instructions are included.

Why do I need the NASM Handbook in addition to this document?

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

The Self-Study outline essentially follows the order in which standards are presented in the *NASM Handbook*.

Who should be involved in Self-Study?

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

NOTICES

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

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

Part II describes procedures and central areas for the institution's Self-Study to be used as appropriate to the size and scope of the institution.

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

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

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

2. This text is available on diskette. For information concerning price and computer hardware/software compatibility, please contact the NASM National Office.
3. Information contained herein concerning programs, procedures, requirements, standards, and fees is subject to change without notice by the appropriate body of NASM.
4. Permission is hereby granted to copy this document for use in the accreditation process.

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The Self-Study Document

If you have questions, we encourage you to call

303-437-0700

PURPOSES AND PROTOCOLS

The document that results from the Self-Study should be a resource for future development of the music unit and for the NASM accreditation process. NASM has prepared a Self-Study format that follows essentially the same sequence as the presentation of standards and guidelines in the *NASM Handbook*.

The format that begins on page II-9 is structured so that groups of Self-Study participants may work independently with one or more sections.

Please Note:

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

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

- It is essential that a table of contents be provided corresponding to the principal items in the Self-Study document, including each heading and subheading and each of the appendices. If an outline is used that varies significantly from the NASM Outline, an index must be provided that correlates information to the NASM Outline. (This is especially important for institutions preparing Self-Studies for joint evaluations.) Users need to be able to find information quickly and accurately.
- Documents already prepared by the institution may be used in the Self-Study. These may be included in the text, or as appendices with appropriate references in the main body of the text.
- Applications for Membership from institutions with Associate Membership must include a copy of the letter from NASM granting Associate Membership.
- The term *unit* is used to designate the entire music program being reviewed for accreditation. Thus, *unit* may refer to free-standing institutions or to departments or schools that are part of larger institutions.
- The Self-Study format should be used primarily as a guide to in-depth evaluation and strategic analysis rather than as a questionnaire to organize information. Remember, the result should best serve the future of the music unit while providing a complete picture of current operations for the NASM review.

CONTENT AREAS OF THE SELF-STUDY DOCUMENT

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

I. Operations

II. Instructional Programs

III. Evaluation, Planning, and Projections

Appendix I: HEADS Data Surveys for Music (NASM Annual Reports)

Appendix II: Financial Data

Appendix III: Faculty Data

Appendix IV: Curricular Tables in the NASM Format — A curricular table for each emphasis of every curriculum is an essential part of the Self-Study document. To ensure consistent review, these must be prepared in accordance with the specific instructions provided.

Appendix V: Copies of Promotional/Student Recruitment Documents

Sections I through III of the finished Self-Study document should contain logical, succinct narratives addressing issues directly covered in the Self-Study format or raised in NASM Standards and Guidelines statements. Qualitative assessment should be the focus of all these sections.

Appendices I, II, III, IV, and V must be submitted according to NASM specifications. They contain quantitative information about the music unit. Materials presented in Appendices I through V provide major reference points for reviewing the remainder of the Self-Study. *Accurate curriculum charts are particularly important.*

SPECIAL INSTRUCTIONS FOR DEGREE-GRANTING INSTITUTIONS THAT OPERATE COMMUNITY EDUCATION PROGRAMS IN MUSIC

Many degree-granting music units offer non-degree-granting programs of study for children, youth, and adults in their communities. These range from private lessons with collegiate instructors to large, institutionalized programs with specialized professional faculty and administration. *Community music school, preparatory program, laboratory school, and community division* are among the many titles used to designate such programs when they have a specific published identity.

- ◆ If your community education program does not have a separate published identity and at least one specifically designated administrator, comment on the program only in Section I.L.: Community Involvement and Articulation with Other Schools, and in Section III as applicable. Do not provide information in Sections I.M. or II.A.
- ◆ If your community education program has a separate identity and at least one specifically designated administrator, and you are not seeking separate listing of its curricular offerings in the NASM *Directory*, comment on the program only in Section I.M.: Non-Degree-Granting Programs for the Community, and in Section III as applicable. Do not provide information in Sections I.L. or II.A.
- ◆ If your community education program seeks separate listing of its curricular offerings in the NASM *Directory*, the program should be discussed in every section of the Self-Study or in a separate Self-Study with the exceptions of Sections I.L. and I.M.

For further clarification, see NASM *Handbook*, "Rules of Practice and Procedure," Article I. Institutional Membership, Section 3. Curricular Requirement.

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

TIME FRAME

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

LENGTH AND STYLE

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

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

ELECTRONIC STORAGE AND FUTURE REVISIONS

The NASM Self-Study format is designed to facilitate electronic storage and updating. Institutions are encouraged to keep these possibilities in mind as the specific text is created. Use of excerpts for other purposes and keeping an updated version can save time and energy in both NASM and other contexts.

PREPARATION GUIDELINES

The Self-Study document should be prepared as follows:

- A title page for the Self-Study must be provided (*see instructions on page II-5, and a sample title page on page II-6 for Baccalaureate and Graduate Degree-Granting Institutions; on page II-7 for Community/Junior Colleges, and on page II-8 for Non-Degree-Granting Institutions*).
- A table of contents must be provided indicating the page on which each major section of the Self-Study begins, including each heading and subheading, and each Appendix.
- Tabs indicating major sections and appendices must be provided.
- Follow the outline presented in the Self-Study Format. Copy the title of each major section (i.e., Section I. Operations; A. Mission, Goals, and Objectives; B. Size and Scope; C. Finances; D. Governance and Administration; etc.), and give the institution's analysis directly beneath it, including, as applicable, documentation. Analysis and documentation may be presented in any format or order the institution wishes. **Institutions altering the NASM format substantially for joint evaluations or other purposes must provide an index to the Self-Study that correlates information to the NASM format.**
- Most sections of the Self-Study Format are to be used by all institutions; however, please be aware that some sections apply only to specific categories of institutions. These sections are marked as follows:

BG only

only institutions to be reviewed by the Commission on Accreditation

- ◇ Associate, baccalaureate, and graduate degree programs offered by four-year baccalaureate and/or graduate degree-granting institutions
- ◇ Postsecondary non-degree-granting programs offered by baccalaureate and graduate degree-granting institutions.
- ◇ Community education non-degree-granting programs under certain circumstances (*see page II-2*).

2100

only institutions to be reviewed by the Commission on Community/Junior College Accreditation

- ◊ Associate degree programs offered by community/junior colleges
- ◊ Postsecondary non-degree-granting programs offered by associate degree-granting institutions organized as community/junior colleges
- ◊ Community education non-degree-granting programs under certain circumstances (*see page II-2*).

1900

only institutions to be reviewed by the Commission on Non-Degree-Granting Accreditation

- ◊ Community education programs in all types of institutions (preparatory programs, continuing education, etc.) when these programs are submitted for separate listing (*see page II-2*).
- ◊ Free-standing, non-degree-granting institutions at all levels.

These notations apply to institutions, not types of programs offered (i.e., whether or not a degree-granting institution offers a non-degree-granting program, it would follow only sections marked with **2100**).

- In cases where the response to all or part of an issue is provided by the institution's published materials (catalogue, handbooks, etc.), it is suggested that photocopies of the appropriate paragraphs or pages be made, identified, and inserted behind the response to the item.
- If an issue is not pertinent or applicable at the institution, type the name of the section and note that the response is "N/A" (not applicable).
- Use only standard 8½ x 11-inch paper, punched to fit in a standard three-ring notebook (i.e., center of holes should measure 1¼, 5½, and 9¼ inches from the bottom of the page). Supporting documents (e.g., handbook, promotional materials), exclusive of bound institutional catalogues, should be either punched or enclosed in labeled, unsealed, manila envelopes (pre-punched to fit into a three-ring binder).
- Number pages consecutively at the bottom center of each page.
- Each copy of the completed, punched Self-Study should be held together only by inserting a round-head paper fastener through the center punched hole. Self-Study documents should not be bound. Please do not send the Self-Study document to the NASM National Office in three-ring notebook binders. Visitors' copies may be bound or inserted in binders.

Please do not place Appendices I, II, III, or IV in manila envelopes, but rather include them as part of the body of the Self-Study document.

NUMBER AND DISPOSITION OF COPIES

NASM National Office Copies

Three copies of the complete Self-Study (two copies for **2100** or **1900**) must be submitted to the NASM National Office at least four weeks before the visitation.

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

NASM Visitors' Copies

One copy of the complete Self-Study must be prepared for each visitor; therefore, at least two Visitors' Copies will be needed. The NASM Visitors' Copies should be sent directly to the visiting evaluators. These must be received by the visiting evaluators at least four weeks before the visitation. Each of the Visitors' Copies must

include all applicable appendices identical to those presented in the "NASM National Office Copies," along with a copy of the institutional catalogue and all supportive documentation. Visitors' copies may be bound or inserted in three-ring notebook binders.

Please Note:

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

REFERENCES TO PUBLISHED DOCUMENTS

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

TITLE PAGE

There follows three sample title pages:

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

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

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

Please Note:

Definitions of Curricular Status

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

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

SAMPLE TITLE PAGE

For Baccalaureate And Graduate Degree-Granting Institutions

National Association of Schools of Music

SELF-STUDY

Data presented for consideration by the
NASM Commission on Accreditation

by

(NAME OF INSTITUTION)
(ADDRESS OF INSTITUTION INCLUDING ZIP CODE)
(TELEPHONE NUMBER INCLUDING AREA CODE)
(WEB PAGE ADDRESS OF MUSIC UNIT)

List by specific title all degrees and/or programs offered. * Specify fields as applicable. Degrees and/or programs must be listed under appropriate headings and subheadings as follows. For definitions of "Final Approval for Listing" and "Plan Approval," see page II-5 of this document.

FOR INSTITUTIONS SEEKING MEMBERSHIP FOR THE FIRST TIME

1. Degrees and/or programs for which Final Approval for Listing is sought.
2. Degrees and/or programs for which Plan Approval is sought.

FOR INSTITUTIONS WITH MEMBERSHIP OR ASSOCIATE MEMBERSHIP

1. Degrees and/or programs currently listed in the NASM Directory for which renewal of Final Approval for Listing is sought.
2. Degrees and/or programs not currently listed in the NASM Directory for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Degrees and/or programs not currently listed in the NASM Directory for which Plan Approval is sought.
4. Degrees and/or programs that previously have been granted Plan Approval for which Final Approval for Listing is sought.
5. Degrees and/or programs that previously have been granted Plan Approval for which the appropriate number of transcripts or other evidence of program completion are not yet available, and for which renewal of Plan Approval is sought.

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

(Date)

(Name and Title of Reporting Officer)

(Signature of Reporting Officer)

* Degree and/or program listings must be consistent among the institution's published materials, the title page of the institution's Self-Study, and the curriculum documentation presented in the body of the Self-Study.

SAMPLE TITLE PAGE
For Community/Junior Colleges
National Association of Schools of Music

SELF-STUDY

**Data presented for consideration by the
NASM Commission on Community/Junior College Accreditation**

by

(NAME OF INSTITUTION)
(ADDRESS OF INSTITUTION INCLUDING ZIP CODE)
(TELEPHONE NUMBER INCLUDING AREA CODE)
(WEB PAGE ADDRESS OF MUSIC UNIT)

List by specific title all degrees and/or programs offered.* Specify fields as applicable. Degrees and/or programs must be listed under appropriate headings and subheadings as follows. For definitions of "Final Approval for Listing" and "Plan Approval," see page II-5 of this document.

FOR INSTITUTIONS SEEKING MEMBERSHIP FOR THE FIRST TIME

1. Degrees and/or programs for which Final Approval for Listing is sought.
2. Degrees and/or programs for which Plan Approval is sought.

FOR INSTITUTIONS WITH MEMBERSHIP OR ASSOCIATE MEMBERSHIP

1. Degrees and/or programs currently listed in the NASM *Directory* for which renewal of Final Approval for Listing is sought.
2. Degrees and/or programs not currently listed in the NASM *Directory* for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Degrees and/or programs not currently listed in the NASM *Directory* for which Plan Approval is sought.
4. Degrees and/or programs that previously have been granted Plan Approval for which Final Approval for Listing is sought.
5. Degrees and/or programs that previously have been granted Plan Approval for which the appropriate number of transcripts or other evidence of program completion are not yet available, and for which renewal of Plan Approval is sought.

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

(Date)

(Name and Title of Reporting Officer)

(Signature of Reporting Officer)

***Degree and/or program listings must be consistent among the institution's published materials, the title page of the institution's Self-Study, and the curriculum documentation presented in the body of the Self-Study.**

SAMPLE TITLE PAGE

**For Non-Degree-Granting Institutions
National Association of Schools of Music**

SELF-STUDY

**Data presented for consideration by the
NASM Commission on Non-Degree-Granting Accreditation**

by

(NAME OF INSTITUTION)
(ADDRESS OF INSTITUTION INCLUDING ZIP CODE)
(TELEPHONE NUMBER INCLUDING AREA CODE)
(WEB PAGE ADDRESS OF MUSIC UNIT)

List by specific title all programs offered. * Specify fields as applicable. Programs must be listed under appropriate headings and subheadings as follows. For definitions of "Final Approval for Listing" and "Plan Approval," see page II-5 of this document.

FOR INSTITUTIONS SEEKING MEMBERSHIP FOR THE FIRST TIME

1. Programs for which Final Approval for Listing is sought.
2. Programs for which Plan Approval is sought.

FOR INSTITUTIONS WITH MEMBERSHIP OR ASSOCIATE MEMBERSHIP

1. Programs currently listed in the NASM Directory for which renewal of Final Approval for Listing is sought.
2. Programs not currently listed in the NASM Directory for which Plan Approval and Final Approval for Listing are sought at the same time.
3. Programs not currently listed in the NASM Directory for which Plan Approval is sought.
4. Programs that previously have been granted Plan Approval for which Final Approval for Listing is sought.
5. Programs that previously have been granted Plan Approval for which the appropriate number of transcripts or other evidence of program completion are not yet available, and for which renewal of Plan Approval is sought.

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

(Date)

(Name and Title of Reporting Officer)

(Signature of Reporting Officer)

*Degree and/or program listings must be consistent among the institution's published materials, the title page of the institution's Self-Study, and the curriculum documentation presented in the body of the Self-Study.

Self-Study Format

Please Note:

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

For some topics, there follows a list of optional sample questions that may be useful as starting points. These are not required.
- In each topic of the Self-Study, the text must reflect thorough consideration of the standards outlined in the most recent NASM *Handbook*, including applicable appendices and any current addendum.
- Responses show clearly how the music unit is in compliance with each standard. Responses to curricular standards focus on student competencies, using numerical criteria as benchmarks. Deviations from the standards should be clearly identified and explained.
- When asked to describe, document, and evaluate a certain aspect of the program, be sure to discuss what exists *and* provide an assessment of that aspect of the program. Such assessment is essential to Self-Study.
- Choose an appropriate level of detail. Provide sufficient information and analysis to be comprehensive and thorough, but no more.
- Ensure that operational and procedural issues are related to educational functions and goals. Keep clear distinctions and relationships among means and ends.
- The text of the Self-Study should go beyond mere description and focus extensively on analysis, interpretation, and projections.

- The following locator is for general guidance and is not a substitute for the standards or addenda in effect at the time of the review.
- ◆ All NASM standards are in the *Handbook* of the Association; they evolve continuously. The *Handbook* is published in odd-numbered years, addenda, in even-numbered years.
 - ◆ In all sections of the Self-Study format, the detailed list of topics in the outline essentially parallels the order of the standards in the *Handbook*.
 - ◆ Self-Study coordinators must be familiar with all applicable standards, including those found in appendices, and provide guidance to other participants.
 - ◆ There are complete sets of standards in the following categories: Standards for Degree-Granting Institutions, Standards for Community/Junior Colleges, Standards for Non-Degree-Granting Institutions.
 - ◆ For Self-Study Section I. Operations, the primary *Handbook* statements are found for each category under Operational Standards, Admission Requirements, and General Standards for Graduate Programs. Some appendices may be applicable.
 - ◆ For Self-Study Section II. Instructional Programs, the primary *Handbook* statements for each category begin following the Operational Standards (as of this date with items III or IV) and continue to the end of the standards statement. Some appendices may apply.
 - ◆ For Self-Study Section III. Evaluation, Planning, and Projections, the primary *Handbook* statements for each category are found under Operational Standards and under the title "Evaluation, Planning, and Projections." All other standards and some appendices may be applicable to content addressed in this section.
 - ◆ Some standards in any category may not be applicable to your institution. If you have questions about applicability, please call the NASM National Office.

Standards Locator

SECTION I: OPERATIONS

- A. Mission, Goals, and Objectives;
- B. Size and Scope; and
- C. Finances

*Look for
"required"
+
"optional"*

Analysis

Note: In this section, "mission, goals, and objectives" normally refer to the music unit and the institution as a whole. Goals and objectives of specific music curricula are normally addressed in Section II.

Provide the mission, goals, and objectives statements current for the music unit and the institution. Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

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

Documentation

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

1. Provide information demonstrating the extent to which the institution maintains (a) sufficient enrollment to cover the size and scope of programs offered; (b) an appropriate number of faculty and other resources to cover the size and scope of programs offered; (c) sufficient advanced courses in music appropriate to major areas of study at degree or program levels being offered; and (d) requisite ensemble experience at an advanced level.
2. If the institution offers graduate degrees, document how the total graduate effort in music provides a community of student and faculty composers, and/or performers, and/or scholars of sufficient size and scope to permit the formal and informal sharing of experiences, ideas, and knowledge. Provide the number of (a) graduates and (b) undergraduates enrolled in each class in which both graduate and undergraduate credit was granted.
3. Define the institution's terminology for designating wholes and parts of curricula such as: major, minor, concentration, track, emphasis, etc.

- ◆ To what extent are mission, goals, and objectives guiding the work of the music unit? For example, as (a) the basis for making educational and artistic decisions; (b) the basis for long-range planning, including development of new curricula, innovative activities, expansion or reduction of programs or enrollments; and (c) the basis for operational decisions, including admission practices, selection of faculty and staff, allocation of resources, evaluation, and administrative policies?
- ◆ Describe and evaluate any process by which the unit periodically evaluates its mission, goals, and objectives in light of such factors as size, complexity, resources, personnel, and relationships to the goals and objectives of specific curricular offerings.

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

Optional Sample Questions and Issues

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

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

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

Required on-site:

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

5. Financial statements or data (Appendix II) providing a composite picture of music unit finances for the past three years. Independent music schools of all types must also provide audited financial statements with opinion for the past three years.

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

Required in an appendix:

- ◆ Describe and evaluate the overall fiscal operation applicable to the music unit. Discuss such matters as (a) the sources and reliability of operating income; (b) the balance of income to expenses; (c) the extent to which regular budget allocations for personnel, space, equipment, and materials are appropriate and sufficient to sustain the programs of the music unit from year to year; and (d) the allocation and control of expenditures. If applicable, composite data, long-range financial planning documents, etc., may be included as appendices.
- ◆ Describe and evaluate (a) the procedures for developing the budget for the music unit, including the role of the music executive and (b) operations and results of long-range financial planning.
- ◆ Describe and evaluate (a) development methods including fundraising procedures and results for the music unit, including the role of the music executive and (b) operations and results of long-range financial planning.

D. Governance and Administration

✶Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

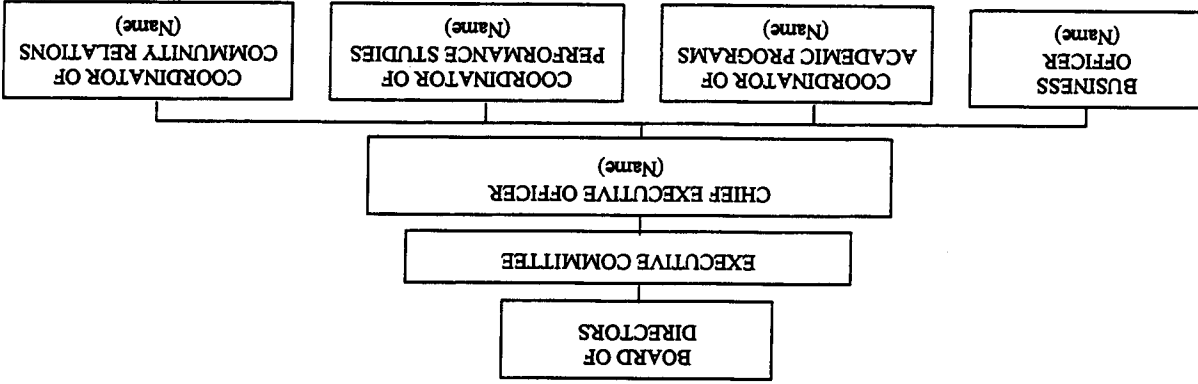
- systems for determining the educational and administrative policies and practices for the music unit and its various programs and services;
- if applicable on the basis of curricular offerings, the music unit's administrative relationship with the education unit or other disciplinary units within the institution;
- the extent to which your policies, practices, and results meet NASM standards;
- areas for improvement and plans or means for addressing them.

✶Documentation

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

1. Present a table clearly outlining the internal organization of the music unit. If applicable, outline the administrative and operational relationships of the music unit to the parent institution. Include names as well as titles of individuals. *The tables on the next page are provided as examples.*

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

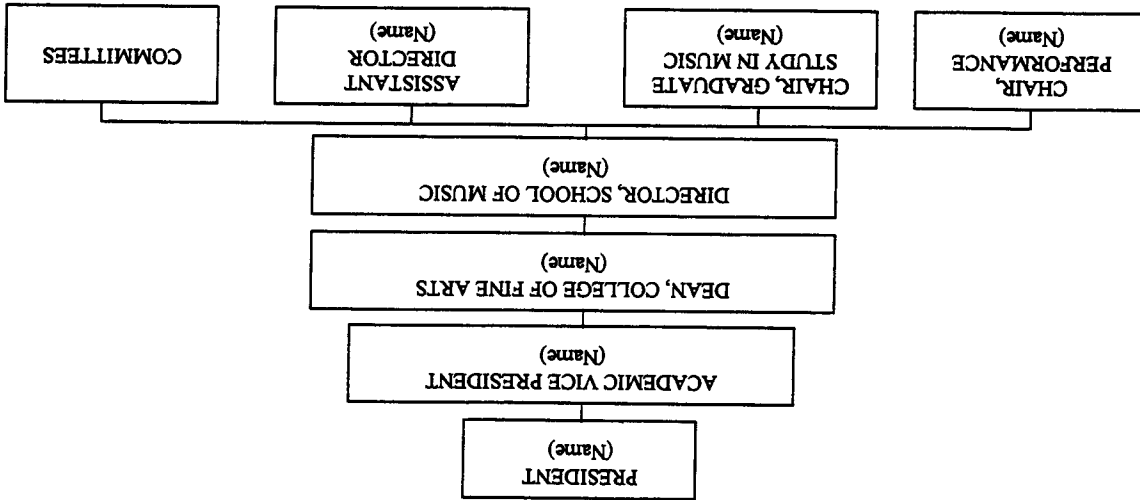


Sample Table of Organization for Non-Degree-Granting Institutions

EXAMPLE 2:



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



Sample Table of Organization for Baccalaureate and Graduate Degree-Granting Institutions and Community/Junior Colleges

EXAMPLE 1:



2. Independent schools of music must provide a profile of the board of directors that includes the names, business affiliations, and lengths of service of board members. The table of organization should also include the artistic director, if applicable.
3. Outline the music executive's responsibilities including teaching, creative work and research, performing, and community service, as well as administration. Outline the extent of clerical, professional, and technical support by providing the names of staff positions and a brief overview of principal responsibilities.
4. Provide present policies regarding terms of music administrators and the review of administrators.
5. If graduate programs are offered, explain how and by whom graduate programs are 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.

Optional Sample Questions and Issues

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

- ◆ How are the administrative and educational policies of the music unit determined? Evaluate the effectiveness of these procedures. Are there any external administrative controls that adversely affect the development and maintenance of educational quality? Independent schools of music should analyze the relationships of the board of trustees to governance, administration, and faculty, including such areas as development and long-range and fiscal planning.
- ◆ If the music unit and/or the institution is responsible to a state wide board for purposes of governance or planning, what types of decisions are reserved to the central state offices, how does the music unit relate to any system or state wide master plans?
- ◆ Evaluate the effectiveness of communication between the administration of the music unit and its faculty, staff, and students.

E. Faculty and Staff

••Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

- the extent to which policies, procedures, and results concerning faculty and staff meet NASM standards with respect to (1) qualifications; (2) number and distribution; (3) appointment, evaluation, and advancement; (4) loads; (5) student/faculty ratio; (6) class size; (7) graduate teaching assistants; (8) faculty development; (9) support staff;

- ◆ Describe and evaluate in summary fashion the relationship of faculty members' aggregate qualifications to size, scope, mission, goals, and objectives.
- ◆ If the faculty is represented by a collective bargaining agent, describe how contract provisions affect faculty policies unique to the music unit.
- ◆ With the exception of salaries, describe and evaluate the principal conditions at the institution and in the music unit affecting faculty productivity, morale, and development.

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

Optional Sample Questions and Issues

7. Copies of the institution's published policies concerning appointment, compensation, tenure, increases in salary, promotions, and fringe benefits for full-time and part-time faculty.
6. Faculty data for each full-time and part-time member of the music faculty for the term just prior to the NASM visit must be provided as Appendix III. Two options for reporting this data are provided. The primary purpose is to provide evidence that teaching responsibilities are commensurate with background and preparation. Please be sure that the usual teaching assignments for each instructor are listed.
5. Factual information concerning full-time and part-time faculty must be provided in the HEADS Data Survey(s) submitted as Appendix I.

Required in an appendix:

4. Policies associated with the duties performed by graduate assistants.
3. The percentage of the total music instructional budget allotted to part-time faculty members (not including graduate assistants).
2. The payment system and scale for regular and continuing part-time faculty (do not include teaching assistants, visiting lecturers, et al.).
1. Policies and procedures for: (a) calculating faculty loads, including credit for the direction of graduate dissertations, projects, ensembles, etc.; (b) means for evaluating teaching effectiveness of music faculty; (c) policies regarding faculty development; (d) policies, number, and compensation for technical and support staff.

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

Documentation

- the extent to which specifics and relationships (items 1 through 9 above) meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them.

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

F. Facilities, Equipment, and Safety

✶Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

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

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

Optional Sample Questions and Issues

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

- ◆ To what extent do facilities and equipment match the size, scope, mission, goals, and objectives of the music program?
- ◆ To what extent are budget provisions adequate for maintenance of physical plant and equipment?
- ◆ Describe and evaluate the physical plant and equipment, including the number and quality of buildings used by the music unit; type of construction and adequacy of soundproofing and climate control; number and quality of classrooms, offices, studios for teaching, practice studios and rehearsal halls, audio and video equipment, computers, auditoriums for concerts, pianos, orchestral instruments, and other instructional equipment.

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

Required on site:

3. Budgetary support for staff and for equipment acquisitions and maintenance.
2. Expenditures for music acquisitions. Provide 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.
1. Information concerning any community library facilities used by individuals in the music unit including (a) the proximity of these facilities to the music unit, (b) a description of collections in relationship to curricular offerings and levels, (c) agreements regarding student/faculty use of these facilities, (d) student use of these facilities.

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

Documentation

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

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

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

Analysis

G. Library

- ◆ Describe and evaluate current programs and practices for (a) maintaining physical plant and equipment, (b) replacing equipment, (c) updating equipment in areas where goals and objectives require current technology.
- ◆ Describe and evaluate current programs and practices concerning safety and security.

Optional Sample Questions and Issues

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

- ◆ Is the music collection (a) part of the general library, (b) a departmental library serviced by general library personnel, (c) an independent unit budgeted and operated by the music unit? Describe the responsibilities and authority of the individual in charge of the music library.
- ◆ Describe and evaluate the library acquisitions policy and indicate the role of faculty and students in determining acquisitions.
- ◆ Describe any cooperative arrangements to augment holdings that have been established with information sources outside the institution such as libraries of municipalities, historical societies, and other educational institutions.
- ◆ Explain how the music library is staffed. Evaluate (a) the adequacy of the staffing policies in relation to the needs of the music program, (b) the qualifications of those who play important roles in the operation of the music library.
- ◆ Describe student and faculty access (a) to the institution's library in terms of (1) hours of operation, (2) catalogues and indexes; (b) to the holdings of other institutions through such means as union catalogues and interlibrary loan.
- ◆ Describe and evaluate instruction provided about use of the music library and its resources.
- ◆ Describe the facilities for the music library. Evaluate (a) the adequacy of the facilities in relation to the needs of the music program; (b) the accessibility of resources such as audio equipment, microfilm readers, and computer terminals.
- ◆ Describe the extent to which elements of the music collection (books, collected editions, periodicals, videotapes, scores, and recordings) are available for use at a single location.

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

✶Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

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

[Note: The letter *I* is left out of the outline intentionally to avoid confusion with Roman numeral one.]

- ◆ Describe and evaluate retention policies and procedures, considering such items as (a) the percentage of students who choose to leave any music program prior to completion; (b) the percentage of students who are asked to leave any music program prior to completion; (c) the grade point average required for retention in each program offered (A = _____)
 - ◆ Describe and evaluate the policies applicable to the music unit concerning language proficiencies for foreign students.
 - ◆ Describe and evaluate all entrance and placement auditions given to students entering at the (a) master's level, (b) doctoral level. For example, Music Tests—Theory, Performance, History and Literature, other (specify); General Tests—Graduate Record (what minimum score is expected?); Languages; other (specify).
 - ◆ Provide the required grade point average in previous graduate work for (1) applicants at the master's degree level, (2) applicants at the doctoral level (A = _____).
 - ◆ Describe and evaluate the policies and procedures used for admission to professional curricula (degree- or non-degree-granting) at the undergraduate or entry level by discussing such items as (a) the music and non-music admission requirements for undergraduate students expecting to qualify as music majors (1) as freshmen, or (2) with advanced standing; (b) auditions and placement examinations in music: their format, purpose, timing, and use; (c) the effectiveness of the admissions process in recruiting students who complete the program satisfactorily.
 - ◆ Describe and evaluate the music unit's policies, practices, and promotional activities associated with the student recruitment process. Relate these policies and practices to issues of institutional integrity and public responsibility.
- (One or more of the following may serve as springboards for your analysis.)*

Optional Sample Questions and Issues

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

Required on site:

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

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

Documentation

J. Published Materials

•Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

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

•Documentation

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

1. The location of information required by NASM standards regarding published materials. Citations should include the name of the document, page number, and any other specifics that would assist in immediate location of the material in institutional publications.

Required to accompany the report, or as an appendix:

2. Institutional catalogues or similar documents applicable to the music unit that provide public information about the program.

Required as an appendix:

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

Required on site:

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

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

Required to accompany the report or as an appendix:

1. Policies and procedures indicating how the institution maintains direct and sole responsibility for the academic and artistic qualities of all programs.
2. Policies, procedures, and results associated with the provision of adequate resources, including instructional delivery systems.

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

Documentation

- a list of specific music programs offered at each branch campus;
- the extent to which the institution's programs and practices meet NASM standards, including the consistency and coordination among campuses regarding faculty, facilities, equipment, and mission policies, governance, finance, curricular programs, and so forth;
- the extent to which the institution's programs and practices meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them.

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

Analysis

(Answer only if applicable)

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

L. Community Involvement and Articulation with Other Schools

(Before completing Section L., see also Section M. If Section M. is applicable, do not duplicate information in Sections L. and M. [see page II-2 of this document])

•Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

- the nature of programs and projects and the extent to which these are related to curricular programs in music and their impact on curricular program quality;
- areas for improvement and plans or means for addressing them.

•Documentation

Required on site:

1. Copies of extant articulation agreements between two-year and four-year degree-granting institutions.
2. Copies of any agreements whereby the institution either provides or receives credit for degrees or other credentials in music from other institutions.

M. Non-Degree-Granting Programs for the Community

(Answer only if applicable—see page II-2 of this document.)

•Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

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

1. The institution's definition of a semester- or quarter-hour of credit, including calculations for determining credit hours in lecture, studio, independent study, and other types of courses. Indicate where these policies may be found in the institution's published materials.
2. A copy of the institution's policies concerning granting course credit to transfer students at undergraduate and graduate levels, or an indication of where these policies may be found in catalogues or other published materials.

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

Documentation

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

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

Analysis

N. Credit and Time Requirements

1. Goals and objectives of the community education program.
2. Approaches to student and program evaluation.
3. Requirements for any certificates or diplomas offered.
4. Promotional material including title(s) of program(s).
5. Any planning documents associated with the program(s).

Required to accompany the report or as an appendix:

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

Documentation

O. Operational Standards for All Institutions for Which NASM is the Designated Institutional Accreditor

(Answer only if applicable.)

• Analysis

Refer to the appendix in the NASM Handbook entitled "Specific Operational Standards for All Institutions of Higher Education for Which NASM Is the Designated Institutional Accreditor."

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

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

- the extent to which NASM standards are met concerning title, finances, governance and administration, facilities and equipment, student services, and, if applicable, teach-out agreements;
- areas for improvement and plans or means for addressing them.

• Documentation

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

1. A list of board members and other management personnel, and the official document defining duties and responsibilities of individuals in, and the operations of, the governance and administration system(s).
2. Any existing teach-out agreements and procedures.

Required on site:

3. Documentation of charter and/or formal authority of incorporation and state recognition and/or licensure documents authorizing the institution to operate.

P. Operational Standards and Procedures for Proprietary Institutions

(Answer only if applicable.)

Analysis

Refer to the appendix in the NASM Handbook entitled "Specific Operational Standards and Procedures for Proprietary Schools."

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

Based on results of your Self-Study, provide a succinct text that describes and documents:

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

Documentation

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

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

Required on site:

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

SECTION II. INSTRUCTIONAL PROGRAMS

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

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

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

Please Note:

Definitions of Curricular Status

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

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

Please Note:

Policies for Review and Accreditation of Postsecondary

Non-Degree-Granting Programs in Degree-Granting Music Units

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

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

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

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

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

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

Commission on Non-Degree-Granting Accreditation

Community education programs (preparatory programs, continuing education programs, etc.) in all independent community education institutions, and community education programs in postsecondary degree-granting and non-degree-granting institutions when there is an application for separate listing.

Free-standing non-degree-granting institutions at all levels.

Commission on Community/Junior College Accreditation, Commission on Accreditation

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

7. Non-degree-granting programs in degree-granting institutions will be covered regularly in the NASM visiting evaluator training and briefing processes.

Please Note:

Commission Evaluation of Curricula: The Focus is Knowledge and Skills

1. NASM standards outlined in the *Handbook* discuss curricula primarily in terms of student competencies. Effective Self-Study documents demonstrate how the institution's curricula, processes, and evaluation systems ensure the development of basic competencies for all students enrolled in a specific program.
2. Over many decades, certain norms have evolved concerning the time on task required to develop competencies expected of students graduating with particular degrees or credentials. These are often summarized as percentages of curricular time. Meeting percentage norms represents a certain benchmark, but it is not a substitute for demonstrating how competencies are developed.
3. Competencies may be nurtured and confirmed through or within courses, tutorials, lessons, ensembles, independent projects, and other forms of artistic and academic work, or by examination. Each competency does not require a separate course. The Commission needs documentation that demonstrates competency development. The major issues are:
 - a. What do the NASM standards require?
 - b. What does the institution require and expect?
 - c. What elements of the program are designed to produce each competency?
 - d. What evaluation mechanisms are in place?

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

Please Note:

Please assist the visitors and Commission members by indicating with a tab sections for non-degree-granting programs, associate degrees, baccalaureate degrees, and graduate degrees if you have more than one of these program types.



Complete entire Section II.A. Please refer to "Special Instructions for Degree-Granting Institutions That Operate Community Education Programs in Music" on page II-2, and the note under the heading "Policies for Review and Accreditation of Postsecondary Non-Degree-Granting Programs in Degree-Granting Music Units" on page II-28 to determine applicability to community education and other non-degree-granting programs. If you do not have non-degree-granting programs, skip to Section II.B.: Associate Degree Programs. If you do not have Associate Degree Programs, skip to Section II.C.: Baccalaureate and Graduate Degrees.

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

(See pages II-2 and II-28 of this document.)

1. General Content Standards for Non-Degree-Granting Institutions

The information provided should represent a summary of the music unit's approach to music study. This summary provides a conceptual foundation for discussion of specific programs and curricula later in the Self-Study.

Analysis

Refer to the NASM Handbook, *Standards for Non-Degree-Granting Institutions*, "General Content Standards."

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

the extent to which the music unit has overall goals and objectives for work in the following areas:

- a. performance
- b. aural skills and analysis
- c. composition and improvisation
- d. repertory and history
- e. technology
- f. other subjects or fields central to its mission;

the extent to which this set of goals and objectives is consistent with overall mission and the requirements of specific program offerings;

areas for improvement and plans or means for addressing them.

2. Instructional Programs and Procedures

Using the applicable format beginning on page II-36 for established/continuing programs, or page II-38 for new or recently NASM Plan Approved programs, provide information for each specific non-degree-granting program.

Complete entire Section II.B. If you do not have Associate Degree Programs, skip to Section II.C.: Baccalaureate and Graduate Degrees.

B. Associate Degree-Programs

1. Standards for the Music Major Transfer Program

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

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

• Analysis

Refer to the NASM Handbook, Standards for Community/Junior Colleges and Associate Degree Programs, "Standards for the Music Major Transfer Program."

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

- the extent to which the music unit's overall objectives and practices meet NASM standards for:
 - a. basic musicianship
 - b. performance
 - c. basic analysis
 - d. music education
 - e. general studies
 - f. any evaluative procedures used in areas other than performance, e.g., comprehensive examinations, screening process for admission to sophomore status, etc.;
- the extent to which objectives and practices meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them.

Using the applicable format beginning on page II-36 for established/continuing programs, or page II-38 for new or recently NASM Plan Approved programs, provide information for each specific associate degree program.

2. Curricular Programs and Procedures

1. Discuss the following points in relation to programs in community/junior colleges for an Associate degree:
 - a. Describe and evaluate the process by which students are admitted to the music unit as music majors.
 - b. What screening processes are applied after a student is admitted to the program?
 - c. How and by whom is counseling of non-degree transfer students handled?
 - d. What is the music unit's relationship with the institutions to which students transfer?

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

Documentation

Complete entire Section II.C.

C. Baccalaureate and Graduate Degrees

1. General Standards for Graduation from Curricula Leading to Baccalaureate Degrees in Music

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

••Analysis

Refer to the NASM Handbook, Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs, "General Standards for Graduation from Curricula Leading to Baccalaureate Degrees in Music."

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

- the extent to which the music unit's overall objectives and practices meet NASM standards for:
 - a. musicianship
 - b. general studies
 - c. relationships between musicianship and general studies
 - d. residence;
- the extent to which objectives and practices meet additional institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them.

2. Competencies Common to All Professional Baccalaureate Degrees in Music

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

The title "Bachelor of Music" is the usual designation for the professional undergraduate degree. While specific instructional practices vary from institution to institution, candidates for the professional baccalaureate degree are expected to develop knowledge

3. Specific Undergraduate Programs and Procedures

Using the applicable format beginning on page II-36 for established/continuing programs, or page II-38 for new or recently NASM Plan Approved programs, provide information for each specific undergraduate curriculum.

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

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

Documentation

- areas for improvement and plans or means for addressing them.
- the extent to which objectives and practices meet additional institution-wide or music unit aspirations for excellence;
- the extent to which the music unit's overall objectives and practices meet NASM standards for developing competencies for all professional degree/music education students in:
 - a. performance
 - b. basic skills and analysis
 - c. composition and improvisation
 - d. repertory and history
 - e. technology
 - f. synthesis;

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

Refer to the NASM Handbook, *Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs*, "Competencies Common to All Professional Baccalaureate Degrees in Music."

Analysis

and skills basic for practice in the profession. This section of the Self-Study should summarize objectives and practices for such development. This summary provides a conceptual foundation for discussion of specific professional baccalaureate curricula later in the Self-Study.

4. General Information: Teacher Preparation (Music Education) Programs

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

- a. Describe and evaluate your intern teaching program with specific reference to credit allotment, quality and variety of cooperating schools, process for selecting supervising teachers and sites, and concurrent enrollment other than intern teaching.
- b. Describe any special requirements for certification mandated by your state as these affect the teacher training program in music education.

5. General Information: Graduate Programs

- a. Provide a list of the titles of graduate theses in music and music education completed at the institution within the last three years.
- b. Describe and evaluate the institution's approaches to the development of teaching skills for students in all graduate degree programs. *Refer to the NASM Handbook, Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs, "General Standards for Graduate Programs in Music: Preparation for Teaching."*
- c. Describe and evaluate the institution's approaches to the development of breadth of competence for students in all graduate degree programs. *Refer to the NASM Handbook, Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs, "General Standards for Graduate Programs in Music: Breadth of Competence."*

6. Specific Graduate Programs and Procedures

Using the applicable format beginning on page II-36 for established/continuing programs, or page II-38 for new or recently NASM Plan Approved programs, provide information for each specific graduate curriculum.

Please Note:

The following five pages contain formats for analysis and documentation of specific programs and curricula needed to complete Sections II.A.2., II.B.2., II.C.3., and II.C.6.

The Self-Study outline resumes with Section II.D. on page II-41.

- When you respond to Section II.A.2, please answer items a., b., c., e., f., g., h. for each major and distinct area of emphasis of every **GRADUATE** curriculum (i.e., Master of Arts in Music; Master of Music in Performance; Doctor of Music in Performance; Master of Music in Pedagogy; Doctor of Musical Arts in Composition; Doctor of Philosophy in Musicology; etc.).
- When you respond to Section II.C.3, please answer items a., b., c., e., f., g., h. for each major and distinct area of emphasis of every **UNDERGRADUATE** curriculum (i.e., Bachelor of Arts in Music; Bachelor of Arts in Music History; Bachelor of Music Education, etc.).
- When you respond to Section II.B.2, please answer items a., b., c., e., f., g., h. for each major and distinct emphasis of every **ASSOCIATE DEGREE** curriculum (i.e., Associate of Arts in Music; Associate of Arts in Music History; Associate of Arts in Music Education, etc.).
- When you respond to Section II.A.2, please answer items a., b., c., e., f., g., h. for each **NON-DEGREE-GRANTING** instructional program.

USE TO ANSWER SECTIONS II.A.2, B.2, C.3, OR C.6, AS APPLICABLE

PLEASE NOTE: The following format applies only to curricula in the following categories:

- Institutions applying to NASM for the first time:
 - Programs that have been in existence and that already have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs). These programs are to be submitted for Final Approval for Listing (see page II-5).
- Member institutions seeking renewal of Membership:
 - Programs that have previous Final Approval from NASM. These programs are to be submitted for Renewal of Final Approval for Listing or, in cases of substantive change, Renewal of Plan Approval (see page II-5).
 - Programs already having Plan Approval that do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs). These are to be submitted for Renewal of Plan Approval (see page II-5).

The format for curricula in other categories begins on page II-38.

If programs do not seem to fit one of the above categories, or those on page II-38, please contact the NASM National Office at 703-437-0700.

FORMAT ONE FOR SPECIFIC CURRICULA

Use this format *only* when presenting established, continuing programs for:

- Renewal of Final Approval for Listing, or
- Renewal of Plan Approval, or
- Final Approval for Listing

- a. A curricular table in **Appendix IV**. Further instructions are provided in this document under "Appendices to the NASM Self-Study Document." The order of presentation of these curricular tables should be consistent with the order in which curricula are presented in this portion of the Self-Study. If the curricular tables do not fit your program(s), call the NASM National Office.
- b. A program or degree title, with emphasis if applicable, followed by a statement of goals and objectives (for example, for whom the program or degree is intended, its preparational emphasis, etc.).
- c. An assessment of compliance with NASM standards for the degree. (*Refer to the NASM Handbook, all applicable instructional standards outlined under "Standards for Non-Degree-Granting Institutions and Programs," "Standards for Community/Junior Colleges and Associate Degree Programs," "Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs," and appropriate Handbook appendices.*)

If the program involves *distance learning*, analyze it in light of NASM standards in this area. (*Refer to the Operational Standards section [item II.] of the Handbook.*)

If the program is explicitly designed as a *multi- or interdisciplinary combination* in which the discipline of music is either the primary or home discipline or constitutes over 25% of the requirements to complete the program, analyze it in light of NASM standards for disciplines in combination. (*Refer to the Operational Standards section [item II.] of the Handbook.*)

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

(If not applicable, skip to item e.)

- (1) Proficiencies required for entrance to the program (for example, keyboard, diction, aural skills, theoretical skills, etc.); when these must be achieved and how they are tested; whether credit toward the degree is permitted for study directed toward completion of these proficiencies.
 - (2) Research and professional tools required in the program (for example, languages, statistics, computer science, etc.); when these must be achieved and how they are tested; whether credit toward the degree is permitted for study directed toward completion of these proficiencies.
 - (3) The institution's policy for conducting a comprehensive review at or near the conclusion of degree study of (a) master's degree candidates, (b) doctoral degree candidates by using such methods as written or oral comprehensive examinations, seminars providing summary evaluation, or a cumulative series of reviews.
 - (4) Candidacy and final project requirements for the program (for example, dissertations, recitals, research projects, etc.). Discuss the purpose of these requirements and how they serve the objectives of the program.
- e. Results of the program related to its goals and objectives, means for evaluating these results and assuring that requisite student competencies are being developed, and means for using these evaluations as the basis for program improvement.
 - f. An assessment of strengths and areas for improvement, including an assessment of the extent to which the program is meeting institution-wide or music unit aspirations for excellence.
 - g. A rationale for continuation of the program if it has had no graduates during the past five years.
 - h. Plans for addressing weaknesses and improving results.

PLEASE NOTE: The following format applies only to curricula in the following categories:

- Institutions applying to NASM for the first time:
 - ◆ Programs in the process of approval by the institution, but not yet enrolling students. These programs are to be submitted for Plan Approval (see page II-5) by answering items a., b., c., (d. if graduate program), and j., k., l., m., n., o. below.
 - ◆ Programs approved by the institution that have just started enrolling students, but that do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs). These programs are to be submitted for Plan Approval (see page II-5) by answering items a., b., c., (d. if graduate program), and f., h., j., k., l., m., n., o. below.
- Member institutions seeking renewal of Membership:
 - ◆ Programs that have been in existence that already have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs) and that have not been reviewed by NASM. These programs are to be submitted for Plan Approval and Final Approval for Listing (see page II-5) by answering items a., b., c., (d. if graduate program), and e., f., h., j., k., l., m., n., o., p. below.
 - ◆ Programs in the process of approval by the institution that have not yet been reviewed by NASM and are not yet enrolling students. These programs are to be submitted for Plan Approval (see page II-5) by answering items a., b., c., (d. if graduate program), and j., k., l., m., n., o. below.
 - ◆ Programs approved by the institution that have just started enrolling students, but that have not yet been reviewed by NASM and do not yet have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs). These programs are to be submitted for Plan Approval (see page II-5) by answering items a., b., c., (d. if graduate program), and e., f., h., j., k., l., m., n., o. below.
 - ◆ Programs already having Plan Approval that now have requisite transcript evidence (two transcripts for graduate programs, and three transcripts for all other types of programs). These programs are to be submitted for Final Approval for Listing (see page II-5) by answering items a., b., c., (d. if graduate program), and e., f., h., p. below.

The format for curricula in other categories begins on page II-36.

If programs do not seem to fit one of the above categories, or those on page II-36, please contact the NASM National Office at 703-437-0700.

FORMAT TWO FOR SPECIFIC CURRICULA

Use this format *only* when presenting new or recently approved programs for:

- Plan Approval, or
- Final Approval for Listing after Plan Approval, or
- Concurrent Plan Approval and Final Approval for Listing

USE TO ANSWER SECTIONS II.A.2., B.2., C.3., OR C.6., AS APPLICABLE

- When you respond to **Section II.A.2.**, please answer required items for each new or recently NASM-approved **NON-DEGREE-GRANTING** instructional program.
 - When you respond to **Section II.B.2.**, please answer required items for each new or recently NASM-approved major and distinct area of emphasis of every **ASSOCIATE DEGREE** curriculum (i.e., Associate of Arts in Music; Associate of Arts in Music [with an emphasis in Music History]; Associate of Arts in Music Education, etc.).
 - When you respond to **Section II.C.3.**, please answer required items for each new or recently NASM-approved major and distinct area of emphasis of every **UNDERGRADUATE** curriculum (i.e., Bachelor of Arts in Music; Bachelor of Arts in Music [with an emphasis in Music History]; Bachelor of Music in Performance; Bachelor of Music in Music Education, etc.).
 - When you respond to **Section II.C.6.**, please answer required items for each new or recently NASM-approved major and distinct area of emphasis of every **GRADUATE** curriculum (i.e., Master of Arts in Music; Master of Music in Performance; Master of Music in Performance [with an emphasis in Pedagogy]; Doctor of Musical Arts in Composition; Doctor of Philosophy in Musicology; etc.).
- a. A curricular table in **Appendix IV**. Further instructions are provided in this document under **"Appendices to the NASM Self-Study Document."** The order of presentation of these curricular tables should be consistent with the order in which curricula are presented in this portion of the Self-Study. If the curricular tables do not fit your program(s), call the NASM National Office.
 - b. A program or degree title, with emphasis if applicable, followed by a statement of goals and objectives (for example, for whom the program or degree is intended, its preparational emphasis, etc.).
 - c. An assessment of compliance with NASM standards for the degree. (*Refer to the NASM Handbook, all applicable instructional standards outlined under "Standards for Non-Degree-Granting Institutions and Programs," "Standards for Community/Junior Colleges and Associate Degree Programs," "Standards for Baccalaureate and Graduate Degree-Granting Institutions and Programs," and appropriate Handbook appendices.*)

If the program involves *distance learning*, analyze it in light of NASM standards in this area. (*Refer to the Operational Standards section [item II.] of the Handbook.*)

If the program is explicitly designed as a *multi- or interdisciplinary combination* in which the discipline of music is either the primary or home discipline or constitutes over 25% of the requirements to complete the program, analyze it in light of NASM standards for disciplines in combination. (*Refer to the Operational Standards section [item II.] of the Handbook.*)

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

(If not applicable, skip to the next applicable item, either e. or j. below.)

- (1) Proficiencies required for entrance to the program (for example, keyboard, diction, aural skills, theoretical skills, etc.); when these must be achieved and how they are tested; whether credit toward the degree is permitted for study directed toward completion of these proficiencies.
- (2) Research and professional tools required in the program (for example, languages, statistics, computer science, etc.); when these must be achieved and how they are tested; whether credit toward the degree is permitted for study directed toward completion of these proficiencies.

- (3) The institution's policy for conducting a comprehensive review at or near the conclusion of degree study of (a) master's degree candidates, (b) doctoral degree candidates by using such methods as written or oral comprehensive examinations, seminars providing summary evaluation, or a cumulative series of reviews.
- (4) Candidacy and final project requirements for the program (for example, dissertations, recitals, research projects, etc.). Discuss the purpose of these requirements and how they serve the objectives of the program.
- NOTE:** Answer the following only if applicable. See instructions on page II-38.
- e. Results of the program related to its goals and objectives, means for evaluating these results and assuring that requisite student competencies are being developed, and means for using these evaluations as the basis for program improvement.
- f. An assessment of strengths and areas for improvement, including an assessment of the extent to which the program is meeting institution-wide or music unit aspirations for excellence.
- g. A rationale for continuation of the program if it has had no graduates during the past five years.
- h. Plans for addressing weaknesses and improving results.
- j. Identify each member of the current music faculty, both full-time and part-time, concerned with the new program. If faculty have not been recruited, specify the number of new positions with qualifications and ranks for each.
- k. Describe the present and projected fiscal resources relevant to the new curriculum. For example, specify a budgetary commitment that states sources of revenue as well as expenditures for all aspects of the program including personnel, financial aid for students, physical plant, library, and equipment.
- l. Describe available and/or projected facilities relevant to the new curriculum.
- m. Provide a description (or listing) of current and/or projected library holdings (including electronic access) relevant to the new curriculum.
- n. Submit a detailed rationale for the new curriculum including the following points:
- (1) Reasons for adding this program.
 - (2) Unique aspects of this program as distinguished from other degrees or options presently offered.
 - (3) Number of students expected to be served.
 - (4) Expectations for placement of graduates.
- o. Describe the relationship between the new program and ongoing programs with special attention to the effects on existing academic, financial, or physical resources. Note whether the proposed program will replace any existing program(s).
- p. Provide a minimum of three transcripts of graduates for each new non-degree-granting, associate, or baccalaureate program, and a minimum of two transcripts of graduates for each new graduate program. Include a specific designation of the degree conferred (i.e., concentration, major option), and a coding by number, letter, and color of each course according to the categories of the curricular table previously submitted for Plan Approval (i.e., all studies in the major area marked "C" and so forth).

Complete entire Section II.D.

D. Music Studies for the General Public

Music units have important responsibilities for the development of musical knowledge and skills in the general population. The most immediate of these responsibilities in multi-purpose postsecondary institutions is with non-major students. However, attention to music in general studies extends into many other aspects of professional education and training. It is expected that each music unit will have specific objectives, policies, and programs to address this area. This portion of the Self-Study should assess the appropriateness and the effectiveness of these objectives, policies, and programs.

• Analysis

Refer to the NASM Handbook statement and the Appendix "NASM Guidelines Concerning Music in General Education."

Based on results of your Self-Study, provide a succinct text that describes, documents, evaluates, and projects:

- your objectives, policies, and programs concerning music studies for the general public. As applicable, the statement should address such issues as:
 - a. the general college student
 - b. training of the professional musician
 - c. faculty and administrative involvement
 - d. the local community (*do not duplicate response provided in previous sections of the Self-Study*)
 - e. the media
 - f. arts and arts education policy development;
- the extent to which efforts in this area meet institution-wide or music unit aspirations for developing positive values for music;
- areas for improvement and plans or means for addressing them.

• Documentation

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

1. A list of all music courses offered specifically for students not majoring in music, with figures or other descriptive information that provide a picture of overall enrollment patterns.
2. The institution's policies and practices for assigning teachers to general studies courses in music.
3. The institution's policies with respect to enrollment of non-majors in (a) private studio instruction, (b) ensembles, and (c) courses intended primarily for music majors.

E. Performance

This portion of the Self-Study should present the music unit's general philosophy and specific objectives for its performance program. Relationships among the objectives of the music unit, the scope and objectives of curricular programs, and resources for performance should be explored.

Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

- the music unit's goals and objectives for performance and the administrative, curricular, programmatic, qualitative, and evaluative approaches used to achieve these goals and objectives;
- the extent to which goals, objectives, and results in performance meet institution-wide or music unit aspirations for excellence;
- areas for improvement and plans or means for addressing them.

Documentation

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

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

F. Other Programmatic Activities

This portion of the Self-Study should discuss any programmatic activities related to the instructional program that have not already been covered. These include but are not limited to instructional, performance, and research and policy-development activities.

Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, and evaluates:

- any goals, objectives, and activities of the music unit involving educational or research institutes, festivals, special service activities, policy studies, special liaisons with other institutions or organizations, etc.
- potential future activities in these areas.

SECTION III: EVALUATION, PLANNING, AND PROJECTIONS

(Refer to the NASM Handbook, Operational Standards (item II)—"Evaluation, Planning, and Projections.")

•Analysis

Based on results of your Self-Study, provide a succinct text that describes, documents, evaluates, and projects:

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

•Documentation

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

1. Conceptual approaches, management policies, and operational procedures that characterize evaluation, planning, and projection efforts and their relationships in (a) the music unit, (b) the parent institution, if applicable.
2. Means for correlating various internal and external indicators of student achievement to produce a composite picture for purposes of music unit improvement.
3. Summary information concerning the frequency, effectiveness, and fulfillment of planning efforts.
4. A summary of the objectives for and procedures used in developing the NASM Self-Study, including the roles played in the process by various concerned constituencies; for example, faculty, staff, administration, governing bodies, students, alumni.
5. A current summary of major strengths of the music unit and areas for improvement, including an indication of whether the listings are provided in priority order.
6. An annotated list of the most important issues that will influence the future effectiveness of the music unit. Although financial support is one such issue, the response should go beyond finances.

Optional Sample Questions and Issues

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

- ◆ What has been accomplished since the last NASM review?
- ◆ What is the projected future relationship between (a) mission, goals, and objectives and (b) resources, particularly with regard to the size and scope of curriculum and/or program offerings at all levels?
- ◆ What potential exists for (a) changing mission, goals, and objectives, (b) changing methods for developing, explaining, and evaluating mission, goals, and objectives?
- ◆ What do your projections reveal about the adequacy and stability of future financial support?
- ◆ Describe any changes contemplated in:
 - a. Admission standards, policies, or procedures
 - b. Counseling programs
 - c. Record-keeping procedures
 - d. Administrative structure or procedures
 - e. Library operations or acquisition policies
 - f. Promotional programs
 - g. Policies and procedures for evaluating student achievement
 - h. Evaluation, planning, and projection mechanisms
 - j. Standards for performance, composition, research, scholarship, etc.
 - k. Student recruitment
 - l. Other policies, etc.
- ◆ Discuss any projected changes in the overall composition of the faculty, especially with respect to mission, goals, and objectives and to the projected size and scope of curricular offerings. If additions, changes, or reductions are contemplated, how will these be managed with respect to curricular offerings?
- ◆ Describe any plans for (a) enlarging, replacing, or renovating the physical plant; (b) providing long-term repair, maintenance, and replacement of equipment; (c) providing facilities and equipment that are effective for current academic and artistic practice. What are the time estimates for these plans?
- ◆ What curricular changes are under consideration for the next three to five years? Discuss existing or projected timetables for implementation of these changes. If applicable, please consider undergraduate and graduate curricula separately.
- ◆ To what extent are all the elements of the music unit's work functioning in a productive relationship?
- ◆ To what extent are evaluation, planning, and projections efforts (a) resulting in successful management of contingencies, opportunities, and constraints; (b) producing realistic short- and long-term decisions; and (c) ensuring a productive relationship between priorities and resource allocations?

APPENDICES TO THE SELF-STUDY DOCUMENT

Please Note:

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

APPENDIX I: HEADS Data Survey/NASM Annual Report

■ Institutions applying to NASM for the first time:

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

For example, visits in 1998-99 would require 1998-99 data; visits in 1999-2000 would require 1999-2000 data.

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

■ Institutions with Associate Membership or Membership:

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

For example, visits in 1998-99 would require 1998-99, 1997-98, and 1996-97 data; visits in 1999-2000 would require 1999-2000, 1998-99, and 1997-98 data.

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

APPENDIX II: Financial Data

Free-standing, independent institutions must provide for the immediate past fiscal year an audited financial statement with opinion prepared by an independent certified public accountant. Other institutions provide audits, budgets, financial plans that document the financial condition of the music unit.

APPENDIX III: Faculty Data (as requested in Section I.E.)

Option 1. Provide NASM Faculty Record Reports with attached summaries.

Please separate full-time and part-time faculty with a tab.

Option 2. Create a chart or other format and use it to provide the following for each faculty member:

Name; year hired; rank; tenure status; degrees or credentials earned with institution, majors, and emphases; areas of teaching.

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

Provide short summary biographical information for the faculty. If this information is published in the catalogue or in other materials, simply provide the publication and a page reference, or a photocopy in the appendix.

Other appendices may be added to the Self-Study document. These should be labeled alphabetically (Appendix A., B., C., etc.) to distinguish them from appendices required by NASM. Each must be tabbed for easy reference.

OTHER APPENDICES

A copy of the institution's published materials and procedural documents used in the student recruitment process for music, including advertisements; texts of letters used to offer scholarships, grants, and other financial awards; and response forms used by students to accept scholarships, grants, and other financial awards (if applicable). [Note: Please do not submit video tapes with your Self-Study. The Commission is unable to view video tapes during its deliberations. Please feel free to provide them to NASM evaluators during their on-site visit.]

APPENDIX V: Published Materials

Curricular tables as requested in Section II of the Self-Study outline. (See directions and examples beginning on page II-47). A curricular table for each emphasis of every curriculum is an essential part of the Self-Study document. To ensure consistent review, these must be prepared in accordance with the specific format and instructions provided.

APPENDIX IV: Curricular Tables

**INSTRUCTIONS FOR PREPARING CURRICULAR TABLES
FOR NON-DEGREE-GRANTING PROGRAMS
AS REQUIRED FOR**

APPENDIX IV

Curricula are presented in Appendix IV using the same order the curricula appear in the Self-Study document: Non-Degree-Granting (II.A.); Associate (II.B.); Undergraduate and Graduate (II.C.).

An index with page numbers must be provided at the beginning of Appendix IV.

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

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

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

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

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

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

If you have questions, please call the National Office staff at 703-437-0700.

Please Note:

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

Please Note:

**Instructions for Preparing Curricular Tables for Associate Degrees begin on page II-50.
Instructions for Preparing Curricular Tables for Baccalaureate Degrees begin on page II-53.
Instructions for Preparing Curricular Tables for Master's Degrees begin on page II-58.
Instructions for Preparing Curricular Tables for Doctoral Degrees begin on page II-61.**

Electives
 At least four hours in music courses
 ... list continues ...
 Total Electives _____ credits

Other Studies in Music
 Music 801 Performance
 ... list continues ...
 Total Other Studies in Music _____ credits

Major Area
 Music 617 Music Theory
 ... list continues ...
 Total Major Area _____ credits

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

Names of Program Supervisors	Current Semester's Enrollment in Majors	Total Number of Credits	Electives	# of credits % of credits	# of credits % of credits	# of credits % of credits

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

Program Submitted for:*

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

EXAMPLE 1: Non-Degree-Granting Programs

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

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

Program Submitted for:* _____

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

Major Area	Other Studies in Music	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
# of credits % of credits	# of credits % of credits	# of credits % of credits			

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

Major Area

Music 721 Performance Studies 3 credits
... list continues ...

Total Major Area _____ credits

Other Studies in Music

Music 801 Ensemble 1 credit
... list continues ...

Total Other Studies in Music _____ credits

Electives

At least four hours in musicianship courses
... list continues ...

Total Electives _____ credits

Instructions for Preparing Curricular Tables for Non-Degree-Granting Programs begin on page II-47.
 Instructions for Preparing Curricular Tables for Baccalaureate Degrees begin on page II-53.
 Instructions for Preparing Curricular Tables for Master's Degrees begin on page II-58.
 Instructions for Preparing Curricular Tables for Doctoral Degrees begin on page II-61.

Please Note:

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

Please Note:

Curricula are presented in Appendix IV using the same order the curricula appear in the Self-Study document: Non-Degree-Granting (II.A.); Associate (II.B.); Undergraduate and Graduate (II.C.).

An index with page numbers must be provided at the beginning of Appendix IV.

Provide the following for each associate degree program:

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

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

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

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

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

All institutions should use either 60 semester hours or 90 quarter hours as a base (denominator) for determining percentages. If programs require more than 60 semester hours or 90 quarter hours, this will result in percentage totals greater than 100%.

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

If you have questions, please call the National Office staff at 703-437-0700.

**INSTRUCTIONS FOR PREPARING CURRICULAR TABLES
FOR ASSOCIATE DEGREES
AS REQUIRED FOR**

APPENDIX IV

2025 RELEASE UNDER E.O. 14176

EXAMPLE 1: Associate Degrees in Music (A.A./A.S./A.M. degrees in music)

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

Degree Submitted for:* _____

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

Major Area	Supportive Courses in Music	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
# of credits % of credits	# of credits % of credits	# of credits % of credits	# of credits % of credits			

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

Major Area

Music 101 Elementary Harmony 3 credits

... list continues ...

Total Major Area _____ credits

Supportive Courses in Music

Ensemble 114 Chamber Music 2 credits

... list continues ...

Total Supportive Courses in Music _____ credits

General Studies

English 111 English Literature 3 credits

... list continues ...

Total General Studies _____ credits

Electives

Science Electives 2 credits

... list continues ...

Total Electives _____ credits

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

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

Degree Submitted for:* _____

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

Names of Program Supervisors	Current Semester's Enrollment in Majors	Total Number of Credits	Electives # of credits	General Studies # of credits	Professional Education # of credits	Basic Musician-ship and Performance # of credits
			% of credits	% of credits	% of credits	% of credits

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

Basic Musician-ship and Performance

Music 101

Elementary Harmony

3 credits

... list continues ...

Total Basic Musician-ship and Performance

_____ credits

Professional Education

Education 121

Methods Survey

2 credits

... list continues ...

Total Professional Education

_____ credits

General Studies

English 111

English Literature

3 credits

... list continues ...

Total General Studies

_____ credits

Electives

Psychology Electives

2 credits

... list continues ...

Total Electives

_____ credits

**INSTRUCTIONS FOR PREPARING CURRICULAR TABLES
FOR BACCALAUREATE DEGREES
AS REQUIRED FOR**

APPENDIX IV

Curricula are presented in Appendix IV using the same order the curricula appear in the Self-Study document: Non-Degree-Granting (II.A.); Associate (II.B.); Undergraduate and Graduate (II.C.).

An index with page numbers must be provided at the beginning of Appendix IV.

Provide the following for each undergraduate program:

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

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

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

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

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

All institutions should use either 120 semester hours or 180 quarter hours as a base (denominator) for determining percentages. If programs require more than 120 semester hours or 180 quarter hours, this will result in percentage totals greater than 100%.

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

If you have questions, please call the National Office staff at 703-437-0700.

Please Note:

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

Please Note:

Instructions for Preparing Curricular Tables for Non-Degree-Granting Programs begin on page II-47.
Instructions for Preparing Curricular Tables for Associate Degrees begin on page II-50.
Instructions for Preparing Curricular Tables for Master's Degrees begin on page II-58.
Instructions for Preparing Curricular Tables for Doctoral Degrees begin on page II-61.

EXAMPLE 1: Professional Undergraduate Degrees in Music (B.M. degrees, or degrees with other titles having goals and objectives consistent with those for the B.M. degree)

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

Degree Submitted for:*

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

Names of Current Semester's Enrollment in Majors	Number of Credits	Supportive Courses in Music	General Studies	Electives	Total	Program Supervisors
		% of credits	% of credits	% of credits	% of credits	

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

Major Area

Music 101 Elementary Harmony 3 credits

... list continues ...

Total Major Area _____ credits

Supportive Courses in Music

Music 114 Chamber Music 2 credits

... list continues ...

Total Supportive Courses in Music _____ credits

General Studies

English 111 English Literature 3 credits

... list continues ...

Total General Studies _____ credits

Electives

Science Electives 2 credits

... list continues ...

Total Electives _____ credits

<p>_____ credits</p> <p>2 credits</p> <p>_____ credits</p> <p>3 credits</p> <p>_____ credits</p> <p>2 credits</p> <p>_____ credits</p> <p>3 credits</p>	<p>Total Electives</p> <p>Science Electives</p> <p>Electives</p> <p>Total General Studies</p> <p>English 111</p> <p>English Literature</p> <p>Total Outside Field</p> <p>Accounting 101</p> <p>Outside Field</p> <p>Total Music</p> <p>Music 101</p> <p>Elementary Harmony</p>	<p>... list continues ...</p> <p>... list continues ...</p> <p>... list continues ...</p> <p>... list continues ...</p> <p>... list continues ...</p> <p>... list continues ...</p> <p>... list continues ...</p>
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List course numbers, titles, and credit allotments under each applicable category. (See example below.)

Names of Current Semesters' Enrollment in Majors Program Supervisors	Total Number of Credits	Electives	# of credits % of credits	General Studies	Outside Field	Music	# of credits % of credits

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

Degree Submitted for:*

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

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

EXAMPLE 3: B.M. Degrees in Combination with an Outside Field

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

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

Degree Submitted for:* _____

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

Musicianship	Musical Performance	General Studies	Electives	Total Number of Credits	Current Semester's Enrollment in Majors	Names of Program Supervisors
# of credits % of credits	# of credits % of credits	# of credits % of credits	# of credits % of credits			

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

Musicianship

Music 101 Elementary Harmony 3 credits

... list continues ...

Total Major Area _____ credits

Musical Performance

Music 114 Chamber Music 2 credits

... list continues ...

Total Musical Performance _____ credits

General Studies

English 111 English Literature 3 credits

... list continues ...

Total General Studies _____ credits

Electives

Science Electives 2 credits

... list continues ...

Total Electives _____ credits

Instructions for Preparing Curricular Tables for Non-Degree-Granting Programs begin on page II-47.
 Instructions for Preparing Curricular Tables for Associate Degrees begin on page II-50.
 Instructions for Preparing Curricular Tables for Baccalaureate Degrees begin on page II-53.
 Instructions for Preparing Curricular Tables for Doctoral Degrees begin on page II-61.

Please Note:

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

Please Note:

If you have questions, please call the National Office staff at 703-437-0700.

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

Science degrees. If programs require more than 30 semester hours or 45 quarter hours, this will result in percentage totals greater than 100%.

All institutions should use either 30 semester hours or 45 quarter hours as a base (denominator) for determining percentages for Master of Music, Master of Music Education, Master of Arts, and Master of Studies in Music, etc. Provide a brief description of each course in the degree unless course descriptions are included in the institution's catalogue.

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

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

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

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

Provide the following for each master's degree program:

An index with page numbers must be provided at the beginning of Appendix IV.

Curricula are presented in Appendix IV using the same order the curricula appear in the Self-Study document: Non-Degree-Granting (II.A.); Associate (II.B.); Undergraduate and Graduate (II.C.).

APPENDIX IV

INSTRUCTIONS FOR PREPARING CURRICULAR TABLES FOR MASTER'S PROGRAMS AS REQUIRED FOR

BC 0114

Electives
 4 credits from among the following:
 ... list continues ...
 Total Electives _____ credits

Other Studies in Music
 Music 721
 Ensemble
 1 credit
 ... list continues ...
 Total Other Studies in Music _____ credits

Core of General Studies in Music
 Theory 521
 Advanced Analysis
 3 credits
 ... list continues ...
 Total Core of General Studies in Music _____ credits

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

Names of Current Semester's Enrollment in Majors	Total Number of Credits	Electives	# of credits % of credits	# of credits % of credits	# of credits % of credits
Program Supervisors					

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

Degree Submitted for: _____
 Degree Title: _____
 Number of Years to Complete the Degree: _____

EXAMPLE 2: General Master's Degrees (M.A./M.S. degrees in music)
 [See NASM Handbook for the distinction between "specific" and "general" master's degrees.]

**INSTRUCTIONS FOR PREPARING CURRICULAR TABLES
FOR DOCTORAL PROGRAMS
AS REQUIRED FOR**

APPENDIX IV

Curricula are presented in Appendix IV using the same order the curricula appear in the Self-Study document: Non-Degree-Granting (II.A.); Associate (II.B.); Undergraduate and Graduate (II.C.).

An index with page numbers must be provided at the beginning of Appendix IV.

Provide the following for each doctoral program:

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

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

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

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

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

If you have questions, please call the National Office staff at 703-437-0700.

Please Note:

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

Please Note:

Instructions for Preparing Curricular Tables for Non-Degree-Granting Programs begin on page II-47.
Instructions for Preparing Curricular Tables for Associate Degrees begin on page II-50.
Instructions for Preparing Curricular Tables for Baccalaureate Degrees begin on page II-53.
Instructions for Preparing Curricular Tables for Master's Degrees begin on page II-58.

Total Electives _____ credits

... list continues ...

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

Electives

Total Other Studies in Music _____ credits

... list continues ...

Music 721 Introduction to College Music Teaching 1 credit

Other Studies in Music

Total Major Area _____ credits

... list continues ...

Music 801 Professional Seminar in Composition 3 credits

Major Area

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

Names of Program Supervisors	Current Semester's Enrollment in Majors	Total Number of Credits	Electives	% of credits	% of credits	% of credits

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

Degree Submitted for:*

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

EXAMPLE: Ph.D., D.M.A., Ed.D. Degrees in Music



Begin w/ the standard -

I Basic Criteria for Items.

II Operational Standards

III. Australian Standards

Then go to "Procedures" booklet

visit how you meet ~~the~~ each standard.

(clearly) in addition to showing materials.

"Published Materials" include web-site