



# NEW/REVISED PROGRAM VOCAL MUSIC EDUCATION

(2021-22022 NASM Standards)1

## INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:

**(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)**

**Please check the area below that applies:**

- a. New program to Educator Preparation Unit
- b. Program previously determined not recognized
- c. Program previously dropped or put on hiatus
- d. Program previously determined recognized with conditions by a SPA with conditions other than data
- e. Program resubmitting for initial approval due to revised standards
- f. Program resubmitting due to significant changes within the program

### Review Criteria

- Program alignment to standards

### Recognition Decisions

- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:**

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2. **Program Name:**

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**Program**  
3. **Compiler:**

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**Date of**  
4. **Submission:**

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**5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A NEW PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:**

- Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.
- Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:**

- Program Plan of Study that provides:
  - Coursework required of all candidates
  - Clear information about the sequence in which candidates take courses
  - Description of required field experiences/student teaching to include number of

**7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:**

Standard	Course(s)	Course Description(s)
<p><b><i>Standard 1: General Music</i></b></p> <p><b><i>Listed below are essential competencies and experiences for the general music teaching specialization:</i></b></p>		
<p><b>1.1</b> Musicianship, vocal, and pedagogical skills sufficient to teach general music.</p>		
<p><b>1.2</b> Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music.</p>		
<p><b>1.3</b> The ability to lead performance-based instruction.</p>		
<p><b>1.4</b> Laboratory and field experiences in teaching general music.</p>		
<p><b><i>Standard 2: Vocal/Choral Music.</i></b></p> <p><b><i>Listed below are essential competencies and experiences for the vocal/choral teaching specialization:</i></b></p>		
<p><b>2.1</b> Vocal and pedagogical skill sufficient to teach effective use of the voice.</p>		
<p><b>2.2</b> Knowledge of content, methodologies, philosophies, materials, technologies, and</p>		

Standard	Course(s)	Course Description(s)
curriculum development for vocal/choral music.		
<b>2.3</b> Experiences in solo vocal performance and in ensembles. Ensembles should be varied both in size and nature.		
<b>2.4</b> Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.		
<b>2.5</b> Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.		
<p><b><i>Standard 3: Teaching Competencies</i></b></p> <p><b><i>The musician-teacher must be able to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P–12 education. Essential competencies are:</i></b></p>		
<b>3.1</b> Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.		
3.2 An understanding of child growth and development and an understanding of		

Standard	Course(s)	Course Description(s)
principles of learning as they relate to music.		
<b>3.3</b> The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.		
<b>3.4</b> Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.		
<b>3.5</b> The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.		
<b>3.6</b> An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum. interdisciplinary teaching methods and materials.		