



National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21

Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

December 16, 2022

UNIVERSITY OF NEBRASKA – LINCOLN

School of Music

Action:

Action 1 of 1: Application for renewal of Membership – Original

The Commission voted to continue the current Membership status of the institution and to seek further information before completing its work with the application for renewal of Membership. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the issues below.

Items for Response:

1. As confirmed by the institution (see Self-Study, pp. 48–57; Optional Response, pp. 4–5) and the Visitors' Report (pp. 5 and 22), there is significant need for suitable music facilities. While the Commission recognizes that facilities projects are often long-range items and the institution is considering a \$90 million reconstruction renovation to address these issues, the institution is not released from its obligation to ensure that suitable spaces are available in which to carry out its mission until such time that this renovation can be completed. Therefore, it remains unclear that the institution is in compliance with NASM standards requiring that “acoustical treatments appropriate to music facilities [are] provided” (see *NASM Handbook 2021-22*, Standards for Accreditation II.F.1.h.); and that all “instructional facilities shall be accessible, safe, and secure, and shall meet the standards of local fire and health codes” (see *NASM Handbook 2021-22*, Standards for Accreditation II.F.1.g.). The institution is requested to provide a reply regarding progress toward addressing these issues in the immediate short-term.
2. The Commission appreciates the additional information provided by the institution in its Optional Response in reference to examples of “incidental” instruction on health and safety within the contexts of music practice, performance, teaching and listening (see Optional Response, p. 5); however, consistent with findings in the Visitors' Report (pp. 5–6), further information is necessary to demonstrate how the institution ensures that all students enrolled in music unit programs are provided such information (see *NASM Handbook 2021-22*, Standards for Accreditation II.F.1.i.).

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3. The Commission notes that work is underway to address what the institution refers to as a “stagnant focus upon Euroclassical traditions in the undergraduate music theory core sequence (MUSC 165/166/265/266, Music Theory I-IV)” (see Optional Response, p. 8) and to help students pursuing the Bachelor of Music in Music Theory degree, in particular, develop basic knowledge of music history and repertoires through the present time, including study and experience of music language and achievement in addition to that of the primary culture encompassing the area of specialization (see *NASM Handbook 2021-22*, Standards for Accreditation VIII.B.4.). The institution is requested to provide a reply regarding progress toward addressing this issue.
4. Regarding the Master of Music in Music History degree, additional information is needed to demonstrate that students enrolled in the degree program develop reading ability in one foreign language (see Visitors’ Report, p. 16; Optional Response, pp. 10–11; *NASM Handbook 2021-22*, Standards for Accreditation XIV.C.1.c.).
5. Regarding the Master of Music in Conducting (Choral, Orchestral, Wind) degree, further information is necessary to demonstrate that advanced studies in ear training continue throughout the degree program for all students or that this competence is evaluated by examination (see Visitors’ Report, p. 17; Optional Response, p. 11; *NASM Handbook 2021-22*, Appendix I.D., Section 4.E.1.b.). It is also not clear how the institution ensures that choral conducting majors are proficient in vocal pedagogy and in English, German, French, Italian, and Latin diction (see Visitors’ Report, p. 17; Optional Response, pp. 11–12; *NASM Handbook 2021-22*, Standards for Accreditation XIV.B.3.c.). The institution is requested to demonstrate that these experiences are provided and that competencies are developed.
6. Regarding the Master of Music in Performance (Voice) degree, it is not clear based on the information provided how the institution ensures that students are proficient in English, German, French, and Italian diction (see Visitors’ Report, pp. 17–18; Optional Response, p. 12; *NASM Handbook 2021-22*, Standards for Accreditation XIV.B.6.c.). The institution is requested to demonstrate and provide evidence speaking to the development of these competencies.
7. Regarding the Doctor of Musical Arts in Jazz Studies degree and given the information provided, it is not clear how the institution “emphasizes the integration of performance, improvisation, composition, and arranging at the highest professional levels” in its offering of the combined jazz improvisation course for both undergraduate and graduate students (see Self-Study, p. 237; Visitors’ Report, p. 20; *NASM Handbook 2021-22*, Standards for Accreditation XVI.D.4.c.). The institution is requested to demonstrate compliance with this standard.
8. Regarding the Master of Music in Music Education degree, the Commission notes that several courses in this degree program are offered online (see Self-Study, p. 330; Visitors’ Report, p. 15) with the intent of the institution to increase its online offerings from three 3-credit courses, or approximately 30% of the program, to exceed 40% in the somewhat near future (see Optional Response, p. 10). The institution is asked to provide further information confirming compliance with



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standards regarding distance learning programs (see *NASM Handbook 2021-22*, Standards for Accreditation III.H.). Degrees that meet NASM standards and in which more than 40% of their requirements are fulfilled through distance learning will be designated distance learning programs in the NASM Directory List.

Due Date:

May 1 for consideration at the Commission meetings of June 2023.

The procedures for submitting Responses and Progress Reports may be downloaded from the NASM website at <https://nasm.arts-accredit.org> (see “Accreditation,” beneath that “Accreditation Materials,” and beneath that “Procedures”).

Karen P. Moynahan
Executive Director

KPM:jrk