

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

11250 ROGER BACON DRIVE, SUITE 21

RESTON, VIRGINIA 20190

TELEPHONE (703) 437-0700

FACSIMILE (703) 437-6312

June 27, 2002

Professor Joseph Edwards
Director, Dana School of Music
Youngstown State University
One University Plaza
Youngstown, OH 44555

Dear Professor Edwards:

The NASM Commission on Accreditation at its June meetings gave careful consideration to the response in support of the application for renewal of Membership submitted by Youngstown State University.

The Commission voted to accept the response and continue the institution in good standing with the following degree listing:

Bachelor of Arts in Music.
Bachelor of Music in Composition.
Bachelor of Music in Music Education.
Bachelor of Music in Performance.
Master of Music in Music Education.
Master of Music in Music History and Literature.
Master of Music in Performance.
Master of Music in Theory/Composition.


The next NASM evaluation for reaccreditation is scheduled for the 2010–2011 academic year.

This action is taken upon review of Youngstown State University according to accreditation standards in effect in June of 2002. As a member of NASM, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in music current with NASM standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best wishes and cordial regards, I remain

Sincerely yours,



Samuel Hope
Executive Director

SH:ws

cc: David C. Sweet, President
Youngstown State University
David Tomatz, President, NASM
Don Gibson, Chair
NASM Commission on Accreditation
Jon Piersol, Associate Chair
NASM Commission on Accreditation
Ronald D. Ross, NASM Visitor
Jerry Luedders, NASM Visitor

Dana School of Music
Youngstown State University
One University Plaza
Youngstown, Ohio 44555

Dr. David Sweet, President
Tedrow L. Perkins, Acting Director

Date of Visit February 19 - 21, 2001

Optional Response

B. Size and Scope

Page 1, paragraph 4 – “This view, however, is inconsistent with the information...”

The Visitors’ Report states that the faculty are of the opinion that increased enrollments will generate additional faculty allocation, whereas the administration is saying that that is not likely. The low levels of funding from the state for the University have made it difficult to predict any increased revenues in the near future. With financial support tied to enrollment and the University enrollments low, it is understandable that the administration would not promise additional faculty positions. Even if enrollments in the Fine and Performing Arts grow, there is a cost to increasing enrollments in music that is not shared by other disciplines.

Dana’s faculty has been fighting to keep positions intact these past ten years. Dana went from 28 full time faculty members to 25. The faculty had been given the impression in recent years that it would not be impossible to increase the number of full-time faculty members provided that enrollment increased. The enrollment did increase, but the faculty positions did not come back. Now, every faculty position has to be considered on its own merits without the comfort that a position vacated will be automatically replaced. The statement from the current administration is probably very accurate, but the faculty still believes that it has a right to expect replacement of some of the faculty members lost over the last decade.

Since the NASM Visit, the administration has agreed to one full-time tenure track position to replace a vacancy in the jazz area due to retirement and to one full-time one-year temporary position in the area of theory due to retirement. The administration has also renewed two temporary positions, the one in guitar and the one in music ed/instrumental.

C. Finances

Page 2, paragraph 3 – “We were also informed that because of the lack of an equipment budget in the unit, virtually all of the percussion teaching studio equipment has been supplied and is owned by the faculty member in that area, without which instruction would be extremely compromised.”

Since the visit, the University has recently purchased \$50,000.00 worth of percussion equipment to assist Dr. Schaft in the percussion studio. To say that there is “an inconsistency of budgetary practice” is not inaccurate.

Page 2 paragraph 4 – “In response, the Dean reported he is currently assisting in addressing this need through a reallocation of his office staff resources, ...”

Since the visit, the Dean has secured funding and has rearranged job descriptions to provide secretarial support for marketing, program preparation, and printing.

D. Governance and Administration

Page 4, paragraph 1 – “The Dana School for some time has assumed a 12-student minimum enrollment was university policy for graduate level classes.”

Classes with less than twelve students have had to be justified. Certainly the administration cannot afford to let classes exist with two or three students; providing classes for graduates only will prove a challenge for the administration since it is a financial issue. It remains to be seen whether the school can afford to provide 50% of a student’s curricula with graduate only classes and with what kind of enrollments.

Page 4, paragraph 2 – “Most of the senior administrative structure at YSU is in transition.”

Since the visit a new Provost will soon to be hired and a search for the Dean of the College of Education is to be reopened shortly. With luck, that position will be filled by December. The new President has been very supportive of the Dana School and gives every indication that Dana will not be diminished by this administration.

Page 5, paragraph 2 – “The Director of the Dana School has maintained a one-half teaching load (or higher!) for as long as anyone can remember.”

The Interim Director intends to maintain a load that is more in keeping with the recommendation of the Visitors’ Report in the future, ie., one-third teaching load.

O. Program, Degrees, Curricula

Page 12, paragraph 1 - “It is not clear that the following NASM standards are being met:”

New general education requirements have recently been adopted. The Bachelor of Arts degree requires general education courses in the categories Natural Science and in Artistic and Literary Perspectives. Although not strictly stated, a student is required to take a course in the arts outside of the major, so students do gain an understanding of and experience in art forms other than music. The natural science requirement should provide an acquaintance with experimental methods of the physical and biological sciences. Finally, the compositional process is addressed in theory class through the harmonization of melody and composition projects in the second year of theory.

Page 13, paragraph 2 - “It is not clear that the following NASM standards are being met in all five areas or emphasis (Instrumental; Jazz; Organ; Piano; Vocal):

> There is an expectation of ensemble experience throughout the program...”

With the Piano emphasis, ensemble experience is gained through a chamber music requirement. The Organ emphasis includes only two years of ensemble experience. Compositional skills are developed through undergraduate theory and improvisational skills are obtained in the applied lessons.

Page 14, paragraph 4 - “*Bachelor of Music in Music Education*
This program is being presented for Renewal of Final Approval. It is not clear that the following NASM standards are being met:

> Expectation of performance study and ensemble experience throughout the program”

Students in the Music Education program enroll for ensembles every term except for the term in which student teaching occurs. Dana has been providing pedagogy (performance study) for those students who need it, by allowing those students to sign up for an appropriate methods class.

> “In the vocal emphasis, students are able to use at least one instrument as a teaching tool...”

All education majors, except for keyboard majors, must take two years of class piano. This requirement should provide vocal music education majors with enough skills to use the piano as a teaching tool.

Page 15, paragraph 2 - “*Graduate programs:*

There are two concerns that relate to all graduate music curricular options. It is not clear that the following standards are being met:

At least one-half of the credits required for graduate degrees must be in courses intended for graduate students only.”

Classes with less than twelve students have had to be justified. Certainly the administration cannot afford to let classes exist with two or three students; providing classes for graduates only will prove a challenge for the administration since it is a financial issue. It remains to be seen whether the school can afford to provide 50% of a student’s curricula with graduate only classes and with what kind of enrollments.

Page 15, paragraph 2

“A comprehensive review is required.”

A comprehensive review is required in each of the degrees. For both the Theory and History degrees the review is a thesis and an oral defense. For the Performance degree the review is a fifty-minute recital and recital document. For the Music Education degree the review consists of a comprehensive written examination.

To: Ted Perkins
From: Jan Elias
Subject: NASM response

I offer these comments for your consideration:

#1 I think this sentence may create a misimpression. The word "dubious" implies impropriety and I don't think our difficult financial situation is a "recent revelation." (We have been in very tight financial times for a long time; that was a big part of the reason for the ERIP - to reduce the payroll, why departmental operating budgets have been basically flat for at least 10 years, and why faculty positions have to be prioritized.) It's not new, it's just continuation of a trend that isn't going to get better with the next state budget. I think the paragraph would read just fine if you left off the last sentence. It makes it clear that faculty think more positions should be replaced and that the administration isn't promising that will happen any time soon.

#2. I'm not entirely sure what this issue of inconsistency is. Is it that purchases of instruments have been made but a line and \$\$ for equipment is not showing up within Dana's budget? If that's the issue, you might explain about the instructional equipment allocation to colleges and that these expenditures would not likely show up in the department budget.

#3. You may wish to clarify this graduate class size issue with the Dean in a bit more detail so you can state with more certainty what the practice will be in the College. It's always been understood in the Provost's Office that graduate classes are likely to be smaller than undergraduate classes and no minimum class size for graduate classes has been established by the Provost. Are you planning to respond to the concern of graduate students not having enough actual graduate classes? The data could be obtained through Institutional Research so you could either verify or refute their impression.

Hope these comments are helpful. Call me at 1560 if you have any questions.

What is more recent is the current uncertainty about the next state biennial budget, which apparently at state support is

The NASM Visitors' Report for the Dana School of Music is accurate in most all details. There is some explanation that might help illuminate that report in its relation to the self study. The Size and Scope section (Section B) of the Visitors' Report states that the faculty are of the opinion that increased enrollments will generate additional faculty allocation, whereas the administration is saying that that is not likely. The low levels of funding from the state for the University has made it difficult to predict any increased revenues in the near future. With financial support tied to enrollment and the University enrollments low, it is understandable that the administration would not promise additional faculty positions. Even if enrollments in the Fine and Performing Arts grow, there is a cost to increasing enrollments in music that is not shared by other disciplines.

Dana's faculty has been fighting to keep positions intact these past ten years. Dana went from 28 full time faculty members to 25. The faculty had been given the impression in recent years that it would not be impossible to increase the number of full-time faculty members provided that enrollment increased. The enrollment did increase, but the faculty positions did not come back. Now, every faculty position has to be considered on its own merits without the comfort that a position vacated will be automatically replaced. The statement from the current administration is probably very accurate, but the faculty still believes that it has a right to expect replacement of some of the faculty members lost over the last decade. The relatively recent revelation of the University's dubious financial situation is primarily the reason that this apparent disconnect exists.

#1
See
attached

Since the NASM Visit, the administration has agreed to one full-time tenure track position to replace a vacancy in the jazz area due to retirement and to one full-time one-year temporary position in the area of theory due to retirement. The administration has also renewed two temporary positions, the one in guitar and the one in music ed/instrumental.

With regard to C. Finances, the University has recently purchased \$50,000.00 worth of percussion equipment to assist Dr. Schaft in the percussion studio. To say that there is "an inconsistency of budgetary practice" is not inaccurate. The Dean has also secured funding which is to provide secretarial support for marketing, program preparation, and printing.

#2
See
attached

Governance and Administration (Section D) reveals a structure that is in transition. A new Provost is soon to be hired and a search for the Dean of the College of Education is to be reopened shortly thereafter. With luck, that position will be filled by December. The new President has been very supportive of the Dana School and gives every indication that Dana will not be diminished by this administration. The question of graduate enrollment is an issue. Until recently, there has not been an indication that classes of fewer than twelve students would be allowed to make. This policy may not have been applied to graduate courses. Nonetheless, it will be interesting to see if classes solely made up of graduate students only, will be allowed to meet.

#3
See
note

The Music Executive intends to maintain a load that is more in keeping with the recommendation of the Visitors' Report in the future, ie., one-third teaching load.

With regard to Programs, Degrees and Curricula (Section O), there is general confusion that may be clarified once some of the bugs have been worked out with our conversion to semesters and with the adoption of new general education requirements. The Bachelor of Arts degree requires a general education course or courses in both a natural science and in artistic and literary perspectives. Although not strictly stated, a student is required to take a course in the arts outside of the major, so students do gain an understanding of and experience in art forms other than music. The natural science requirement should provide an acquaintance with experimental methods of the physical and biological sciences. Finally, the compositional process is addressed in theory class through the harmonization of melody and composition projects in the second year of theory. The suggestion to revise the BA curricula is a good one, which will be explored in our next academic year.

With the Bachelor of Music in Applied Music, which should be changed to Performance, an ensemble experience is required of all majors. In the keyboard area, the