

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (1)

DATE: March 27-29, 2018

SUBJECT

New Certificate: NSU Certificate in Jazz Pedagogy

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authority to offer an undergraduate certificate in Jazz Pedagogy. The target audience includes music education majors who want specialized preparation in teaching jazz in school or private instruction settings. The curriculum will aid students in preparing for the Praxis Music Content Exam that includes jazz concepts and performance practices. The proposed certificate consists of ten credit hours and includes the creation of a new one credit hour course. The credits in the certificate are applicable to music and music education degree programs at NSU.

NSU requests authorization to offer the certificate on campus.

IMPACT AND RECOMMENDATION

NSU currently has 15 undergraduate certificate programs available. NSU does not request new resources to offer the certificate.

Board office staff recommend approval of the certificate.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Jazz Pedagogy (Undergraduate)

DRAFT MOTION 20180327_4-D(1):

I move to approve NSU's undergraduate certificate in Jazz Pedagogy as presented in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

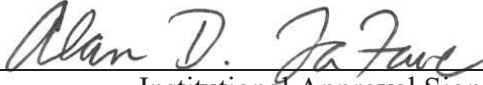
New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

| | |
|---|----------------------------|
| UNIVERSITY: | NSU |
| TITLE OF PROPOSED CERTIFICATE: | Jazz Pedagogy |
| INTENDED DATE OF IMPLEMENTATION: | Fall 2018 |
| PROPOSED CIP CODE: | 500910 |
| UNIVERSITY DEPARTMENT: | Music |
| UNIVERSITY DIVISION: | School of Fine Arts |

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



 Institutional Approval Signature
 President or Chief Academic Officer of the University

11/1/2017

 Date

- 1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate ☒ Graduate Certificate ☐

- 2. What is the nature/purpose of the proposed certificate?**

The proposed Jazz Pedagogy Certificate will provide instrumental and vocal music education students with the necessary knowledge and skills to cultivate a jazz curriculum as future professional music educators. Indication of certificate completion on academic transcripts will document students' ability to oversee all aspects of K-12 jazz education, including the teaching of beginning jazz improvisation, applying appropriate rehearsal techniques to small and large group jazz ensembles, selecting suitable repertoire for these groups, and providing an overview of jazz appreciation, history, and styles. It will allow music education students to interface more frequently and effectively with our excellent jazz faculty. Lastly, it will strengthen preparation

for the Praxis Music Content Exam, which includes questions on jazz concepts, literature, and performance practice (<https://www.ets.org/s/praxis/pdf/5113.pdf>).

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

Completion of this certificate will allow graduates to document training in this area of music education. Certain schools are looking for teacher applicants who have completed a concentrated curriculum in jazz performance and education, in order to develop jazz programs and direct jazz ensembles. This certificate will allow our graduates to be well-positioned for these employment opportunities, as there are very few universities that presently offer this type of supplemental jazz studies track specific to music education majors. It is expected that schools of varying sizes throughout South Dakota will benefit from music graduates possessing this certificate. Larger schools with established jazz programs would expect new music hires to be well-versed in jazz studies. On the other hand, a number of smaller schools have discontinued their jazz programs in recent years; thus, this could lead to opportunities to reinstate jazz programming into the curriculum.

Jazz is an original American art form making it a vital part of America's history. A large number of students do not experience jazz until they start high school or even college. Therefore, there is a strong need for more emphasis on jazz education in primary and secondary schools. The variety and emphasis of the proposed jazz certificate's coursework will equip our music education students with the tools necessary to teach and direct jazz, and enable them to integrate it into their future classrooms.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

Music education majors (instrument and/or vocal) at Northern State University.

There are three available tracks for our BME degree:

1. Music Education Plan I, Instrumental (131 credits)
2. Music Education Plan II, Vocal (131 credits)
3. Music Education Plan III Instrumental and Vocal (138 credits)

The frequency of the course offerings required in the certificate, along with available electives and ensemble substitutions will enable students to complete the certificate within their prescribed course of study.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):²

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

² Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

| Prefix | Number | Course Title <i>(add or delete rows as needed)</i> | Credit Hours | New (yes, no) |
|----------|---------|--|--------------|------------------|
| MUS | 223 | Jazz Improvisation | 1 (2 needed) | Yes |
| MUS | 344 | The History of Jazz | 2 | No |
| MUS | 443 | Jazz Pedagogy | 2 | No |
| MUEN | 180/380 | Jazz Ensemble (may substitute MUEN 105/305, Vocal Jazz Ensemble) | 1 (4 needed) | No |
| Subtotal | | | 10 | |

This certificate contains one new course: MUS 223 Jazz Improvisation. This course was presented and approved at the NSU Academic Affairs Committee meeting on September 11, 2017. Improvisation is the applied skill required of all performers and teachers of jazz, and is central to the creative aspect of jazz performance practice. Students will learn scales, chords, chord progressions, and melodic construction unique to the jazz language. The course also provides curricular balance with the certificate's other lecture and ensemble components.

6. Student Outcome and Demonstration of Individual Achievement.³

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

1. Demonstrate ideas and strategies for integrating jazz components into K-12 music curriculum.
2. Demonstrate knowledge of jazz compositions and arrangements appropriate for all ages and levels of experience.
3. Perform and improvise on an instrument as a soloist or in an ensemble, with technical proficiency, e.g., tone production, intonation, articulation, technical facility, and rhythmic conception, and musicality at the level of an advanced student or higher.
4. Demonstrate an understanding of jazz theory and harmony; possess a vocabulary of jazz figures applicable to improvisation.
5. Demonstrate growing maturity in musical concepts, using tools of performance to create artistic products.
6. Teach jazz principles and techniques on one's major instrument.
7. Understand the historical context of music from significant periods of jazz history.
8. Compose and arrange music for small and large jazz ensembles.
9. Perform in large ensembles and jazz chamber groups

³ Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

10. Collaborate, blend, and balance within an ensemble.

11. Select and research jazz repertoire.

B. Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

7. Delivery Location.⁴

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

| | Yes/No | Intended Start Date |
|-----------|--------|---------------------|
| On campus | Yes | Spring 2018 |

| | Yes/No | If Yes, list location(s) | Intended Start Date |
|------------|--------|--------------------------|---------------------------------|
| Off campus | No | | Choose an item. Choose an item. |

| | Yes/No | If Yes, identify delivery methods ⁵ | Intended Start Date |
|--|--------|--|---------------------------------|
| Distance Delivery (online/other distance delivery methods) | No | | Choose an item. Choose an item. |

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)?⁶

| | Yes/No | If Yes, identify delivery methods | Intended Start Date |
|--|--------|-----------------------------------|---------------------------------|
| Distance Delivery (online/other distance delivery methods) | No | | Choose an item. Choose an item. |

⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁵ Delivery methods are defined in [AAC Guideline 5.5](#).

⁶ This question responds to HLC definitions for distance delivery.

Appendix A – Outcomes

| Individual Student Outcome | MUS 223 | MUS 344 | MUS 443 | MUEN 180/380 |
|--|------------|------------|------------|-----------------|
| Demonstrate ideas and strategies for integrating jazz components into K-12 music curriculum. | | | X | |
| Demonstrate knowledge of jazz compositions and arrangements appropriate for all ages and levels of experience. | | X | X | X |
| Perform and improvise on an instrument as a soloist or in an ensemble, with technical proficiency, e.g., tone production, intonation, articulation, technical facility, rhythmic conception, and musicality at the level of an advanced student or higher. | X | | X | X |
| Demonstrate an understanding of jazz theory and harmony; possess a vocabulary of jazz figures applicable to improvisation. | X | | | X |
| Demonstrate growing maturity in musical concepts - using tools of performance to create artistic products. | X | | | X |
| Teach jazz principles and techniques on one's major instrument. | X | | X | |
| Understand the historical context of music from significant periods of jazz history. | | X | | |
| Compose and arrange music for small and large jazz ensembles. | | | X | X |
| Perform in large ensembles and jazz chamber groups. | | | | X |
| Collaborate, blend, and balance within an ensemble. | | | | X |
| Select and research jazz repertoire. | | X | X | |