

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (2)

DATE: March 27-29, 2018

SUBJECT

New Certificate: NSU Certificate in Piano 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 Piano Pedagogy. The target audience includes music majors who want specialized preparation in teaching piano in school or private instruction settings. The curriculum will aid students in preparing for Music Teachers National Association certification. The proposed certificate consists of twelve credit hours of existing courses and all 12 credits are stackable to the BA in music.

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 staff recommend approval of the certificate.

ATTACHMENTS

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

DRAFT MOTION 20180327_4-D(2):

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

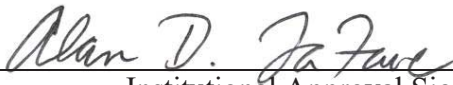
New Certificate

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:	Certificate in Piano Pedagogy
INTENDED DATE OF IMPLEMENTATION:	Fall 2018
PROPOSED CIP CODE:	50.0912
UNIVERSITY DEPARTMENT:	Music
UNIVERSITY DIVISION:	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

1/9/2018
 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 Piano Pedagogy Certificate will provide music students (piano majors/music majors with requisite piano experience) with the necessary knowledge to establish an independent piano studio or gain employment in a community music school setting. Indication of certificate completion on academic transcripts will document students' ability to provide proficient piano instruction to students of all ages and levels, utilize a variety of foremost piano methods and teaching approaches, cultivate facility in piano technique, and interact musically and professionally with teacher organizations at the local, state, and national levels. Students

will also obtain an overview of how to effectively administer their piano studio, including topics related to studio policies, promotional materials, self-employment issues (including taxes), and lesson fees/payment schedules.

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

As capable, independent piano instructors, graduates will have opportunities to cultivate an appreciation in the arts, encourage personal growth, and heighten the quality of life within their communities. They will have potential to create or contribute to programs that encourage intellectual growth, increase creativity, and raise self-esteem for students of all ages. Lastly, their work with individual pre-college students may supplement and enrich local K-12 music education, by facilitating note reading, rhythmic understanding and execution, and varied public performance occasions.

This certificate will also assist graduates in promoting themselves as qualified professionals in the industry. Specifically, it will strengthen preparation for certification through the Music Teachers National Association (MTNA) (<http://www.mtnacertification.org/certification-overview/>). MTNA is the leading national organization for professional independent music teacher support.

According to the United States Department of Labor, national growth in this field (Musicians and Singers) is projected at 6.6% between 2016-2026, just under the projected average growth rate of 7.4% for all occupations.

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

It is anticipated that all piano majors at Northern State University would be interested in earning the Certificate in Piano Pedagogy, since it does not add any new courses to their required curriculum, beyond extending MUS 472 (Piano Pedagogy) from two to three credits (proposed). Additional students outside the piano major enrollment (both music and non-music majors), may also be interested in this new certificate, provided their pianistic background and appreciation of the piano teaching process make them suitable candidates to teach private piano lessons, even if on a part-time basis.

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.

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
MUS	472	Required: Piano Pedagogy	3	No
MUS	340	Required: Keyboard Literature	2	No
MUAP	n10, n11	Required: Applied Music-Keyboards	4	No
MUAP	181, 381	Elective: Piano Accompanying	3	No
MUS	110	Elective: Basic Music Theory I		
MUS	332	Elective: History of Music II		
MUS	333	Elective: History of Music III (Combination of any totaling 3 credits)		
Subtotal			12	

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. Identify different approaches to behavior modification for piano teaching, including age-appropriate and skill-appropriate techniques for teaching students of all levels.
2. Apply multiple systems of assigning levels of difficulty to piano repertoire for proper instructional sequencing.
3. Distinguish among elementary, intermediate, and advanced performance skills, as well as repertoire suitable for students at different musical performance levels.
4. Demonstrate analysis of piano teaching materials for beginners (child beginners and adult beginners), including the ability to compare and critique elementary piano method books.
5. Demonstrate capacity to differentiate, analyze, and select piano teaching pieces by identifying stylistic characteristics of major musical historical eras and principal musical structures.
6. Demonstrate basic overview of music studio management and business development, including how to structure a teaching calendar, market to attract customers, calculate estimated monthly and annual income, and estimate quarterly tax payments.

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.

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

7. Summarize the credentials and qualifications customers expect a good piano teacher to have, as well as describe the value of piano lessons from the points of view of both music teacher and customer.

8. Demonstrate the ability to perform standard repertoire as a potential soloist, accompanist, or member of an ensemble.

9. Demonstrate the ability to hear, identify, and work conceptually with the elements of music, through sight-reading, basic keyboard proficiency, and musical analysis.

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

7. On-line and Off-campus Delivery.⁴

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

	Yes/No	<i>If Yes, list location(s), including the physical address</i>	<i>Intended Start Date</i>
Off-campus	No		Click here to enter a date.

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	No		Click here to enter a date.

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)?

	Yes/No	<i>If Yes, identify delivery methods</i>	<i>Intended Start Date</i>
Distance Delivery	No		Click here to enter a date.
Delivery Method (if applicable)			

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.

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Program Courses that Address the Outcomes						
	MUS 340	MUS 472	MUAP n10, n11	MUAP 181, 381	MUS 110	MUS 332	MUS 333
Identify different approaches to behavior modification for piano teaching, including age-appropriate and skill-appropriate techniques for teaching students of all levels.	X		X				
Apply multiple systems of assigning levels of difficulty to piano repertoire for proper instructional sequencing.		X	X				
Distinguish among elementary, intermediate, and advanced performance skills, as well as repertoire suitable for students at different musical performance levels.	X	X					
Demonstrate analysis of piano teaching materials for beginners (child beginners and adult beginners), including the ability to compare and critique elementary piano method books.		X					
Demonstrate capacity to differentiate, analyze, and select piano teaching pieces by identifying stylistic characteristics of major musical historical eras and principal musical structures.	X	X	X		X	X	X
Demonstrate basic overview of music studio management and business development, including how to structure a teaching calendar, market to attract customers, calculate estimated monthly and annual income, and estimate quarterly tax payments.		X					
Summarize the credentials and qualifications customers expect a good piano teacher to have, as well as describe the value of piano lessons from the points of view of both music teacher and customer.		X					

Demonstrate the ability to perform standard repertoire as a potential soloist, accompanist, or member of an ensemble.			X	X			
Demonstrate the ability to hear, identify, and work conceptually with the elements of music, through sight-reading, basic keyboard proficiency, and musical analysis.	X		X	X	X	X	X