

PROPOSAL FOR A GRADUATE CERTIFICATE PROGRAM

Date: _____

Certificate Title: Graduate Violin Suzuki Method Pedagogy Certificate

School/College/Unit: Franklin College

Department/Division: Hugh Hodgson School of Music

Effective Term: Fall 2024

Which campus(es) will offer this certificate? Athens

Level:

- Undergraduate
- Post-Baccalaureate
- Graduate

Program Abstract:

This Certificate requires the completion of 12 hours of Suzuki Method Pedagogy courses, which focus on the implementation of the Suzuki philosophy through private and group violin and viola instruction. The curriculum includes classroom lectures, demonstrations of included repertoire, guided observations, guided teaching of private lessons and group lessons, and other written and oral projects.

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

The purpose of the certificate is to provide specific, hands-on instruction in the Suzuki Method, as it pertains to violin and viola group and private instruction, primarily to young children.

Educational objectives:

- be conversant with the philosophical ideas presented in Dr. Shinichi Suzuki's *Nurtured by Love*, which is internationally recognized as the premier text regarding the Suzuki Method

- demonstrate knowledge of the repertoire and teaching points in the Suzuki Violin Method, Books 1 - 8
- develop and demonstrate strategies for working with students and families at all ages and skill levels in home practice, weekly private lessons, and group classes

This certificate fulfills the mission of the institution by providing specialized training that is recognized nationally and internationally. The State of Georgia, the United States, and most developed countries throughout the world have an abundant and active Suzuki teacher community where the sharing and exchange of ideas is considered paramount for the success of the method. This certificate enables recipients to join, benefit from, and contribute to that vibrant world-wide fabric. Because the Suzuki Method was originally developed in Japan, and later brought to the United States and throughout the world, the training includes and requires the understanding of and respect for cultural differences in the application of the method. In addition to regularly sharing ideas, the Suzuki community is committed to life-long learning, and a constant desire to understand and implement the most informed teaching practices for better student learning, understanding, and demonstration.

2. Need for the Program

Explain why this program is necessary.

This certificate fills a very specific and growing need in the local, national, and global musical job market. For decades, the Suzuki Method has been the premier method globally for teaching young students how to play a musical instrument. Because this training will be taught by a Suzuki Association of the Americas Suzuki Method Teacher Trainer, students will receive the Certificate from UGA, and their training will be registered through the Suzuki Association of the Americas and the International Suzuki Association. Trained Suzuki teachers are in demand globally, and registered Suzuki training grants immediate prestige in the field of string pedagogy.

In addition, provide the following information:

- Semester/Year of Program Initiation:** Fall 2024
- Semester/Year of Full Implementation of Program:** Spring 2026
- Semester/Year First Certificates will be awarded:** Spring 2026
- Annual Number of Graduates expected (once the program is established):** 6 - 12
- Projected Future Trends for number of students enrolled in the program:** 15 - 20

3. Student Demand

- Provide documentation of evidence of student demand for this program, which may include a student survey.**

(From Kristin Jutras, lead faculty member for this program): As Director of the UGA Community Music School, which includes a sizable and active Suzuki Method program, I annually employ

about a dozen UGA music majors as violin and viola instructors. These teachers continually see the success of the students in our Suzuki program and over the years have consistently expressed interest in obtaining training. For this reason, I became a Suzuki Method Teacher Trainer so that UGA could become a national training center for the Suzuki Method. In 2018, through the Community Music School, I taught a full Every Child Can! course - the required entry-level course for all Suzuki training - to 12 interested college students. Six of those participants were graduate students. From Fall 2020 to Fall 2021, I taught most of the cycle of courses that will be included in this certificate. The first course, Suzuki Pedagogy 1, had 10 student participants - 5 undergraduates and 5 graduates. Enrollment declined to 5 in Suzuki Pedagogy III - all graduate students. Much of that attrition was due to undergraduate students graduating prior to the completion of the cycle (starting it in their Senior year, for instance). All students who started in Pedagogy I who were still enrolled in a degree program by Pedagogy III remained in the classes and completed the cycle.

Evaluations for the courses taught in the first cycle show only top marks and the following quotes:

"This course taught me so much about teaching and I see how much I have grown as a teacher being in this class and learning from Kristin. Anyone who wants to teach a stringed instrument should have to take these classes."

"I'm so glad for the opportunity to have taken this class and continue the Suzuki teacher training. It has been incredibly beneficial to me as a musician and teacher and I'm thankful for the opportunity to learn from Kristin Jutras. With each class and assignment I am learning something new to apply to myself as a teacher. Getting to teach a group class, to do another teaching practicum, and all the other assignments were all helpful to me."

b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

In Fall 2022 the course cycle will begin again and there are currently 6 students enrolled in Pedagogy I - 2 undergraduates and 4 graduates. While this seems small, the overall size of the graduate violin and viola population in the School of Music is less than a dozen combined. It is my hope that offering this certificate will serve as a recruiting tool for applied faculty members to attract promising graduate violin and viola students. This number of enrollees is consistent with other long-term Suzuki training programs around the country.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

It would be my expectation that minority student enrollment would be equal to the proportion of minority students enrolled as undergraduate violin and viola majors in the School of Music.

4. Program of Study

Provide a detailed program of study for the certificate program, including:

a. Specific course prefixes, numbers, and titles:

MUSI 6600: Suzuki Violin and Viola Pedagogy I (3 hours)

MUSI 6610: Suzuki Violin and Viola Pedagogy II (3 hours)

MUSI 6620: Suzuki Violin Pedagogy III (3 hours)

MUSI 6630: Suzuki Violin Pedagogy IV (3 hours) - NEW

Total of 12 credit hours

b. Identify any new courses created for this program

MUSI 6630: Suzuki Violin Pedagogy IV

This certificate will be open to all graduate violin and viola music majors enrolled in the School of Music.

An application will be required prior to acceptance into this program. The application will gather information about the applicant's prior exposure to the Suzuki Method, any prior pedagogical training (Suzuki or non-Suzuki), and goals for future teaching applications. Applications will be reviewed by the director of the certificate program.

5. Model Program and Accreditation

a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

The Suzuki Association of the Americas outlines a very specific and comprehensive curriculum for training. Each course in this cycle is required to adhere to that curriculum in order to provide consistency of training world-wide at the highest of pedagogical standards. The requirements and curriculum of this certificate will align with the other well-established Suzuki certificate programs below:

Cleveland Institute of Music offers a 2-year graduate program consisting of 12 credit hours of Suzuki Pedagogy. (<https://suzukiassociation.org/events/loc/cleveland-institute-music/>)

For 30+ years, Ithaca College offered a 2-year graduate program consisting of 12 credit hours of Suzuki Pedagogy. (<https://suzukiassociation.org/events/loc/ithaca-college/>). Ithaca College discontinued this program as of Fall 2022.

The University of Hartford offers a 2-year graduate program consisting of 12 credit hours of Suzuki Pedagogy courses. (<https://suzukiassociation.org/events/loc/university-hartford/>)

Southern Illinois University, Edwardsville offers a 2-year graduate program consisting of 8 credit hours of Suzuki pedagogy courses.

University of Denver offers a Suzuki Teaching Certificate.
(<https://suzukiassociation.org/events/loc/university-denver/>)

The University of Evansville offers a Suzuki Violin Pedagogy Certificate as a 3-year program totaling 12 credit hours, available with any music degree.
(<https://suzukiassociation.org/events/loc/university-evansville/>)

b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

The curriculum was designed specifically to satisfy curricular standards of the Suzuki Association of the Americas training standards.

6. Student Learning Outcomes

Describe the proposed learning outcomes for the certificate program.

Specific learning outcomes include:

- understanding of the components that make up philosophy of the Suzuki Method
- understanding and demonstration of the repertoire included in all levels of the Suzuki Violin Method
- developing strategies for working with young children
- developing strategies for working with parents and offering continual parent education
- developing group class teaching techniques
- developing strategies for effective teaching, including the development of home practice assignments, assessment of student understanding,
- communication techniques
- feedback techniques
- strategies for tone, technique, and musical development for students of all ages and skill levels

7. Assessment

Describe how the learning outcomes for the program will be assessed.

As per the standardized SAA curriculum, students will have the opportunity to observe a great deal of high-quality teaching and will submit written reports of those observations, allowing me to check their understanding of how the method is implemented in daily teaching. Students will also regularly give in-class demonstrations of teaching points and performances of the

repertoire. As students progress through the program, guided teaching opportunities will be provided in both the private lesson and group class setting. As students are able to demonstrate greater understanding and application of the principles, additional teaching opportunities with less guidance will be provided.

Please submit documentation of the following approvals with the proposal:

- Department Head/Director
- Dean/Vice President
- Heads of any academic units which offer courses used in the program of study
- Heads of any academic units which offer similar programs

After approval by school/college/unit, proposals for undergraduate programs should be sent to the Office of Curriculum Systems (currsys@uga.edu). Proposals for graduate programs should be sent to the Graduate School (gradassociatedean@uga.edu)



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October 7, 2022

Dear Colleagues and Committee Members,

This letter serves to express my full support for the attached proposal for a Graduate Certificate in Suzuki Violin Pedagogy. This certificate has been discussed at length by our faculty and was given unanimous approval by our Graduate Committee.

This proposed certificate will fill an important need in the marketplace of violin teaching. The Suzuki method is the premiere approach to violin teaching in the world, and there are very few training programs in the United States. The lead faculty member for this certificate is the **only** certified Suzuki teacher trainer in the state of Georgia, and one of very few in the southeast. Private instruction is a lucrative and successful career path for many musicians, and providing quality training in pedagogy helps to prepare our students for success in the real world.

The Hugh Hodgson School of Music already has a robust Suzuki program in its Community Music School with a large population of pre-college students. This provides necessary resources for practicums in teaching and observation, making UGA an ideal location to offer this level of professional training. It is important to note that the addition of this certificate will not require any additional resources; it makes use of courses that are already being taught and the existing structure of our Community Music School. It is likely to attract students seeking this experience and certification, and the presence of these students will enhance the entire school of music. The inclusion of this certificate among our curricular offerings will add to our reputation as a forward-looking, comprehensive school of music.

This is an exciting and unique opportunity to further position the Hugh Hodgson School of Music as a regional and national leader. The proposal has my full, unqualified support, and I would be happy to answer any questions as needed during the approval process.

Sincerely,

Peter J. Jutras, Ph.D., NCTM
Professor and Director, Hugh Hodgson School of Music