

SETNOR M.M. VOICE PEDAGOGY PROGRAM: ASSESSMENT & ASPIRATIONS

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INTRODUCTION TO THE PROGRAM

- Established in 2014
- Two-year program
- Two faculty teaching pedagogy-specific courses
- 2-4 students per cohort



QR CODE TO
EXIT INTERVIEW
QUESTIONS



Curriculum Map

Area: Vocal Pedagogy I & II (PDG 519, 522), Advanced Diction (AMC 547), Vocal Literature I & II (MHL 546) Capstone (AMC 799), Lecture Recital (PER 996), Topics in Vocal Pedagogy (PDG 666), Voice Lessons (VOC 6..), Vocal Ensembles (ENV 510)

General: Intro to Research in Music (MUE 615), Advanced Tonal Analysis (MTC 646), Convocation (MHL 6..), Graduate Performance Seminar (VOC 625)

ASSESSING STUDENT ACHIEVEMENT

- Student Learning Assessment meta-rubric
- Student Works: archiving Capstone and Lecture Recital materials, podcasts, and creative projects
- Professor and peer feedback through studio voice lessons and performances
- Voice Class for Beginners (AMC 110) mentored teaching experience
- Graduate Exit Interview created by 2024 graduating class, to be reviewed and updated yearly
- “Where are they now?”: maintaining informed professional relationships with alumni (doctoral study, work in the field, etc.)



STUDENT LEARNING OUTCOMES (SLOS)

- (1) Demonstrate knowledge of voice physiology and function, as well as historical schools of voice pedagogy and pedagogical literature
- (2) Utilize contemporary pedagogical tools and resources in voice teaching
- (3) Demonstrate proficiency in both voice performance and scholarship, including writing and collaboration
- (4) Increase pedagogical competency through assistantships and practica--
“Become an expert teacher of singing!”

SUCCESSFUL STRATEGIES:

PRESENT & FUTURE

Accomplished

- Mentoring between first- and second-year cohorts
- 1-3 hour Special Topics in Voice Pedagogy (PDG 666) courses:
 - Piano Skills for Voice Teaching
 - Historical Vocal Pedagogical Methods & Literature
 - Brain-Body Modalities
 - Effective Practice & Performance
- Student conference involvement (TVF, NATS, ACDA, NOA)
- Students have gone on to professional positions in the area, and to doctoral degrees

Aspirational

- Updated website featuring SLOs, curriculum map, and alumni accomplishments
- Interdisciplinary/Inter-departmental collaboration
- Expanded faculty
- Greater national/international participation in professional & academic pedagogy organizations
- Establishment of a Voice Pedagogy-specific archive of student and faculty projects