# SETNOR M.M. VOICE PEDAGOGY PROGRAM:

## **ASSESSMENT & ASPIRATIONS**

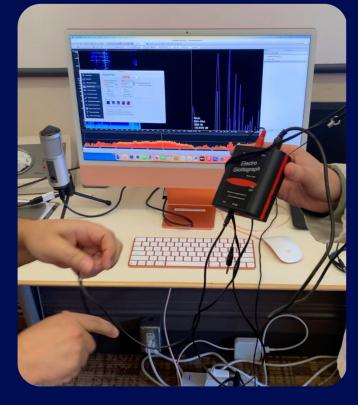
Dr. Kathleen Roland-Silverstein, Isabel Hampton, M.M. ('24), Katie Weber, M.M. ('24)

## 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
OUESTIONS



### 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.)



#### **SUCCESSFUL STRATEGIES:**

#### PRESENT & FUTURE

#### Accomplished

- Mentoring between first- and secondyear cohorts
- I-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 Pedagogyspecific archive of student and faculty projects

### **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!"