

**Westminster Choir College of Rider University**

**GRADUATE ORAL EXAMINATION IN MUSIC EDUCATION**

**Master of Music in Music Education and Master of Music Education**

**Revised 2015**

All exams must be scheduled, at minimum, two weeks prior to the last day of classes. If you are planning to take the oral examination in Music Education your first step is to schedule an appointment with your graduate advisor to review the attached guidelines and to discuss the composition of your examining committee. The graduate advisor will also discuss with you the expectations of the examination. Then, you will select **two members** of the Music Education faculty (or adjunct) and a faculty member outside the department. M.M. students should invite a faculty member who can examine them in their area of concentration. M.M.E. students may select any member of the faculty outside the Music Education Department with whom they feel comfortable. Next, arrive at consensus with the faculty for a date. Allow one hour for the examination. When all three faculty members have confirmed their availability, see Marjorie Klein, Academic Coordinator and she will schedule the date and give you some additional paper work to complete.

Do NOT bring any materials to the examination. Do Not bring and food.

**The department believes that a “master” in the field of music education is able to:**

- articulate the goals and objectives of music education curricula and discuss with ease the major curriculum orientations that drive the content of music education in K – 12 general education.
- discuss the major philosophical approaches to music education from both historical and critical perspectives. Further, the “master” is able to integrate these ideologies into a personal philosophy of music education.
- describe the prominent learning theories as they relate to the teaching and learning of music and apply them to classroom, rehearsal and applied studio instruction as appropriate.
- describe the prominent music teaching approaches (Orff, Kodály, Dalcroze, Gordon, Suzuki, CMP, Critical Pedagogy and Basal Music Series) as they relate to the teaching and learning of music and apply them to classroom, rehearsal and applied studio instruction as appropriate.
- describe the new Core Music Standards for Music Education and describe how they are integrated into decisions about what to teach, how to teach and why.
- explicate the current research in music education as found in prominent music education research journals. Students at the “master” level can demonstrate familiarity with qualitative research designs and the ability to conduct research that is scholarly and relevant to the profession.
- connect the current issues in education to music education in public and private schools in the United States.
- demonstrate familiarity with music education programs in American schools through current or prior teaching and/or by completing significant observation at varying levels and situations (public, private, urban, suburban, parochial, pre-school, elementary, middle school, senior high school).

To that end, the **Graduate Oral Examination in Music Education** for students in the Master of Music degree with a concentration in Music Education and the Master of Music Education degree consists of three parts:

**Part One:** The candidate will speak for up to 15 minutes (without notes) on one of the topics listed below. The topic is to be chosen prior to the examination and should integrate the candidate's position with the content of the coursework completed in music education. The topics are:

- (1) Your personal philosophy of music education
- (2) Why music education is important in the schools
- (3) Music Education and the issues of Educational Reform
- (4) Your vision of Music Education in the 21st century

Students should prepare as though they were making a formal presentation to an informed board of education or informed group of citizens. Following the talk, the committee will examine the student for 10 minutes on this presentation.

**Part Two:** For MM and MME students: At least 24 hrs prior to the examination, the student and committee members will be given a qualitative study to read critically. At the examination, the student will explicate the study and present his/her critique. The student should look at relevance to music education, thoroughness of literature review appropriateness of research design, methodology and data analysis.

OR

MME students may present their completed thesis for discussion at the examination. In this instance, the student must provide each member of the examining committee with a copy of the thesis one week prior to the examination. As above, the student will explicate the study and be prepared to answer questions regarding the relevance of the topic, the review of the literature, the selected research design, methodology, data analysis and conclusion. Students in the MM degree may also present a research study provided that it is relevant to music education. This portion of the examination will last up to 20 minutes

**Part Three:** MM students with a major in music education shall be prepared to answer general questions about music education and questions about their area of concentration. MME students shall be prepared to answer general questions about music education and their area of focus. It is expected that all graduate students will be familiar with music education in American classrooms. To that end, we expect students who do not have significant experience teaching music in the schools to visit at least 6 school programs of varying types prior to the oral examination and to be able to reconcile what they see with what they have learned.

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## REFERENCE LIST

Choksy, Lois, ed. *Teaching Music in the 21st Century*. 2nd. ed.

Englewood Cliffs, NJ: Prentice-Hall, 2000.

Creswell, John W. *Qualitative Inquiry and Research design: Choosing Among*

*Five Traditions*. Thousand Oaks, CA: Sage, 1998.

Eisner, Elliot W. *The Educational Imagination: On the Design and Evaluation of*

*School Programs*. (Third Edition). New York: Macmillan. 1994.

Mark, Michael L. *Contemporary Music Education* 3rd. ed.

New York: Schirmer Books, 1996

McCarthy, Bernice. *About Teaching: 4MAT in the Classroom*.

Wauconda, IL: About Learning, 2000.

National Coalition for Core Arts Standards, *Core Music Standards*, State Education Agency  
Directors of Arts Education, 2014

Wink, Joan. *Critical pedagogy: Notes from the real world*. 2nd ed.

Boston: Allyn & Bacon, 2000

Texts and materials from the required music education courses.