Music Education Final Oral Exam

Upon entering the program, students in Option B will create a list of 3 questions; one question based on curriculum work, one question based on historical/philosophical influences and one question self-generated. These questions will frame the graduate learning experiences and culminate with a presentation during the final oral exam. Four weeks before the final oral exam, students will submit an outline of their final oral presentation along with a bibliography. For the final oral meeting, students will create a half-hour presentation which highlights how their graduate journey has answered the questions posed in the beginning of the degree work and illustrate how the student has synthesized their learning. The presentation will end with the student’s vision for future learning. Following the presentation, committee members will have 45 minutes to question the candidate about the presentation or any aspect of their degree program.

Presentation and documentation will be evaluated on the following:

- Thoroughness in addressing the questions submitted.
- Synthesis of understanding through application of learning to future teaching and a plan for implementation of new ideas.
- Artistry in presentation so that what is presented is synthesized and artfully arranged.
- General scholarship and organization.

The three-person oral examination committee will confer immediately following the examination and announce the results to the student.

- For the student whose performance during the final examination is satisfactory, each committee member will sign the Final Oral Examination Completion form. The recommendation of the committee must be unanimous in order for a student to pass the final oral examination.
- For the student whose performance during the final examination is unsatisfactory, the committee has two options:
  a. The student must retake the oral examination, presenting the entire oral presentation or the portion(s) of the presentation that the committee found to be unsatisfactory followed by the questions from the committee. A student is allowed one rehearing. A third examination will not be given.
  b. The student must prepare a formal paper focusing on the portion(s) of the examination that the committee found to be unsatisfactory. The paper will be evaluated either by the full committee or by one designated member of the committee. The paper must be submitted within two semesters of the original examination date. A student is only allowed one opportunity to submit a paper. A second paper will not be considered.

More information about the final oral exam and the exam committee can be found in the Crane Student Handbook. The current form of that information is printed below:

**Final Oral Exam**

Each student in a Master of Music degree program must complete a final oral exam. The requirements and expectations for the oral exams can be found in the Graduate Catalog, but important additional information is below.
The format of the oral exam for Master of Music - Music Education majors will depend on which option the student is in: Option A (Thesis option) or Option B (Non-thesis option). (Information on selecting one option or the other can be found in the Graduate Catalog.)

For Thesis Option students, a proposal must be submitted to the student’s committee by the end of the second semester or second summer of study. A student may not register for coursework beyond the second semester until the proposal has been approved.

For Non-Thesis Options students, an outline of their final presentation, along with a bibliography, must be submitted to the student’s committee no later than four weeks before the final oral exam.

**Option of Open or Closed Final Oral Examination**

Students in the Master of Music – Music Education degree, Option B (Non-Thesis Option) will have the option of an open final oral examination (a session attended by the student/presenter and a three-member faculty committee, and audience) or a closed session (a session attended by the student/presenter and a three-member faculty committee). If the presenter elects to have an open session, the audience will be in attendance for the full examination, including both the presentation and question period that follows. The presenter will be questioned by the committee but not the audience. Upon completion of the examination, the presenter and audience will be asked to leave the room, the committee will confer, and the presenter will be brought back into the room and notified as to whether he or she has pass the examination. The selection of an open or closed examination format will be made prior to the section of the faculty committee so that each faculty member will be notified of the examination format at the time he or she is invited to serve on the committee.

**Option of Remote Final Oral Examination for Summer Students**

Each student in the Master of Music – Music Education degree, Option B (Non-Thesis Option) – summers only, will have the option of taking the final oral examination via the tradition on-campus format or via a synchronous video conferencing system. The selection of the video conference examination option will be made prior to the selection of the faculty committee so that each faculty member will be notified of the examination format at the time he or she is invited to serve on the committee. This option is limited to final oral examinations taken in conjunction with summer-term only study.

Students choosing to take their final oral examination remotely must adhere to the following technical requirements.

- Exams will take place using the Skype Video Conferencing platform.
  - Students will need to provide committee members with their Skype username when they submit their final questions and bibliographies to committee members.
  - It is the student’s responsibility to take care of all technical requirements.
• Students should be sure that they have the most recent version of Skype install on the computer they intend to use during the exam.
• Student must us a computer with a microphone and web camera so they may interact visually with faculty during the exam.
• Student should wear headphones or earbuds during the exam to reduce echo and feedback.
• Student will need to share their screen through Skype to present their slides during the exam.
  ▪ Students are responsible for knowing how to turn this feature on, and how to return to a regular video conference.
  ▪ Documentation for this feature is available through the Skype support site (https://support.skype.com/).

It is strongly recommended that student do a practice call with another person prior to the exam. During this practice call they should verify that they are heard clearly, that they can engage and disengage screen sharing, that their video can be clearly seen, and their audio can be clearly heard by others.

Failure to Pass the Final Oral Examination
Students who do not pass the final oral exam in their first attempt may take the exam one additional time with approval of their orals committee and the Crane Music Graduate Program Coordinator. Students will need to make this request in writing to the Crane Music Graduate Program Coordinator. Students who do not pass the oral exam on the second attempt will be dismissed from their major.

More details about the exams can be found in the Graduate Catalog. Thesis students should also consult the Crane website for information about thesis format, paper, and preparation at http://www.potsdam.edu/academics/Crane/graduate_studies/education.cfm.

Examples of Oral Examination Questions & Categories (to hold get the ideas flowing)

Curriculum:
• How can curriculum be organized so that students are motivated to learn?
• What should be included in culturally relevant teaching/learning?
• How do music and teaching standards impact curriculum?
• What are 21st century skills and how are they related to the music curriculum?
• What criteria are used to assess musical experiences?
• What are different ways to organize curriculum?
• What is a balanced curriculum?
In what ways can we organize curriculum to be relevant to a greater number of students?

Philosophy:
- How is learning theory used in curriculum theory?
- What is important to teach in music class?
- What points of view inform teachers’ thinking?
- What does teaching for musical understanding mean?
- What are short and long-term goals of education?
- What are goals and dispositions that are relevant for the music classroom?
- Who are current philosophers in music/education and what do they say?
- What are the many facets of the musical experience? How are they experienced?
- How vital is the role of music in culture and society?
- Why teach music?
- How does music function in society and culture?

Other:
- How do people learn?
- In what diverse ways are students interacting with music?
- What does educational reform mean?
- What teaching strategies promote inquiry?
- What does a teacher need to know about diverse learners?
- What are the short/long-term effects of reward systems?