

Doctoral Qualifying Process for DMA in Keyboard Performance and Pedagogy

The Doctoral Qualifying Process in the Department of Keyboard Performance, for both “Keyboard Performance” and “Keyboard Performance and Pedagogy” degrees, is an extended, rigorous examination process through which the accumulated lifetime knowledge, experience, and performance ability of an applicant can be determined to be adequate to pursue independent performance or research projects at a professional level. All MKP and KPED DMA students must satisfactorily complete **all components** of the Doctoral Qualifying Process before defending the doctoral essay proposal. NOTE: Application for Admission to Candidacy can be made only after successfully defending the doctoral essay proposal, and such application must be made no later than the semester prior to graduation.

Overview of the Components: The Doctoral Qualifying Process (DQP) for the Doctor of Musical Arts in Keyboard Performance and Pedagogy (KPED) will be comprised of the following components.

1. **Musicology general knowledge:** will be fulfilled with successful completion of an approved course in musicology.
2. **Music Theory general knowledge:** will be fulfilled with successful completion of an approved course in music theory.
3. **Doctoral Qualifying Jury (DQJ):** will be played at the end of the 1st or the 2nd semester of study during scheduled jury times. If a student chooses to play the Doctoral Qualifying Recital in the first year, Doctoral Qualifying Jury is waived.
4. **Continuation Interview:** must be scheduled and passed by the end of the 2nd semester of study, after successful completion of Doctoral Qualifying Jury (or DQR if played in the first year).
5. **Oral Presentation and Oral Comprehensive Exam:** will be presented and defended typically at the end of the 3rd semester of study (or 4th semester at the latest) on content pertaining to the program of the Doctoral Qualifying Recital. (This component may be scheduled on a different semester than the DQR.)
6. **Doctoral Qualifying Recital (DQR):** will be played by the end of the 3rd semester of study after successful completion of the Doctoral Qualifying Jury. This recital counts towards the total number of recitals required by the degree.
7. **KPED Doctoral Qualifying Written Examination:** will be completed by the end of the 3rd (or the 4th semester at the latest) semester of study.

Recommended Schedule

* may be delayed a semester.
 ** may be done a semester earlier

| FALL | SPRING |
|---|--------------------------------|
| YEAR ONE | |
| MCY 626 Keyboard Literature I (for MKP students) | MCY 627 Keyboard Literature II |
| Approved MTC course (or in Spring) | *Doctoral Qualifying Recital |
| *Doctoral Qualifying Jury | Continuation Interview |
| YEAR TWO | |
| *KPED: Written Comprehensive Exam (mid semester) | **Doctoral Recital |
| *Oral Presentation & Comprehensive Exam (late semester) | *Proposal Defense |
| YEAR THREE | |
| **Doctoral Recital | Doctoral Essay Final Defense |

Details of the Doctoral Qualifying Process Components

Doctoral Qualifying Process Supervisory Panel

Each student must choose a panel consisting of 3 members of the full-time, regular MKP department faculty, including the principal teacher/advisor. Ideally, they are the same members that constitute the Doctoral recital committee.

1. Musicology General Knowledge

The musicology general knowledge component will be satisfied by successful completion of the following course with a passing grade. Students who have taken (a) similar course(s) from another institution may be waived of this requirement but only with an evidence that it (they) included a substantial writing component similar to MCY 627. The advisor makes this determination in order to prevent putting the student in a serious disadvantage towards successful completion of all requirements of the Doctoral Qualifying Process.

- MCY 627 Keyboard Literature II 3 credits Spring

NOTE: Successful completion of the required MCY course needs to be **reflected in the the student's transcripts** before the Admission to Candidacy and DMA essay proposal defense can occur.

Remediation: a retake of the course or successful completion of another approved graduate-level MCY course. If the additional course thus taken is beyond the credits required for the degree, the cost associated **will not be** covered by tuition remission or waiver granted by any scholarship awards and is a financial responsibility of the student. A student who fails for the 2nd time will be dismissed from the program.

2. Music Theory General Knowledge

The music theory general knowledge component will be satisfied by successful completion of **ONE** of the following courses at a passing grade.

- MTC 713 Twentieth Century Idioms 3 credits Spring

- MTC 717 Analytical Techniques 3 credits Fall, Spring
- MTC 711 Theory Pedagogy 3 credits Fall
- Another MTC course at 700 level or higher as approved by the Program Director

NOTE: Successful completion of the required MTC course needs to be **reflected in the the student's transcripts** before the Admission to Candidacy and DMA essay proposal defense can occur.

Remediation: a retake of the course or successful completion of another approved graduate-level MTC course. If the additional course thus taken is beyond the credits required for the degree, the cost associated **will not be** covered by tuition remission or waiver granted by any scholarship awards and is a financial responsibility of the student. A student who fails for the 2nd time will be dismissed from the program.

3. Doctoral Qualifying Jury

Doctoral Qualifying Jury (DQJ) shall be 20-30 minutes of approved memorized solo program demonstrating the full range of student's technical and musical ability. The program must consist of, at least, **one work newly learned** since matriculating at the Frost School of Music. DQJ must be completed in the 1st or 2nd semester of study* during the regularly scheduled juries before the Doctoral Qualifying Process Supervisory Panel.

The program must be [approved](#): the program shall be submitted through the principal teacher/advisor to the panel and the DQP Coordinator **no later than a month before the end of classes** for the semester. The performance will be assessed using, at least, the Frost School Jury Appraisal form. Additional assessment criteria may be discussed at the discretion of the jury panel. Two outcomes are possible, pass or fail. The decision will be communicated to the student either immediately following the defense or within 24 hours.

Remediation: a make-up is offered once during the subsequent semester if the first attempt took place during the 1st semester of study. If the first attempt took place during the 2nd semester of study, a make-up is offered during the subsequent semester **only if** the result of the Continuation Interview is favorable.* A student who fails for the 2nd time will be dismissed from the program.

*If the student's Doctoral Qualifying Recital is played by the 2nd semester of study, the DQJ requirement may be waived. Similarly, a subsequent make-up DQJ may be replaced by the DQR, but only if approved by the Program Director and the Advisor.

4. Continuation Interview

Continuation Interview must take place **at the end of the 2nd semester of study**. It is normally scheduled together with the date for the Doctoral Qualifying Jury.

DQP components taken thus far together with the student's academic standing in all completed coursework will be considered at the time of the interview. The student's Doctoral Qualifying Process Supervisory Panel will ask clarifying questions to assess student's readiness to continue towards Doctoral Candidacy. If there are areas of

concern, whether it be performance or academically oriented, remediation plans will be discussed at this time. The interview typically lasts within 20 minutes.

Two outcomes are possible, **ready** or **not ready** to continue. The decision will be communicated to the student either immediately following the interview or within 24 hours.

Remediation: In an event that the student is deemed not ready to continue, the student has an option of either withdrawing from the program or continuing with the program heeding the remediation plans discussed during the interview.

5. Oral Presentation and Oral Comprehensive Exam

The student prepares a separate presentation of approximately 20-30 minutes for each composition (or a group of shorter compositions, if appropriate) of the approved Doctoral Qualifying Recital program. The presentation should include visual aid such as PowerPoint or handouts as well as demonstrations at the piano as appropriate. The content should encompass **all relevant aspects from the historical, stylistic, theoretical, pedagogical, and performance points of view**. At the time of the Oral Presentation, the Doctoral Qualifying Process Supervisory Panel will **select random portions** from the prepared presentation.

Oral Comprehensive Exam shall immediately follow the Oral Presentation. The defense may take up to 2 hours before a panel.

During the Oral Comprehensive Exam, committee members may ask questions to test the depth and breadth of student's knowledge and understanding relevant to professional-level preparation and performance of works presented in the Doctoral Qualifying Recital. **This may include questions NOT directly related to the Oral Presentation content prepared and the Doctoral Qualifying Recital program.** (For more details, please refer to the guidelines on [page 7](#).)

Two outcomes are possible, **pass** or **fail**. The decision will be communicated to the student either immediately following the defense or within 24 hours.

The Oral Presentation and Oral Comprehensive Exam are scheduled typically in the 3rd (or the 4th at the latest) semester of study. This does not necessarily have to be the same semester as the DQR provided that the program for the DQR is approved prior to scheduling of the Oral Presentation. Scheduling must be done by the student by contacting the student's Doctoral Qualifying Process Supervisory Panel members. The date needs to be communicated to the DQP coordinator no later than 2 weeks prior to the date of the presentation. The presentation and the exam must take place while the classes are in session.

Remediation: a make-up is offered once during the subsequent semester. A student who fails for the 2nd time will be dismissed from the program.

6. Doctoral Qualifying Recital

Doctoral Qualifying Recital (DQR) shall consist of 60-70 minutes of approved, memorized solo program demonstrating the full range of students' technical and

musical ability. At least, **a half of the program** must be those **newly learned** since matriculating at the Frost School of Music.

DQR must be completed by the **3rd semester of study** before the Doctoral Qualifying Process Supervisory Panel. **DQR counts as one of the required recitals for the degree.**

The program must be [approved](#): the program shall be submitted through the principal teacher/advisor to the panel and the DQP Coordinator **no later than a month before the scheduled recital**. The performance will be assessed using, at least, the Frost School Recital Approval form. Additional assessment criteria may be discussed at the discretion of the panel. Two outcomes are possible, **pass** or **fail**. The decision will be communicated to the student either immediately following the recital or within 24 hours.

Remediation: None. The decision of the faculty panel is final.

7. **KPED Written Comprehensive Examination**

Purpose: to evaluate student's broad knowledge of the discipline accumulated through course work as well as from experience and personal study. A detailed study guide with assigned points for each category will be provided.

Knowledge and abilities examined:

- Historical and modern pedagogues and authors of texts and monographs related to piano performance and pedagogy
- Standard repertoire reference guides and their authors
- Performance and didactic repertoire across levels and styles
- Score-based identification of inherent challenges, pre-requisites, and teaching/practicing strategies

Format of the exam, in 2 parts:

- Multiple choice, short answers, and short essays (90 minutes allowed)
- Pedagogical analysis of teaching repertoire (an overnight take-home exam)

KPED Written Comprehensive Examination is offered once per semester on dates announced on the departmental website. It must be taken by the end of the 4th semester of study, and those wishing to schedule must contact the KPED Program Director no later than 2 weeks prior to the date of the exam. The exam must take place while the classes are in session.

The exam will be evaluated by the KPED Program Director using an exam rubric. A score of 80 points and above (out of 100) constitutes a pass. The result will be communicated within 10 days from the date of the exam.

Remediation: a make-up exam for any portion of the exam may be taken only once in the subsequent semester by making an appointment with the KPED Program Director. A student who fails for the 2nd time will be dismissed from the program. An option to successfully complete a remediation work may be approved at the discretion of the KPED Program Director. **(NOTE: if the make-up exam takes place after the 4th semester of study, the graduation will be delayed.)**

Summary Checklist: Doctoral Qualifying Processes for DMA Keyboard Performance and Pedagogy (KPED)

- Musicology General Knowledge: successful completion of:
 - MCY 627 Keyboard Literature II

- Music Theory General Knowledge: successful completion of **ONE** of:
 - MTC 713 Twentieth Century Idioms
 - MTC 717 Analytical Techniques
 - MTC 711 Theory Pedagogy
 - MTC course at 700 level or higher as approved by advisor

- Doctoral Qualifying Jury: must be completed by the end of the 2nd semester of study (waived if performing Doctoral Qualifying Recital by the end of the 2nd semester)
 - Doctoral Qualifying Jury [program approval](#) at least a month before the end of the semester in which the DQJ takes place

- Continuation Interview: must be completed at the end of the 2nd semester of study after the DQJ (or DQR)

- Oral Presentation and Comprehensive Exam: must be completed by the end of the 4th semester of study (recommended timing: 3rd semester of study)

- Doctoral Qualifying Recital: must be completed by the end of the 3rd semester of study
 - Doctoral Qualifying Recital [program approval](#) at least a month before the scheduled recital

- KPED Written Comprehensive Exam: must be completed by the end of the 4th semester of study (recommended timing: 3rd semester of study)

APPENDIX

Oral Presentation and Comprehensive Exam Guidelines

- Oral Presentation:
 - To demonstrate the depth and breadth of your knowledge and understanding relevant to professional-level preparation and performance of works presented in the Doctoral Qualifying Recital
- Oral Presentation Length: 20-30 minutes for each composition (or a group of shorter works, if appropriate), of which **random sections will be asked** at the time of the exam
- Oral Presentation Format: lecture
 - Visual aid (PowerPoint, handouts) may be used, but not required. What is important is to choose a format that conveys the content most effectively.
 - Demonstrate with musical excerpts when appropriate, but the playing should be kept within approximately 1/4 of the presentation.
 - Tone should be what would be considered appropriate for a professional presentation.
- Oral Presentation Content:
 - Historical and stylistic understanding (composer biography, stylistic categorization, etc.):
 - Do not dedicate too much time on generally-known historical details although they should be mentioned briefly.
 - Do use short keywords during discussion (“this neo-classical work,” etc.)
 - Include more detailed/pertinent information to contextualize the specific work in question.
 - Theoretical understanding:
 - The assumption is that you have thoroughly analyzed the compositions prior to the oral presentation and exam.
 - Highlight pertinent theoretical features of the compositions such as structure, unique use of the form, harmonic language, etc. as they relate to performance.
 - Reference to performance-related and/or pedagogical matters is of utmost importance. This is where you will demonstrate your comprehensive grasp of the art of piano performance.
 - Reference to other compositions by the same composer or comparison to another composer (or a closely related style) should be used, when appropriate, in order to: 1) clarify the points being discussed; 2) to show the breadth of your knowledge.
- Oral Comprehensive Exam:
 - To test the depth and breadth of your knowledge and understanding relevant to professional-level preparation and performance of works presented in the Doctoral Qualifying Recital.
 - This **may include questions NOT directly related** to the Oral Presentation content and the Doctoral Qualifying Recital program. It is important that you prepare properly following the study guide provided to organize your general knowledge of the large piano repertoire.
 - Oral Comprehensive Exam length: may last up to 2 hours.
- The Oral Presentation and the subsequent Oral Comprehensive Exam will be rated using the rubric (on [Page 12](#)). Student must receive an average overall rating of 4 to pass.

Doctoral Qualifying Recital/Jury Program Approval Form



Doctoral Qualifying Jury/Recital Program Approval Form

Name: _____ C-number: _____

Major: _____ Today's Date: _____

_____ Doctoral Qualifying Jury _____ Doctoral Qualifying Recital

Date of the Jury/Recital: _____

Program

Place a check mark next to the work(s) learned since matriculating at the Frost School of Music.

Studio Faculty's Verification Signature

By signing below, I verify that the checked items above have been compared against the student's repertoire list upon acceptance into the program, and the program meets the requirements of the Doctoral Qualifying Jury/Recital.

Departmental Approval

_____ **Approved** _____ **Not Approved**

Continuation Interview Certification



Doctoral Continuation Interview Certification

To be completed at the end of the 2nd semester of study

Name: _____ C-number: _____

Major: _____ Today's Date: _____

This is to certify that the student named above has met with the Doctoral Qualifying Process Supervisory Panel as part of the Doctoral Qualifying Process to determine whether the student is ready to continue towards Doctoral Candidacy.

Recommendation: _____ **Ready** _____ **Not Ready*** to continue

*Concerns and Remediation Plans:

|

Panel Signatures:

Oral Presentation and Oral Comprehensive Exam Certification



Oral Presentation and Oral Comprehensive Exam Certification

To be successfully completed by the 4th semester of study

Name: _____ C-number: _____

Major: _____ Today's Date: _____

This is to certify that the student named above has completed the Oral Presentation and Oral Comprehensive Exam as part of the Doctoral Qualifying Process.

The result determined by the Doctoral Qualifying Process Supervisory Panel is a:

_____ **Pass** _____ **Fail.***

* A make-up presentation and exam is scheduled for _____, 2_____, or _____ The decision of the Panel is final.

Panel Signatures:

KPED Written Comprehensive Exam Certification

FROST | SCHOOL OF MUSIC
UNIVERSITY OF MIAMI
Department of Keyboard Performance

KPED Comprehensive Exam Certification

To be successfully completed by the 4th semester of study

Name: _____ C-number: _____

Major: _____ Today's Date: _____

This is to certify that the student named above has completed the KPED Comprehensive Exam as part of the Doctoral Qualifying Process.

The result determined by the KPED Program Director is a:

_____ **Pass** _____ **Fail.***

* A make-up exam is scheduled for _____, 2 _____, or
_____ A remediation work is required, or
_____ The decision is final.

|

Signature of the KPED Program Director:

Oral Presentation and Oral Comprehensive Exam Rubric

| Student Name: | | Student's ID: | | | | |
|--|--|--|---|--|--|-----------------|
| Rating of Project (Indicate semester/year/course): | | / 20__ / MKP__ | | Other: | | |
| | Rating Scale and Explanations | | | | | Rating (1-5) |
| | 1 = Unacceptable | 2 = Poor | 3 = Average | 4 = Very Good | 5 = Exceptional | |
| Knowledge of the topic/ Topic Selection | Error(s) in exposition of the topic and/or omission of key source(s) | Personally meaningful, based on some relevant sources but minor omission of key source(s) or use of poor source(s) | Personally meaningful, based on fair review of key sources, but relevancy lacking or parameters unclear | Relevant and personally meaningful, based on good review of key sources with well-defined parameters | Most relevant and original in addition to personally meaningful, based on thorough review of sources | |
| Research design/methodology | Errors in methodology selection and/or use | Minor methodological errors and/or omissions | Methodology applied correctly and adequately; appropriate documentation | Methodology applied correctly, explained clearly, and documented well | Mastery of finer points of methodology plus elegant application and/or supplementary approaches | |
| Critical thinking | Muddled presentation with errors in reasoning and/or without much analysis and synthesis | Reasoning sometimes confused, simplistic, and/or not clearly explained | Adequate reasoning, explanation of assumptions, and supporting evidence | Clear reasoning with organized presentation of evidence, assumptions, and conclusions | Clear and organized argument that represents sound, original, and complex thought | |
| Effective written communication | Writing generally unclear, with consistent errors and/or poor organization | Writing sometimes unclear with weak organization and/or grammatical errors | Writing clear, concise, and organized, with minor or no grammatical errors | Writing generally error-free with clear organization and depth | Elegant writing with fully developed arguments, clear organization, and correct grammar | |
| Effective oral communication | Presentation generally unclear, with poor organization and/or marred by distracting mannerisms or language | Presentation sometimes unclear, with weak organization, and/or some distracting mannerisms or language | Presentation organized to convey main points of thesis/dissertation clearly and without distractions | Articulate presentation with clear organization and professional language | Elegant, confident, and engaging presentation with clear organization and flow | |
| Overall Rating | 1 | 2 | 3 | 4 | 5 | |