

New Orleans Baptist Theological Seminary
Summary of Juried Reviews

Degree Program: Doctor of Musical Arts

Date: May 11, 2022

Faculty Jury: McMillan, Sharp, Steele, Woodward,
Ozborn, Lemke, Vandercook, Wang

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean's Council as it considers what curricular improvements may need to be proposed to the faculty.

1. If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- Specific care to see students through the “stuck” process that often occurs at the beginning of the writing stage
- Strong emphasis on research details for both worship/hymnology students and applied students
- Use of adjunct Research Coordinators to walk students from Colloquium III through graduation
- Equal emphasis on both musicology and practice of music
- We are the only place to get this type of DMA degree at any of the 6 SBC seminaries.
- Of all the DMA students studying sacred music nationwide, 1.3 are our students.
- Our program is enriched by serving students both inside and outside the SBC. Our graduates are taking what they learn here and taking it to the broader evangelical world.

2. If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- Better measurement of presentation skills for classroom engagement (i.e. shaping students to be professors).
- Inconsistency across the board in rubrics for student feedback
- This likely is endemic to all DMA programs, but we would like to help our international students grow in the area of research and writing – beyond what is covered for the general student population in the research and writing seminar. (For example, some have no concept of plagiarism/copyright infringement, and it causes much frustration for students and professors alike.)

3. Please note any **recommended or proposed curricular improvements** needed related to SLOs.

- Choose specific courses for intentional collection of data

4. Please note any **recommendations or improvements for the process.** (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)

- Faculty recently voted to streamline the process of Prospectus Development to match that of ReDoc to avoid student confusion since the PD course is taught by ReDoc
- SLO/ATS Goal #2, split scores between research/applied students instead of presenting a composite score
- Create a rubric for measuring SLO #4
- Include NASM goals along with ATS goals to demonstrate alignment across the accrediting agencies