



THE INTERDENOMINATIONAL THEOLOGICAL CENTER
The ITC Quality Enhancement Plan - Executive Summary
Sankofa: The Interrelatedness of Engaging Orality and Ocularity

The Interdenominational Theological Center's (ITC) Quality Enhancement Plan (QEP) promotes effective assessment of student learning in story linking, community building, critical thinking and intrapersonal skills. These skills are situated in a collaborative, interdisciplinary engagement that produces a responsive and effective "critique, informed by the perspectives of African-American and other global interpretations, of Western, male-dominated theological education. The plan unites these learning outcomes to one's perspective of personal and social responsibility, and vocational reflection as Sankofa, a west African (Akan) term which distinguishes the educational merit of an ITC education.

The plan focuses on the core courses of the ITC Master of Divinity (M.Div.) experience beginning with the incorporation of materials, activities, and assignments into the First Year Foundations of Ministry Course (INT 408) and then into core courses that students take in their first and second year, and the capstone course of third year. The plan also calls for the construction of learning cohorts in the first year.

This plan evolved from a broad-based institutional process that involved faculty, students, administrators, alumni, board members, and representatives from the larger community of the constituent seminaries of the ITC. The institutional process for the development of the Quality Enhancement Plan reflects both the historical context of the ITC and its recent engagement of review for academic effectiveness. The historical context involves the intent and approach of professional education adopted by the founding entities of the ITC. The recent analysis of student engagement by faculty and administrative services on the composition and learning of the ITC student concluded a need to "go back and fetch" what had worked so well in the past.. There are specific skills, ways of communicating both written and oral, ways of analysis and practice that reflect this interrelatedness of orality and ocularity (Sankofa). The objectives of the ITC Quality Enhancement Plan not only address the effectiveness of how the learning and application of these skills interrelate with the realities of community and church ministry, but also the degree of articulation of this interrelatedness in the delivery of the ITC curricula in general and the Master in Divinity program specifically. The plan selected received overwhelming support from all constituencies and meets SACSCOC expectations: it is well-defined and focused, promises a significant impact on the student learning environment, is within the capability of our institution, and has measurable student learning outcomes linked to an institution-wide assessment plan. We are confident our plan brings value, excitement and energy to our learning environment and surrounding communities.

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