



Oblate School of Theology

San Antonio, Texas

Quality Enhancement Plan

Integration of Learning within the Master of Divinity Program

This project seeks to improve student learning by designing and implementing curricular and pedagogical approaches that achieve the expected outcomes of integration of learning in the Master of Divinity program. It is believed that an intentional approach to teaching the skills and knowledge necessary for integration of learning will result in greater achievement of these outcomes. Our goal is to enhance integration of learning within the Master of Divinity degree program.

This project consists of five essential parts:

1. Identify skills and knowledge needed to demonstrate integration of learning.
2. Determine acceptable evidence of achievement.
3. Review the current pedagogical and curricular approaches to teaching these skills.
4. Revise pedagogical and curricular approaches to *intentionalize* the teaching of these skills.
5. Implement the revisions and assess their value.

The project is modeled on Wiggins and McTigue's three stages of backward design. It involves the development of a set of progressive rubrics to determine success.

The following outcomes are anticipated from the curricular and pedagogical changes made during the project:

Students shall demonstrate the capacity to:

1. *Critically analyze* theological discourse or experiences in ministry.
2. Engage in academic *research*, that is, locate and investigate relevant resources for study of a particular question or problem.
3. *Reflect theologically*, that is, bring to bear appropriate insights from scripture, theology, ministerial experience, and personal spiritual life.
4. *Transfer* insights, understandings, and/or skills developed to other instances of learning.
5. *Communicate* insights in written and oral form in an increasingly competent manner.

Additional information may be obtained from:

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