

**Brite Divinity School**  
**Quality Enhancement Plan**  
***Integrating Learning Across the Curriculum***

The Quality Enhancement Plan (QEP) at Brite Divinity School will enhance student learning through its focus on “integrative learning across the curriculum.” This topic reflects a broad-based series of conversations over 18 months with various constituencies of the Divinity School: Faculty, Board of Trustees, Students, alumnae/i, and denominational partners who demonstrated clear and strong consensus on this focus. Our QEP supports the implementation of a new Master of Divinity curriculum designed with awareness for the importance of integrative learning. This QEP proposal reflects the faculty’s desire to support students’ integrative learning.

Integrative learning in Master of Divinity theological education fosters students’ capacities for reflectively engaging conceptual, practical, and formational resources and experiences in order to offer intellectually imaginative, skillful, and authentically wise ministerial leadership. Brite’s QEP supports students in developing these integrative capacities. We will assess their success in integrative learning by identifying the degree to which their learning demonstrates the following characteristics:

- 1) draw on content, methods, and/or skills from multiple disciplines (viz. fields of theological studies);
- 2) advance in more complex analyses through the degree program; and
- 3) interrelate two or more of the other four outcomes of the MDiv Curriculum

In addition, we will implement this learning outcome through four goals that are supported by our literature review of best practices for enhancing integrative learning:

1. To encourage and foster cross-disciplinary team-teaching;
2. To encourage and foster immersion experiences that are team-taught as one aspect of increased attention to experiential contextualized learning;
3. To encourage and foster cross-disciplinary community conversations around emerging issues related to public theology; and
4. To encourage and foster faculty development that will highlight integrative learning.

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