

- Teaching Strategies
- 10 Learning Differences: Effective Teaching with Learning Styles and Multiple Intelligences
 - 11 Helping Students Become Self-Directed Learners
 - 12 Technology and Learning in Today's Classroom
 - 13 Managing Behavior in the Diverse Classroom
 - 14 Assessment to Enhance Student Learning

Regular Courses

Selected regular courses have been designed with options that allow student flexibility in special circumstances. Currently the following courses may be taken through the Office of Instructional Support and Innovation and applied toward an Andrews University degree with permission of the student's adviser.

- EDRE514 Theological Foundation of Family Life Education
- EDFN500 Foundations of Christian Education
- EDFN530 Teaching Ministry of Christ
- EDFN554 History of Education

TEACHING, LEARNING, & ADMINISTRATION

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Faculty

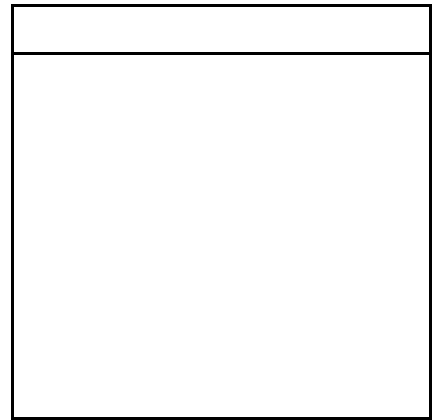
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students must complete the following:

- General education core
- Professional education courses
- Planned program minor
- Approved subject content major or two minors

Courses counted toward meeting the requirements for the planned program minor, the professional education courses, the subject content major, minors, area of concentration, or SDA certification requirements must have a grade of C or above. Students are expected to meet all requirements for Seventh-day Adventist and State of Michigan certification before the degree can be granted. Degree candidates who are unable to qualify for either SDA or Michigan certification may petition the dean of the School of Education to be exempted from meeting the requirements for one of the two types of certification.

GENERAL EDUCATION CORE REQUIREMENTS

Philosophy of General Education. The School of Education attempts to give the prospective teacher the balance, perspective, and understanding of a well-educated person—to free him/her from bias, intolerance, and ignorance about humanity's world environment. Such education should acquaint the student with the basic knowledge and skills necessary for independent and reflective thought so essential for successful living in today's complex world. In order for each student to achieve these goals, the faculty of the School of Education believes that important elements of this broad education can be learned at the secondary-school level and not exclusively in college.

Religion Credits for Transfer Students. Students must take one religion course each school year or school-year equivalent. Transfer students must take one course per year of residency or full-time equivalent at Andrews or another Seventh-day Adventist college or university.

GENERAL EDUCATION REQUIREMENTS FOR ELEMENTARY EDUCATION MAJORS

Religion—18

RELB100, 210, 225 plus an additional Religion course, RELT208, HIST230

Arts and Humanities—10

HIST116, IDSC211, ENGL407

Physical/Natural Science—8

A. IDSC321, 322

or

B. General Science majors and minors should do this option. Must choose a course from at least two of these areas:

BIOL111, 112, 113; 155, 156, 157; 204, 205
CHEM111, 112; 121, 122, 123
PHYS105, 106

Social Science—8

GEOG110, PLS104

Language and Communication—12

1. Written Expression
ENGL111, 112, 306
2. Communication
COMM104 or COMM450

Mathematics and Computer Science—12

1. Mathematics
MATH165, STAT285
2. Computer Science
EDCI475

Wellness—3

HLED130 plus personal fitness level or activ-

ity course sophomore through senior years.

Service—4

EDTE215 plus field work

Breadth—7

EDPC302, EDTE354

TOTAL Credits—82

GENERAL EDUCATION REQUIREMENTS FOR SECONDARY CERTIFICATION

Religion—18

RELB100, 210, 225, RELP400, RELT208, HIST230

Arts and Humanities—12

HIST115, 116, IDSC211, ARTH220, ENGL255, MUHL214, PHTO210, IDSC200

Physical/Natural Science—8

A. IDSC321, IDSC322

or

B. General Science majors and minors should do this option. Must choose a course from at least two of these areas:

BIOL111, 112, 113; 155, 156, 157; 204, 205
CHEM111, 112; 121, 122, 123
PHYS105, 106

Social Science—8

A. PSYC101, SOCI119, ANTH200, GEOG110, PLS104, ECON225

B. One of the following courses: BHSC220, 235, IDSC237

Language and Communication—12-18

1. Written Expression
ENGL111, 112, 306
2. Communication
COMM104
3. Foreign Language (BA only)
FREN,SPAN241
FREN,SPAN242

Mathematics and Computer Science—12

1. Mathematics
MATH165, STAT285
2. Computer Science
INSY110 or COSC125

Wellness—3

HLED130 plus personal fitness level or activity course sophomore through senior years.

Service—4

EDTE215 plus field work

Breadth—7

EDPC302, EDTE354

TOTAL Credits—84

PROFESSIONAL ELEMENTARY EDUCATION REQUIREMENTS

The primary aim of professional education is to prepare teachers who are competent, compassionate, and committed. Upon completion of the professional education program, the pre-service teacher should

1. understand and appreciate what to teach
2. understand how to teach and demonstrate the skills to teach effectively
3. demonstrate the skills to create and manage a classroom environment that nurtures learning
4. demonstrate the skills to monitor and manage student behavior
5. understand a teacher's professional role and demonstrate the disposition to function as a professional educator

Professional Education Courses

EDPC302, EDTE215, 354, 465

EDTE457: Language Arts/Reading—4; Science/Health—2; Mathematics—4; Social Studies—2; Religion—2

EDTE491*, EDTE493, EDTE438 (Multigrade

Experience—2)

**Exact number of credits for student teaching is determined by the Department of Teaching, Learning, and Administration.*

THE PLANNED PROGRAM MINOR

The planned program minor consists of a group of courses related to teaching in the elementary school. All courses listed must be completed either in the Planned Program minor or in other areas of the degree requirements. The total credits in the planned program must be at least 30 credits. EDCI475, 486, EDPC478, EDTE418, 420, 457 (Art), 457 (PE), 468, 484, ENGL407, GEOG110 or 240, MATH165, MUED458, STAT285.

CONTENT MAJORS AND MINORS FOR ELEMENTARY EDUCATION

The Bachelor of Science in Elementary Education program must include one subject content major or two minors selected from the approved list below. When two minors are chosen, they should be chosen from different groups and one should be a starred (*) subject area.

Subject Areas	Majors	Minors
Group A: Religion		
Religion (for SDA certification only)		30
Group B: Language Arts		
Communication (Speech)		30
Language Arts*	54	36
Reading (K-12)*		32
Group C: Social Studies		
Geography*		30
History*		30
Social Studies*	58	36
Group D: Science/Health, Math		
Biology*	60	30
Chemistry		30
General Science*	54	36
Mathematics*	45	30
Physics		30
Group E: Supporting Areas		
Art		36
Bilingual Education in French or Spanish (added endorsement only)		36
Behavioral Science (fourth minor only)		36
French		30
Music Education	55	37
Physical Education		30
Spanish		30

Students may choose the Bachelor of Arts degree with Elementary Certification. The degree is granted by the College of Arts and Sciences. The requirements for the professional education courses and the planned program minor are the same as for a Bachelor of Science. A subject content major may be chosen from the following: Art, Biology, Communication (Speech), English, French, German, History, Mathematics, Music Education, Physical Education, Religion (for SDA certification only), and Spanish.

The required courses for an approved major or minor in General Science, Language Arts, Reading, and Social Studies are listed below.

All other approved majors and minors are listed and described under the appropriate department in the College of Arts and Sciences section of this bulletin.

General Science Major—54

Advising for this major is done by the Department of Teaching, Learning, and Administration.

Required courses:

BIOL155, 156, 157 or BIOL204,205 and 111, 330 (If BIOL204,205 are taken, then BIOL111 must also be taken; if BIOL155, 156, 157 are taken, then BIOL111 need NOT be taken.), CHEM111, 112, GEOG240, MATH165, STAT285.

Choose 8 credits from

COSC125, EDCI475, INSY110.

Choose 8 credits from

PHYS105, 106, 110.

Electives from Science, Mathematics, and/or

Computer Science and Information Systems.

Language Arts Major—54

Advising for this major is done by the Department of Teaching, Learning, and Administration.

Required courses:

COMM280, 450, EDTE418, ENGL234, 250, 267, 270, 285, 407, 454, SPPA321.

Choose one course from ENGL385, 386, 387, 408.

Choose electives from COMM320, 436, 440,

major, minor(s), and professional education courses. A course with a grade less than a C in a major, minor or professional education is not acceptable. All courses taken at Andrews University or transferred to Andrews University are included in calculating the GPA.

6. Furnish two positive recommendations from

tification may take more than four years to complete a degree.)

- Maintain a GPA of 2.50 or above in major, minor(s), and professional education courses, and a 2.00 minimum GPA in all other credits earned at Andrews University
- Complete the ACT COMP examination, which serves as the senior-level evaluation
- Take a minimum of 45 of the last 55 quarter credits earned in residence immediately preceding conferment of degrees (Permission must be given by the dean to take up to 10 credits anywhere other than at Andrews University.)
- Be eligible for either Michigan Teacher Certification or an SDA Basic Teaching Credential (This item applies to BS Elementary Education majors and BS Secondary General Science majors.)
- Submit a formal request for graduation, approved by the student's adviser, the certification registrar, and a designated records officer.

Graduate Degree Programs and Certification Programs	Credits
<i>Graduate Teacher Certification and Endorsement Programs</i>	
(Elem) Seventh-day Adventist and State of Michigan Certification	variable
(Sec) Seventh-day Adventist and State of Michigan Certification	variable
(K-12-Adult) Michigan Reading Endorsement	32
<i>Master of Arts in Teaching Degrees</i>	
Elementary Education	48
Secondary Education	48
Secondary Content Area (Biology, English, ESL, History, Foreign Languages, Physics)	48
<i>Master of Arts Degrees</i>	
Curriculum and Instruction	48
Educational Administration and Supervision	48
Reading Education	48
Religious Education	48
<i>Educational Specialist Degrees</i>	
Curriculum and Instruction	96
Educational Administration and Supervision	96
Religious Education	96
<i>Doctor of Education Degrees</i>	
Curriculum and Instruction	136
Educational Administration and Supervision	136
Leadership	136
Religious Education	136
<i>Doctor of Philosophy Degrees</i>	
Curriculum and Instruction	136
Educational Administration and Supervision	136
Leadership	136
Religious Education	136

GRADUATE TEACHER PREPARATION PROGRAMS

Master of Arts in Teaching

This flexible, professional degree program is designed to meet the needs of a wide range of individuals. Typical MAT students belong to one of the following categories:

1. Persons who have earned a bachelor's degree and are now seeking teacher certification at the elementary or secondary level
- 2.

teacher certification must qualify for a teaching certificate to complete the degree. See specific certification requirements below.

TOTAL degree credits **48***

*A minimum of 24 credits must be 500-level or higher. Students who enter the MAT program without a teaching certificate typically must complete more than 48 credits to qualify for a teaching certificate.

Research Projects, Field Work, and Comprehensive Examinations. A project is required, and field work and comprehensives may be required at the discretion of the subject specialization adviser and/or the professional education adviser.

TEACHER CERTIFICATION PROGRAMS

Post-baccalaureate teacher certification and endorsement programs not leading to a degree are available. A candidate must complete at least 20 credits in residence to qualify for a recommendation for a teaching certificate, endorsement, or a renewal of a certificate.

Post Baccalaureate/Graduate Level. Andrews University provides opportunities on the graduate level for achieving Seventh-day Adventist and/or State of Michigan elementary and secondary certification. Students may work towards certification only, or may complete certification while taking courses required for the Master of Arts in Teaching (MAT) degree.

Steps for Obtaining Teacher Certification

1. Submit transcript for evaluation by the certification registrar in the Department of Teaching, Learning, and Administration, and receive an outline of requirements needed for certification.
2. Apply for admission to the School of Education.
3. Counsel with a faculty adviser in the Department

grade Experience should be made with the director of student teaching immediately following admission to the teacher preparation program.

Renewal of SDA Basic Certificate. The *Basic Teaching Certificate* is valid for any three-year period (commencing when it is activated) during the first five years after it is issued. It can be re-validated by completing additional approved professional education/activities. See *Manual for SDA Certification Requirements K-12* for specifics.

SDA Standard Certificate

pected to demonstrate acceptable performance in both formal course work and program competencies outlined at the beginning of the student's term of study.

MA: Curriculum and Instruction

The master's degree program in Curriculum and Instruction is designed to prepare persons for work at the elementary and secondary levels with emphasis upon pedagogy, curriculum development, and the improvement of instruction. A minimum of 48 credits is required in the areas of educational foundations, professional concentrations, research, and electives.

While programs in curriculum and instruction are designed for experienced educators, provision is made for individuals desiring a career change. Such persons may be required to earn more than the minimum 48 credits.

Prerequisites. Ten credits covering such basic areas as educational philosophy, educational psychology, instruction, and evaluation are prerequisites for admission. If not previously taken at the undergraduate level, the 10 credits may be taken at the graduate level but do not necessarily apply toward the graduate-degree program.

MA DEGREE COURSE REQUIREMENTS

Core Requirements	19
Selected by advisement from EDAD520, 570, EDCI547, 565, 620, EDRE650,688	
Specialization and Electives	21
To be chosen from EDCI courses or from other course work, by advisement, in accordance with student's statement of goals; must include the following in area of specialization: EDCI552, 680, 689, Current Trends (1, 3 cr), 689 Portfolio (1 cr)	
Educational Foundations	4
EDFN500. <i>Other foundations courses may be required as approved by adviser.</i>	
Research	4
EDRM505	
TOTAL MA degree credits	48

The thesis, EDCI699, is optional. If desired, a proposal for its completion should be developed cooperatively with the faculty adviser. Credits for thesis (4) may count toward the specialization section above.

EdS: Curriculum and Instruction

The Educational Specialist (EdS) degree in Curriculum and Instruction prepares experienced teachers for leadership positions in teaching, supervising, curriculum design, and instructional improvement at the elementary, secondary, K-12, or higher education levels.

from the perspective of Christian service in a global setting. This is put into practice through the cooperative effort between students and professors in the exchange of information, involvement in research, and participation in field-based experience.

RESPONSIBILITY OF THE STUDENTS

Students in this area are expected to become familiar with the goal statements of the various programs. These statements, which call for the development of the student's understanding and potential ability in administrative tasks, are available from the program advisers.

As early as possible but at least before completion of their program, students shall (1) complete two years of teaching or service in an organization approved by the program faculty, and (2) qualify for a teaching certificate, except for those connected with higher education institutions, educational agencies, or other programs.

The aim of the degree programs is to provide students with the opportunity to acquire skills and insights required by those striving for excellence as educational leaders.

should be aware, however, that specific requirements for certification as a school administrator and/or supervisor vary among states and systems (i.e., private, parochial, or government) and are subject to periodic change. Each student is responsible to determine which certification(s), if any, will be sought and to counsel with his/her adviser early in the program

PROGRAMS

Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees are available in Educational Administration and Supervision with emphases in the following areas:

- Elementary School Administration
- Secondary School Administration
- School Systems Administration
- Higher Education Administration
- General Educational Administration

MA: Educational Administration and Supervision

The master's degree program in Educational Administration and Supervision is designed to prepare candidates to serve as principals at the elementary and secondary levels, supervisors of elementary and/or secondary programs, superintendents of school systems, administrators in school systems or higher education institutions, or as educational leaders in church organizations.

The curriculum for the Master of Arts: Educational Administration and Supervision consists of a minimum of 48 quarter credits beyond the baccalaureate degree.

MA DEGREE REQUIREMENTS

Administrative Core	16
EDAD520, 570, 680, EDCI547	
Personnel/Human Relations	4
EDAD530 or 630	
Finance and Business Management	4
EDAD540 or 640	
Physical Plant Planning	4
EDAD550 or 655	
Law/Evaluation/Structure/Services	4
<i>Choose one of the following:</i> EDAD560, 658, 664, 665, 667, 668, 674, 676.	
Educational Foundations	4
EDFN500	
Educational Research	4
EDRM505	
Thesis or Electives	8
TOTAL MA degree credits	48

Professional SDA certification requires 2 of 5 specified areas (see p. 171). The MA: Educational Administration and Supervision program provides a broad exposure to the profession and allows flexibility in the selection of courses. Students

meet his/her individual needs. The program leading to a Master of Arts: Reading Education requires a minimum of 48 credits with 32 credits in the reading area of emphasis.

Prerequisites. Three of the following four courses (EDTE417, 418, 420, 484) are prerequisites for admission. If not previously taken at the undergraduate level, the 3 courses may be taken at the graduate level but do not apply toward the graduate degree program.

MA DEGREE REQUIREMENTS

Reading Core	27
EDCI504 (4 cr), 550, 564, 569, EDTE630, COMM436, ENGL460	
Electives approved by adviser	13
EDCI504 (1-6 cr), 547, 565, 570, 645, 665, EDPC514, EDTE416, 417, 648, 690 (1-4 cr)	
Research and Foundations	8
EDFN500, EDRM505	
TOTAL MA degree credits	48

READING ENDORSEMENT

Those completing the MA: Reading or the Master of Arts: Elementary Education with emphasis in reading may plan programs to meet requirements for the Michigan State reading endorsement for K–12–Adult levels.

Requirements	21-26
EDTE417, 418, 484 EDCI570 or EDTE416 EDCI569 or EDTE420 EDCI504 or EDTE469 or EDTE470 (up to 6 credits)	
Electives	6-11
<i>May be selected from any graduate-level reading course in consultation with the adviser.</i>	
TOTAL endorsement credits	32

RELIGIOUS EDUCATION

MISSION

The mission of the Religious Education Program is to prepare qualified professionals of all nationalities who wish to integrate the presentation of biblical truth with the gift of teaching. The program is designed to equip Christian workers in a variety of settings for a more effective discipling ministry to the world. The field of Religious Education blends principles of pedagogy with a focused study of the Bible. Spiritual formation and character development constitute the basis of the entire curriculum.

PROGRAMS

The Religious Education Program offers degree programs leading to the Master of Arts, Educational Specialist, Doctor of Education, and Doctor of Philosophy degrees in Religious Education. The Religious Education program is designed to prepare a unique professional— broader in scope than a youth pastor, a family life professional, a pastor, or a teacher—who has a strong biblical base, who understands faith development, Christian nurture, and is equipped with pedagogical skills and principles derived from the Bible and from the sciences to guide others along a path of Christian spiritual growth.

In addition to the traditional on-campus program (track one), an intensive program (track two) is available for masters/doctoral students who wish to maintain employment while pursuing their graduate studies.

The Religious Education Program, based on nine competencies, seeks to prepare professionals who

- Lead others in spiritual formation, both in a general way and in specialized ministry.
- Foster Christian character development with different age groups.
- Implement sound principles of curriculum and instruction as guided by theory/practice and as exemplified by the Master Teacher.
- Integrate Christian faith, learning, and practice throughout the various disciplines based upon a God-centered world view.
- Transmit the Christian religious heritage.
- Understand theories of leadership and group dynamics.
- Apply the concepts of designing, conducting, and reporting disciplined inquiry.
- Share the good news of the gospel with different cultures, thereby incorporating a personal sense of world mission.
- Design instructional seminars/units.

Students generally meet the competencies by satisfactorily completing the courses listed in the curriculum which have been designed for this purpose. Doctoral students must meet all nine competencies; master's degree students must meet competencies 1, 3, 4, 5, and 9 at a lower level; students in the specialist degree program must meet competencies 1-5, 7, and 9. It is recommended that students who focus on family-life education should also qualify as Certified Family Life Educators (see p. 175 for requirements).

Students may fulfill the program competencies by course work on campus as well as by field-based courses, multi-media courses, and independent study.

MA: Religious Education

Prerequisites. Before students can be admitted to the MA: Religious Education program, they must have a total of 30 undergraduate credits in religion/ education with minimums of 8 credits in religion/religious education and 8 credits in education/sociology (Educational Philosophy, Educational Psychology, Curriculum/Methods, and Sociology preferred).

MA DEGREE REQUIREMENTS

Required Courses	21-22
EDCI565, EDFN500, 554, EDRE505, 650, EDRM505	
Interest Area and Electives	24-26
Credits should be taken in Religious Education, religion/theology, and from other areas which contribute to the student's goal statement, with approval of adviser.	
TOTAL MA degree credits	48

EDRE699 Thesis is optional. If desired, a proposal for its completion should be developed cooperatively with the faculty adviser. This MA program, including a thesis, establishes an appropriate base for a doctoral program in Religious Education at Andrews University.

EdS: Religious Education

The EdS: Religious Education is available to the professional who is more interested in content courses and practical applications than in pursuing a research-oriented program.

Prerequisites. Before students are admitted to the

Educational Specialist: Religious Education program, they must have completed a master's degree (or equivalent) and have a total of 42 undergraduate/graduate credits in religion/religious education/education with a minimum of 8 credits in religion/religious education and 8 credits in education/sociology (Educational Philosophy, Educational Psychology, Curriculum/Methods, and Sociology preferred).

EdS DEGREE REQUIREMENTS

Required Core	27
EDFN500, 530, 554, 607, EDPC516, EDRE505, 650, 660	
Teaching	10-12
EDCI547, 565, and one of the following: EDCI610, EDRE678, 679, 688	
Religion	16+
Select with approval of adviser from Old Testament, New Testament, or Theology and Christian Philosophy (12-credit minimum); EDRE514 (recommended); and additional credits (to total 40 credits) are required for those preparing to teach religion on the secondary level and/or needing denominational certification.	
Research	12
EDRM505 and appropriate research (8 credits) with approval of adviser	
Advanced Project	4
EDCI799	
Interest Area and Electives	21-23
<i>Based on student's goals with approval of adviser.</i>	
Final Synthesizing Experience	4
EDRE860	
TOTAL EdS degree credits	96

Doctoral Degree Programs in Religious Education

The EdD degree and the PhD degree programs in Religious Education consist of requirements in a religious education core which includes foundations, a chosen focus area according to the student's vocational goals, religion, research, teaching, and administration/ leadership. The minimum total requirement is 112 post-baccalaureate credits plus dissertation. The PhD is a research degree and requires additional methodologies, while the

with a campus supervisor. Intensive courses require students to complete pre-assignments due when the class meets and post-assignments due on a stipulated date. Students who have completed a master's degree from the Theological Seminary may expect to finish doctoral course work within four years. Students having a Master of Arts: Religious Education who have sufficient background courses in religion may expect to finish their degree in three years. **Track two** students can accelerate by taking an occasional on-campus quarter or by pursuing opportunities to take off-campus intensive courses.

The School of Education and the Theological Seminary are producing new multi-media courses.

Religion Block. Students who have completed a master's degree in religion may have course credit accepted for appropriate courses. The overall religion block should have sufficient comprehensiveness and depth to enable students to reach their desired career goals.

Additional religion course work may be required either on-campus or off-campus if the program adviser finds the religion course work insufficient.

Prerequisites. Before students can be admitted to a doctorate in Religious Education, they must have completed a master's degree (or equivalent) and have a total of 42 undergraduate/graduate credits in religion/religious education/education with a minimum of 8 credits in religion/religious education and 8 credits in education/sociology (Educational Philosophy, Educational Psychology, Curriculum/Methods, and Sociology preferred).

EdD/PhD DEGREE REQUIREMENTS

TRADITIONAL TRACK ONE

Required Core 27

EDFN500, 530, 554, 607, EDPC516,
EDRE505, 650, 660

Teaching 10-12

EDCI547, 565
Choose one: EDCI610, EDRE678,
679, 688

Administration/Leadership 4

Choose one from A or B:

A. System/Institutional Focus

BSAD444, CHMN527, EDAD520,
EDCI620, MSSN635

B. Personnel/Human Relations Focus

CHMN526, 655, EDAD630, EDPC638

Religion 16+

Select 12+ credits with approval of adviser from Old Testament, New Testament, or Theology and Christian Philosophy (EDRE514 recommended) plus 4 credits of Mission/Cross-cultural Issues selected from MSSN615, 647, THST667, 675

Additional courses may be planned with adviser approval according to the professional goals of the student. Additional courses are required for those planning to teach religion:

- Tertiary Bible-teacher preparation requires 44 more credits (total of 60).
- Secondary Bible-teacher preparation requires 24 more credits (total of 40) and denominational certification.

Research 16-24

Research Core

EDRM505, 518, 705

Basic Methodology

Choose one for EdD and two
for PhD: EDCI636, EDRM519,

605, HIST650

Advanced Methodology (PhD only)

Interest Area and Electives 25-36

*With adviser's recommendations
based on student's goals.*

Final Synthesizing Experience 4

EDRE860

Dissertation 24

TOTAL EdD / PhD degree credits 136

Intensive Track Two. These requirements can be fulfilled by summer intensives (on a 3-4 year

partners in learning, both with faculty members and with other students. This process is enhanced by involvement in orientation activities, seminars, study groups, and through continued contact and discussion by using e-mail, the Internet, and other forms of telecommunication.

The Leadership Program evaluates achievement.

- Throughout the course of study, individual achievement is evaluated on the basis of mastery of content and demonstration of skills.
- The program is completed when a student has demonstrated achievement of the 20 general competencies (see below).
- Demonstration of achievements is documented in a portfolio that is assembled throughout the program. The portfolio is presented to the Leadership team at the end of the program for final validation.
- A doctoral dissertation must be completed, defended, and approved.

APPLYING TO THE PROGRAM

Applicants should read the Graduate Admissions Requirements section of this bulletin on p. 28.

Students also should communicate directly with the Leadership Program coordinator to indicate how they have met or plan to meet the prereq-