

DIFFERENCES BETWEEN*

TRADITIONAL EDUCATION

NON-TRADITIONAL EDUCATION

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| 1. Awards degrees on the basis of time served and credit earned. | 1. Awards degrees on the basis of competencies and performance skills. |
| 2. Bases degree requirements on the medieval formula of some generalized education and some specialized education. | 2. Bases degree requirements on an agreement between the student and the faculty, aimed at helping the student achieve his or her career, personal, or professional goals. |
| 3. Awards the degree when the student meets certain numerical requirements. | 3. Awards the degree when the student's actual work and learning reach agreed-upon levels. |
| 4. Considers the years from age 18 to 22 as the period when a first degree should be earned. | 4. Assumes learning desirable at any age, and that degrees should be available to people of all ages. |
| 5. Considers the classroom as the primary source of information and the campus as the center of learning. | 5. Sees any part of the world as appropriate for some learning. |
| 6. Believes in printed text materials as the principal learning resource. | 6. Believes the range of learning resources is limitless, from the daily newspaper to personal interviews; from videocassettes to microcomputers to world travel. |
| 7. Faculty must have appropriate credentials and degrees. | 7. Faculty are judged on competency and personal qualities, in addition to credentials and degrees (take note: a non-traditional faculty must still be academically qualified). |
| 8. Credits and degrees are based primarily on mastery of course content. | 8. Credits and degrees also take into consideration learning how to learn and the integration of diverse fields of knowledge. |
| 9. Cultivates dependence on authority through prescribed curricula, required campus residence, and required classes. | 9. Cultivates self-direction and independence through planned independent study, both on and off campus. |
| 10. Curricula are generally oriented toward traditional disciplines and well-established professions. | 10. Curricula reflect the student's individual needs and goals and are likely to be problem-oriented, issue-oriented, and world-oriented. |
| 11. Aims at producing "finished products" - students who are done with their education and ready for the job market. | 11. Aims at producing lifelong learners, capable of responding all through their lives to their own evolving needs and those of society. |
| 12. To adapt the old Chinese saying, gives you a fish and feeds you for a day. | 12. Teaches you how to fish, and feeds you for life. |

*Rick L. Walston, *Walston's Guide to Earning Religious Degrees Non-Traditionally* (Longview, WA: Persuasion Press, 1997). pp 8,9