COVENANT COLLEGE

MASTER OF EDUCATION PROGRAM

1990-1992
Masters of Education Catalog
In all things . . . Christ pre-eminent

Colossians 1:18
Covenant College

Master of Education
Degree Program

Academic Bulletin
1990 and 1991
Covenant College

Covenant College provides a broad, distinctively Christian liberal arts education. The college offers both associate and baccalaureate degrees in liberal arts disciplines and selected pre-professional programs in addition to the Master of Education Degree.

The primary goal is to provide an environment of academic excellence that encourages students to develop a Christian world view. A Covenant College education is designed to produce skills and values equipping students to serve effectively and live responsibly in a changing world.

The commitment of the college is expressed in its motto based on Colossians 1:18: "In All Things . . . Christ Pre-eminent." Covenant College exists so that college students may be part of a learning community which recognizes and responds appropriately to Jesus Christ's rule over all creation and all areas of life.

The college, operating under the auspices of the Presbyterian Church in America, is committed to the Bible as the Word of God written and accepts as its most adequate and comprehensive interpretation the summary contained in the Westminster Confession of Faith and Catechisms. We believe that God is the creator of all things, that we are fallen sinners, but that our redemption through Christ makes it possible for us to participate in the fulfillment of God's purposes in this broken world.
Accreditation

Covenant College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a Level II institution, an institution offering bachelor's degrees; the College is working toward candidacy as a Level III institution, an institution offering master's degrees.

Facilities and Resources

The library of Covenant College houses over 110,000 volumes, including books and microform. The library has a significant collection of books and periodicals in all areas of education, and a growing curriculum materials collection. Bibliographic resources include ERIC databases on CD-ROM for both RIE and CJIE. The OCLC Education Library database is also available on CD-ROM.

Computers available to students include MS-DOS computers for word processing in the Student Computer Center and Apple IIe computers in the Curriculum Lab. FAX services are available.

Room and Board

During the on-campus phase of each course, room and board are available on campus for students at a modest fee. Typically, students are housed in either Belz Hall or Carter Hall, and meals are provided in the cafeteria of Carter Hall. Covenant College is not able to provide housing for families of students.

The Blink, a snack shop, is also available in Carter Hall.

The Geographical Area

Covenant College has a unique location on top of Lookout Mountain in Georgia, just 15 minutes from downtown Chattanooga, Tennessee. As the "Scenic Center of the South," the Chattanooga area provides abundant natural beauty, cultural opportunities and recreational adventures. Hang glider enthusiasts come from all over the United States to Lookout Mountain. Water sports abound, and there are many scenic trails for hiking and bicycling.
About the Master of Education Program

Covenant College seeks to bring a Christian perspective to bear on reality in the marketplace of society -- including professional education. Yet there is a significant difference between a teacher who is a Christian and a Christian teacher. Commitment to biblical principles related to various components of education makes it possible for educators to build an approach to teaching and administration that is genuinely Christian.

Development of the Program

Covenant College developed the Master of Education Program to prepare individuals to teach Christianly and to provide Christian leadership in both public and private schools. The faculty sought to provide a program which permits students to become thoroughly grounded in biblical principles and theory, yet provides abundant opportunities for them to work out the implications of biblical principles in their specific professional responsibilities. It was also considered important that the program be as affordable as possible.

The Master of Education Program is a 30 semester-hour program offered with two specializations: curriculum and instruction, and administration and supervision.

The format is non-traditional. A course begins in March or April of the year, and is completed by November of that same calendar year. Each course consists of three phases: a pre-campus phase, an on-campus phase, and a post-campus phase. The pre-campus phase normally involves introductory reading and data gathering. The on-campus phase consists of one intensive week on campus (two weeks for Edu 620) during which instructional activities are widely varied. This is followed by the post-campus phase that typically involves projects in which students apply what they are learning in their own school settings.

Students who complete the program in three years register for three courses (9 semester hours) each year, with a fourth (independent) course added the third year. It is possible to extend the program beyond three years, but not beyond six years.

The Faculty

Graduate faculty in the Department of Education bring a wealth of experience to the program. They have had much experience as teachers and administrators in public and Christian schools. As scholars they have written books and articles for professional journals, and prepared materials for both pre-service and in-service teacher education. Each member of the graduate faculty taught in the Graduate School of Education at Reformed Theological Seminary.

Robert B. Ashlock, Professor of Education (1988) and Director of the Master of Education Program: Ed.D., Indiana University; M.S. and B.S., Butler University.
Timothy C. Evearitt, Professor of Education (1979) and Chairman of the Department of Education: Ed.D. and M.S., Illinois State University; M.A., Trinity Evangelical Divinity School; B.A., Fort Wayne Bible College.

Donovan L. Graham, Professor of Education (1972): Ed.D. and M.A., New Mexico State University; B.A., University of Northern Colorado.


From time to time adjunct faculty bring their experiences to the program. These are individuals who are sought out because of their special expertise in particular areas of education.

Admissions Information

An admissions packet can be obtained by writing to the Master of Education Office, Covenant College, Lookout Mountain, GA 30750. Applications for admission to the Master of Education Program and supporting materials are welcome at any time; however, applicants should keep the following in mind.

Only 35 applicants are accepted for each new (first year) class. Therefore, a prospective student should submit his or her application and all supporting materials at the earliest possible date. When an applicant is accepted, his or her place within a class can be held by making a $200 non-refundable deposit on tuition at that time. Registration is completed by mail.

Please note the following dates:

February 1: Deadline for receipt of applications and all supporting materials by Covenant College for that year’s class

March 1: Applicants not previously notified are notified of eligibility for the program

March 15: Deadline for receipt of completed registration forms and the balance of tuition and fees.

April 1: For all new students in a first year class, courses begin officially on April 1. On or about that date each student receives course materials.
Requirements

Admission to the M.Ed. Program is granted to a qualified individual as a regular student or it is granted provisionally. Individuals are also admitted as special students.

Regular Admission

To be admitted as a regular student in the M.Ed. Program, an individual must hold a baccalaureate degree from an accredited college or university, and have earned a grade point average of 3.0 for the last 60 semester hours of undergraduate study. At least 15 semester hours of undergraduate course work must be in education. However, evidence of 5 years of experience in professional education may be substituted for the required course work in education.

Two or more years of teaching experience is required for admission to the M.Ed. Program, as are a credible written profession of faith in Jesus Christ as Lord and Savior and an acceptable sample of written work in which academic capability is demonstrated. The sample of written work may be a copy of an academic paper previously written, or the applicant may identify a problem of special concern in education and write a brief paper in which an idea related to that problem is developed. The sample of written work will be examined for coherence of thought, organization, spelling and punctuation. Applicants are also required to take the aptitude test (verbal and math) of the Graduate Record Examination and have the scores sent to Covenant College; the test must have been taken within ten years of the date of the application.

Because courses include application projects to be completed within a school setting, applicants who are not working in a school must submit a statement from a school administrator that he or she will have access to school situations where principles learned in class can be directly applied.

If English is not the applicant's primary language, a satisfactory response to specified questions is required both in writing and on audio tape.

Provisional Admission

An applicant who has a grade point average of at least 2.5 but less than 3.0 for the last 60 semester hours at the undergraduate level, or does not have 15 semester hours in education, or has not yet taken the GRE aptitude test may be admitted as a provisional student if other admissions criteria are met. The status of a provisional student is reviewed after 9 hours of course work, and no more than 12 hours taken while in this category may be applied toward the degree. The provisional student must obtain a grade point average of at least 3.0 (on a 4.0 scale) on courses taken as a provisional student if he or she is to be admitted as a regular student.

Special Student Admission

For an applicant who does not intend to complete the M.Ed. Program, a special student category for admission is available. However, to be admitted as a special student
an applicant must have a bachelor's degree and two years teaching experience. If the applicant is not working in a school, verification from a school administrator must be submitted, assuring access to school situations where principles learned can be applied. No more than 12 hours taken as a special student may be applied toward the degree program, should the student decide to apply for admission as a regular student in the M.Ed. Program.

Admissions Procedure

Individuals desiring to apply for admission to the Master of Education Program should request an M.Ed. Admissions Packet from Covenant College, and submit the appropriate materials at the earliest possible date to the Master of Education Program Office, Covenant College, Lookout Mountain, GA 30750. Be sure the following are included:

1. A completed application form.
2. Payment of the $25 non-refundable application fee.
3. A credible written profession of faith in Jesus Christ as Lord and Savior.
4. Transcripts of college-level work, including any graduate work completed.
5. Two recommendation forms from educators.
6. A sample of written work which demonstrates academic capability. This may be a copy of an academic paper previously written, or a problem of special concern in education can be identified and a brief paper written in which an idea related to that problem is developed. The sample of written work will be examined for coherence of thought, organization, spelling and punctuation.
7. If the applicant is not working in a school situation, a statement from a school administrator that he or she will have access to school situations where principles learned in class can be directly applied.
8. If English is not the applicant's primary language, a response in writing and on audio tape to questions specified on the application form.

Applicants also need to arrange for their scores on the verbal and quantitative tests of the Graduate Record Examination to be sent to Covenant College. If the tests were taken within the past 20 years, they need not be retaken, but applicants must request that their scores be sent to the college (institution code 6124).

Applications for financial aid are submitted with the application form.

After an application and all supporting materials are received, an applicant is notified of his or her acceptance in the program.
Because only a limited number of new students are permitted to register in the program each year....

Individuals who have been accepted are urged to guarantee a place for themselves within the class of students for the coming year by making a non-refundable deposit of $200. The deposit is applied toward the cost of tuition.

Please note the deadlines listed above under Admissions Information.

Transfer

A maximum of 6 hours of transfer graduate-level credit may be applied toward the M.Ed. Degree with permission of the Program Director. Such courses must fit the program; they must have been taken for graduate credit at an institution accredited at the graduate level. All course work applied toward the degree must have been taken within 6 years of the graduation date.

If you have questions about admission, please write or phone:

Director, M.Ed. Program
Covenant College
Lookout Mountain, GA 30750

(404) 820-1560, x407
Financial Information

Fees and Expenses

The schedule of fees and expenses is as follows for 1990:

**General**
- Graduate application fee (non-refundable, payable only once) $25.00
- Tuition per semester hour unit 150.00
- Book and materials fee (per 3-unit course) 67.00
- Library fee (per 3-unit course) 13.00
- Student activity fee (per 3-unit course) 9.00

**Residence**
- Key deposit 5.00
- Room and board per week (7 days) 175.00

**Special**
- Deposit toward tuition (non-refundable) to guarantee a place within classes for the coming year 200.00
- Transcript fee, per request, first one free 2.00
- Graduation fee 50.00

Payment Schedule

The following are paid before registration:

- The application fee is submitted with the application.
- The optional but recommended non-refundable deposit on tuition is sent to the college after an applicant receives notice of acceptance into the program. This is done to guarantee a place in the next class.

At registration students are billed for tuition and the books and materials fee. A payment of at least 60% of this amount is required with registration. Students who made a deposit of $200 receive credit for their deposit at this time.

Thereafter students have a 30-day interest-free period to pay the bill in full without incurring any carrying charge. After that, interest accrues on the balance due at the last day of the month, at the rate of 1 and 1/2% per month. *The balance is due before June 5th.*

When students arrive for the on-campus session, the library and student activity fees, room and board fees, and key deposit must be paid in full.
Example

A student beginning the program in 1990 who takes all three courses and stays on campus during the on-campus program will have the following schedule of payments:

The $25 application fee is submitted with the application for admission. When accepted into the program, the student chooses to make a $200 deposit toward tuition in order to hold his or her position in the class of students for the coming year.

Before March 15, the student sends completed registration forms to the college, along with the following:

- **Tuition:** 9 semester units x $150 per unit = $1,350.00
- **Books and materials fee:** 3 courses x $67 per course = $201.00

Total = $1,551.00

60% of total = 930.60
Less deposit = 200.00

Amount forwarded with registration = $730.60

The balance is sent to the college before April 15

Note: Students may pay only part of this amount and pay the balance with interest before June 5.

When the student arrives on campus, the following are paid in addition to the refundable key deposit:

- **Library fee:** 3 courses x $13 per course = $39.00
- **Student activities fee:** 3 courses x $9 per course = $27.00
- **Room and board:** $175 x 4 weeks = $700.00

Total amount paid = $766.00

Note: Only Introduction to Research involves two weeks during the on-campus session. Other courses involve just one week.

Schedule of Refunds

Within 30 days after registration:

Refund all monies paid above 50% of total tuition and books and materials fee.

Between 30 days after registration and arrival on campus for on-campus session

Refund all monies paid above 75% of total tuition and books and materials fee

After arrival on campus

None
Financial Aid

At present the amount of aid available is very limited. To receive financial assistance, a student must be enrolled for at least 9 semester hour units. An Application for Financial Aid is included in the application packet.

Academic Information

Advisors

Individuals admitted to the Master of Education Program, either as regular students or provisionally, and persons accepted as special students, are assigned an academic advisor. Students are urged to contact their advisor regularly with questions they have about their program of studies.

Registration

Registration for all students is conducted by mail, although some fees are not paid until students arrive on campus.

For students just beginning the program, all registration materials must be received by March 15 so that courses can begin officially on April 1. For students continuing after first-year courses, registration materials and fees are to be received by February 15; classes begin on March 1.

Remaining fees are paid when students arrive on campus.

Enrollment Status

Students who are registered for at least 9 semester hours of course work are considered full-time in the program. Students registered for less than 9 semester hours are considered part-time.

Candidacy

Students who have finished 9 semester hours, are admitted as regular students, and have a grade point average of 3.0 or better are considered candidates for the degree.
Degree Requirements

A total of 30 semester hour units of course work is required for completion of the Master of Education Program: 12 hours of core courses and 18 hours within a specialization as listed below. No course may be applied toward the degree with a grade less than C-, and the grade point average for all courses must be at least a 3.0 on a 4.0 scale. All course work applied toward the degree must be taken within 6 years of the graduation date. Also, a comprehensive examination must be passed.

Core Courses: All students in the program are required to complete the following core courses.

- Edu 610 Foundations for Curriculum Development (3 units)
- Edu 620 Introduction to Research (3 units)
- Edu 630 Learning Theory Applied to Teaching (3 units)
- Edu 640 Philosophies of Education (3 units)

Courses for Specializations: Students also elect to complete one of the following course sequences.

*Curriculum and Instruction*

- Edu 710 Roles and Responsibilities of Teachers (3 units)
- Edu 715 Interdisciplinary Perspectives on Human Culture (3 units)
- Edu 730 Implementing Instructional Strategies (3 units)
- Edu 735 Designing and Implementing Curricula (3 units)
- Edu 770 Special Topics in Curriculum and Instruction (3 units)
- Edu 790 Graduate Integration Project in Curriculum and Instruction (3 units)

*Administration and Supervision*

- Edu 720 Development and Management of Personnel (3 units)
- Edu 725 Organizational Leadership (3 units)
- Edu 740 Supervision of Instruction (3 units)
- Edu 745 School Law, Standards and Policy (3 units)
- Edu 760 School Business Management (3 units)
- Edu 785 Field Experience in Administration and Supervision (3 units)

Course Sequences

Courses in the Master of Education Degree have been designed to be taken in sequence. The regular sequence of courses follows. A part-time alternative is also described for individuals who may not be able to pursue the 3-year sequence.
Curriculum and Instruction Specialization

The Regular Sequence

Year 1  Edu 610  Foundations for Curriculum Development
        Edu 620  Introduction to Research
        Edu 710  Roles and Responsibilities of Teachers
Year 2  Edu 630  Learning Theory Applied to Teaching
        Edu 715  Interdisciplinary Perspectives on Human Culture
        Edu 730  Implementing Instructional Strategies
Year 3  Edu 640  Philosophies of Education
        Edu 770  Special Topics in Curriculum and Instruction
        Edu 735  Designing and Implementing Curricula
        Edu 790  Graduate Integration Project in Curriculum and Instruction

A Part-Time Alternative

Year 1  Edu 610  Foundations for Curriculum Development
        Edu 620  Introduction to Research
Year 2  Edu 630  Learning Theory Applied to Teaching
        Edu 710  Roles and Responsibilities of Teachers
Year 3  Edu 715  Interdisciplinary Perspectives on Human Culture
        Edu 730  Implementing Instructional Strategies
Year 4  Edu 640  Philosophies of Education
        Edu 770  Special Topics in Curriculum and Instruction
Year 5  Edu 735  Designing and Implementing Curricula
        Edu 790  Graduate Integration Project in Curriculum and Instruction

Administration and Supervision Specialization

The Regular Sequence

Year 1  Edu 610  Foundations of Curriculum Development
        Edu 620  Introduction to Research
        Edu 720  Development and Management of Personnel
Year 2  Edu 725  Organizational Leadership  
        Edu 630  Learning Theory Applied to Teaching  
        Edu 740  Supervision of Instruction  
Year 3  Edu 640  Philosophies of Education  
        Edu 745  School Law, Standards and Policy  
        Edu 760  School Business Management  
        Edu 785  Field Experience in Administration and Supervision  

A Part-Time Alternative  
Year 1  Edu 610  Foundations of Curriculum Development  
        Edu 620  Introduction to Research  
Year 2  Edu 725  Organizational Leadership  
        Edu 720  Development and Management of Personnel  
Year 3  Edu 630  Learning Theory Applied to Teaching  
        Edu 740  Supervision of Instruction  
Year 4  Edu 640  Philosophies of Education  
        Edu 745  School Law, Standards and Policy  
Year 5  Edu 760  School Business Management  
        Edu 785  Field Experience in Administration and Supervision  

Grading  
Grades in the Master of Education Program have the following meaning:  
A  is given for work of distinctly superior quality and quantity accompanied by unusual evidence of initiative, thoroughness and originality.  
B  is given for work showing the above qualities to a lesser extent.  
C  represents fulfillment of the minimum essentials of a course.  
D  represents unacceptable work. The course must be repeated to be applied toward the degree.  
F  indicates unqualified failure. Any graduate student who earns an F in graduate course will be dismissed from the Master of Education Program.  
I  may be given to a student whose work has been of passing quality and has a valid reason for not completing some requirement of the course. Removal of an Incomplete must be submitted by the instructor to the Office of Records by November 30 of the following year, or the Incomplete becomes an F.  
W  indicates official withdrawal from one or more courses after the first of May and up to the close of the on-campus session.
Grade Point Average

Grade point averages are computed on a 4.0 scale; that is, an A is assigned the value 4.0, a B is assigned 3.0, and a C is assigned 2.0. No value is carried by a D. A student must earn a grade of C or better in a course for that course to be applied toward graduation. If a course is repeated, the most recent grade is used in computing the grade point average. No grade below B is accepted by transfer. A grade point average of 3.0 or better for graduate work applied toward the Master of Education Program is required for graduation.

Comprehensive Examination

Candidates for the M.Ed. Degree take a written comprehensive examination after completing at least 21 semester hours of course work. The examination focuses on program and course objectives. Evaluators of a candidate’s performance on the comprehensive examination consider whether responses are comprehensive, accurate, logically organized, and research-based responses to the questions posed.

Graduation

Students who expect to finish all degree requirements by November 30 of any year must apply for graduation during the previous on-campus session. Although there is no graduation ceremony in December, students are encouraged to take part in the graduation exercise the following spring if possible.

Certification

Certification of professional personnel in the field of education is not a function of institutions of higher education, but an activity of the State Department of Education for individual states. A degree program at a college or university may or may not include arrangements with the State Department to automatically certify graduates for a specific professional role.

Covenant College is located within Georgia, and the College is working with the Georgia State Department of Education with the expectation that M.Ed. graduates with a specialization in administration and supervision will be granted certification for the leadership field of administration and supervision. The specialization in curriculum and instruction is designed primarily for those who expect to teach at either the elementary or secondary levels. Although it is not anticipated that completion of the degree program will lead automatically to an advanced form of certification as a teacher, an accredited master's degree and many of the courses within the M.Ed. program at Covenant College are steps toward advanced certification in most states.
Course Descriptions

The Core Courses

Edu 610  **Foundations for Curriculum Development**
A study of various foundational principles that guide in the selection of goals, content, and materials in the curriculum. The student evaluates these principles from a biblical perspective, and chooses those appropriate for curriculum development. Three units.

Edu 620  **Introduction to Research**
A study of the nature of research, the development of research problems in education, and the selection and use of appropriate methods. Emphasis is given to critical examination of the literature of educational research. Three units.

Edu 630  **Learning Theory Applied to Teaching**
A biblical view of the learner and the learning process is used to examine current approaches to learning theory. Included in the study are behavioristic and cognitive-field learning theories; teaching practices are examined as they relate to these theoretical perspectives. Theoretical principles judged to be appropriate from a biblical perspective are then used to devise practical teaching methodologies. Three units.

Edu 640  **Philosophies of Education**
A critical study of the educational implications of various philosophies, including pragmatism, existentialism, behaviorism, and classical humanism. Special attention is given to current education issues. The student assesses these issues from the perspectives of the various educational philosophies, including a Christian philosophy of education. Three units.

Courses in Curriculum and Instruction

Edu 710  **Roles and Responsibilities of Teachers**
The roles and responsibilities of a professional teacher are surveyed in light of a biblical view of education. Emphasis is given to the knowledge and skills required of teachers. A study of the literature of effective teaching is included. Three units.
Edu 715  **Interdisciplinary Perspectives on Human Culture**  
A study of the ways academic disciplines may enhance understanding of how cultures unfold. Emphasis is given to helping the student see his or her discipline within the larger framework of knowledge. Three units.

Edu 730  **Implementing Instructional Strategies**  
Alternative instructional strategies are examined in the light of learning principles, the way disciplines are related, and research findings. Emphasis is given to developing and implementing teaching units that incorporate appropriate strategies. Three units.

Edu 735  **Designing and Implementing Curricula**  
Students move beyond curriculum concerns at the classroom level to examine curriculum on a school-wide level. A major focus is on designing school curricula which reflect a biblical world view and a proper understanding of the unity of knowledge. A second major component of the course involves planning for change within the school and community environment as it relates to implementing new ideas in the school curriculum. Three units.

Edu 770  **Special Topics in Curriculum and Instruction**  
Professional topics of special interest in curriculum and instruction are examined in the light of research and expert opinion. Current practices are evaluated and plans for improved professional practice are developed and implemented. One to three units.

Edu 790  **Graduate Integration Project in Curriculum and Instruction**  
This is a concentrated study of a problem or issue in education. A major paper or project is completed that links the theoretical work done with practice in school settings. Data collection and evaluation are typically included. Three units.

**Courses in Administration and Supervision**

Edu 720  **Development and Management of Personnel**  
A study of the educational leader in his or her role with faculty and staff. This includes a study of recruitment, selection, and hiring, personnel utilization/staffing, supervision/personnel evaluation and conferencing. Additionally, the course focuses on the use of job descriptions, staff development, adult learning, and the promotion of change. Three units.
**Edu 725 Organizational Leadership**  
A study of the basic principles and methods of organization and management from a biblical perspective. Students study leadership theory and skills -- planning, goal setting, implementing, monitoring and problem solving. Additionally, this course focuses on organizational development and change, interpersonal and group relations, communication presentation skills, and school climate. Three units.

**Edu 740 Supervision of Instruction**  
This course involves a study of the nature and purpose of supervision. Students study instructional program design, effective teaching, classroom management, instructional strategies, teaching models, and conferencing. The course utilizes several of the concepts learned in Edu 720 and Edu 725. Three units.

**Edu 745 School Law, Standards and Policy**  
This course deals with the legal foundations of education -- law, standards, and policy. Students learn the basics of school law and finance, policy analysis at the federal, state, state board of education, and local levels, as well as information about state and local standards. Consideration is given to the role of Christian education in private schools under existing federal and state laws as well as the relationship of religion and state. Three units.

**Edu 760 School Business Management**  
A study of the principles and methods of fiscal management based upon a biblical perspective of the stewardship of time and resources. Students study budgeting, purchasing, warehousing, scheduling and time management, records management, physical facilities planning, maintenance and operation, and resource management. Three units.

**Edu 780 Special Topics in Administration and Supervision**  
Professional topics of special interest in school administration and supervision are examined in the light of research and expert opinion. Current practices are evaluated and plans for improved professional practice are developed and implemented. One to three units.

**Edu 785 Field Experience in Administration and Supervision**  
Students are given an opportunity to observe and participate in activities that deepen understanding and develop skills necessary for effective practice. Field-based experiences are intended to extend course work to the school setting, providing real-life learning; these
experiences are the critical link between theory and practice. The set of planned experiences involves at least 100 clock hours of participation. Three units.

**Calendar for New Students**

Note: Students are urged to apply early. When a student is accepted, it is recommended that a position in the upcoming class of students be reserved by sending the college a $200 non-refundable deposit on tuition.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>Deadline for receipt of applications for admission and all supporting materials.</td>
</tr>
<tr>
<td>March 15</td>
<td>Deadline for receipt of completed registration materials and required tuition and fees.</td>
</tr>
</tbody>
</table>

**Pre-Campus Phase**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>First year courses begin.</td>
</tr>
</tbody>
</table>

**On-Campus Phase**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>July 7 Housing available on campus</td>
</tr>
<tr>
<td></td>
<td>July 9 Orientation</td>
</tr>
<tr>
<td></td>
<td>July 9-14 Edu 610: Foundations of Curriculum Development</td>
</tr>
<tr>
<td></td>
<td>July 16-21 Edu 620: Introduction to Research</td>
</tr>
<tr>
<td></td>
<td>July 30-August 4 Edu 710: Roles and Responsibilities</td>
</tr>
<tr>
<td></td>
<td>August 3 Edu 720: Development and Management of Personnel</td>
</tr>
</tbody>
</table>

**Post-Campus Phase**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 30</td>
<td>Completion of all course requirements.</td>
</tr>
</tbody>
</table>
Calendar for Returning Students

February 15  
Deadline for receipt of completed registration materials and required tuition and fees.

Pre-Campus Phase

March 1  
Courses begin for years two and three.

On-Campus Phase 1991

July 6  
Housing available on campus

July 8-13  
Edu 725: Organizational Leadership

July 15-20  
Edu 630: Learning Theory Applied to Teaching

July 22-27  
Edu 715: Interdisciplinary Perspectives on Human Culture  
Edu 740: Supervision of Instruction

July 29-  
August 3  
Edu 730: Implementing Instructional Strategies

Post-Campus Phase

November 30  
Completion of all course requirements.

For further information about the program  
write or phone:

Director, M.Ed. Program  
Covenant College  
Lookout Mountain, GA 30750

(404) 820-1560, x407
# Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>2</td>
</tr>
<tr>
<td>Admissions information</td>
<td>4</td>
</tr>
<tr>
<td>Advisors</td>
<td>10</td>
</tr>
<tr>
<td>Calendars</td>
<td>18</td>
</tr>
<tr>
<td>Candidacy for the degree</td>
<td>10</td>
</tr>
<tr>
<td>Certification</td>
<td>14</td>
</tr>
<tr>
<td>Comprehensive examination</td>
<td>14</td>
</tr>
<tr>
<td>Computers</td>
<td>2</td>
</tr>
<tr>
<td>Course descriptions</td>
<td>15</td>
</tr>
<tr>
<td>Course sequences</td>
<td>11</td>
</tr>
<tr>
<td>Degree requirements</td>
<td>11</td>
</tr>
<tr>
<td>Description of the Program</td>
<td>3</td>
</tr>
<tr>
<td>Facilities on campus</td>
<td>2</td>
</tr>
<tr>
<td>Faculty</td>
<td>3</td>
</tr>
<tr>
<td>Financial information</td>
<td>8</td>
</tr>
<tr>
<td>Full-time vs. part-time</td>
<td>10</td>
</tr>
<tr>
<td>Geographical area</td>
<td>2</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Grade point average</td>
<td>14</td>
</tr>
<tr>
<td>Grading</td>
<td>13</td>
</tr>
<tr>
<td>Graduation</td>
<td>14</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
</tr>
<tr>
<td>Purpose of Covenant College</td>
<td>1</td>
</tr>
<tr>
<td>Registration</td>
<td>10</td>
</tr>
<tr>
<td>Room and board</td>
<td>2</td>
</tr>
<tr>
<td>Transfer credits</td>
<td>7</td>
</tr>
</tbody>
</table>