1992-1993
Masters of Education Catalog

COVENANT COLLEGE

Master of Education Program
1992 and 1993
Academic Bulletin
In all things . . . Christ pre-eminent
Colossians 1:18
Covenant College

Master of Education Program

Academic Bulletin

1992 & 1993

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.

Statement of Purpose

Covenant 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 guiding interpretation the summary contained in The Westminster Confession of Faith and Catechisms. That commitment is expressed in the college’s motto, based on Colossians 1:18: “In All Things . . . Christ Pre-eminent.”

Covenant strives to be a reformed learning community which recognizes and responds appropriately to Christ’s rule over creation and all areas of life through rigorous academic inquiry. A Covenant College education is designed to produce in students knowledge, skills and values, that equip students to serve effectively and live responsibly in a rapidly changing world.

Covenant offers associate and baccalaureate degrees in liberal arts disciplines and selected pre-professional programs as well as the Master of Education Program. Covenant provides a Christ-centered education to a range of denominational, geographic, ethnic and financial backgrounds through scholarly classroom instruction and experiential opportunities.

To this end, Covenant seeks highly qualified faculty members who are committed to teaching others, personal and academic counseling, and mature modeling of Christian responsibility in all areas of life.

Accreditation

Covenant College is fully accredited by the Southern Association of Colleges and Schools as an institution offering bachelor’s degrees. In 1991, the college was also granted candidacy as a Level III institution, an institution offering master’s degrees.
Facilities and Resources

The library of Covenant College houses over 112,000 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 in the student computer centers in Sanderson Hall and Barnes Center, Apple IIe computers in the library curriculum lab, and the Macintosh lab in the library. FAX services are available in the library.

Room and Board

On-campus housing and board is available for the on-campus phase of each course. Students are housed in Schmidt Hall, two students per room. Schmidt Hall is air conditioned, and each room is furnished with a sink. Two common restrooms are provided on each floor; bed and bath linens are furnished each week. Commons areas are available and are equipped with a microwave and refrigerator. Meals are provided Monday through Friday and are included in the room and board fee.

Students interested in off-campus housing in close proximity to the college, may contact the M.Ed. Office to request further information.

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. A world-class aquarium opened in 1992, and hang glider enthusiasts come from all over the United States to Lookout Mountain. Within minutes from the college 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: interdisciplinary curriculum and instruction, and administration and supervision.

The format is non-traditional. Courses begin in the spring of each year (no later than June 1), and are usually completed by the end of the 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; sometimes data gathering is involved. 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 second or 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.

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., Summit Christian College.

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

Adjunct faculty also 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 application 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 dates in mind.

- **January 15:** Registration materials mailed to returning students
- **January 15- April 20:** Registration materials mailed to new students as applications are received and applicants are notified of acceptance.
- **April 1:** Latest date for receipt of application and all supporting materials by Master of Education office, Covenant College
- **April 20:** Latest date registration materials mailed to students
- **May 15:** Latest date to register; tuition & fees due
- **May 20:** Latest date pre-campus course materials mailed to students
- **June 1:** Latest date to begin pre-campus course work

**Requirements**

Admission to the M.Ed. Program is granted to a qualified individual as a regular student. Under certain conditions provisional or special student status may be granted.

**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 verified 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 (code 6124); 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 a school situation where principles learned in class can be applied directly.

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 not having fully met admissions criteria may be considered for provisional admission. In some cases the student will be informed that unmet criteria must be satisfied during the course of the program. 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. For example, an applicant who has a grade point average of at least 2.5 but less than 3.0 for the last 60 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. A 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 bachelors 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 a school situation 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. application packet from Covenant College, and submit appropriate materials to the Master of Education Program Office, Covenant College, Lookout Mountain, GA 30750. The following are required for admission:

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. Official transcripts of undergraduate and graduate course work.
5. Two completed recommendation forms from educators.
6. A sample of written work which demonstrates academic capability. The sample 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. Graduate Record Examination (GRE) scores on verbal and quantitative tests obtained within the last 10 years. Applicants must request that their scores be sent to the college (code 6124).
8. 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.
9. If English is not the applicant's primary language, a response in writing and on audio tape to questions specified on the application form.

Any application for financial aid should be 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.

Special Student Admission
Individually who apply to be admitted as special students should complete the following steps:
1. Complete the application form.
2. Pay the $25 application fee.
3. Provide transcripts of college-level work.
4. Provide a statement of access from an administrator if they are not working in a school situation.

Transfer Credits
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 courses applied toward the degree must have been taken within 6 years of the graduation date.
Financial Information

Fees and Expenses

The schedule of fees and expenses is as follows:

General
- Graduate application fee (non-refundable, payable only once) $25.00
- Tuition per semester hour unit $150.00
- Books 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

Room and Board
- Key deposit $5.00
- Room per week (7 days) and board (M-F only) $183.00

Special
- Transcript fee per request (1st request no charge) $2.00
- Graduation fee $50.00

*Subject to change.

Registration

Registration packets are mailed to new students January 15 through April 20. Registration packets are mailed to returning students by January 30. Registration materials should be received by the college no later than May 15 along with 60% payment of tuition and books/materials fee.

Late Registration

Registration after May 15 will entail a late registration fee of $30.00.

Payment Schedule

| 60-100% tuition, books and materials fee | On or before May 15 |
| Balance of tuition | On or before June 5 |
| Library fee | Due upon arrival, on-campus phase |
| Student activities fee | Due upon arrival, on-campus phase |
| Room | Due upon arrival, on-campus phase |
| Key deposit | Due upon arrival, on-campus phase |
Example
The $25 application fee is submitted with the application for admission. Before May 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

If a student opts to make a 60% payment on the total, the amount to send would be:

$930.60

Balance sent to college before June 5

$620.40

When the student arrives on campus, the following are paid:

- Library fee: $13 per course
- Student activities fee: $9 per course
- *Room and board* $183 per week
- Key deposit (refundable) $5

*Subject to change.

Schedule of Refunds

A. Withdrawal from all registered courses:

1. Within 30 days after registration refund all monies paid above 50% of total tuition paid and above 75% of books and materials fee paid.
2. Between 30 days after registration and the beginning of the on-campus phase, refund all monies paid above 75% of total tuition and books and materials fee.
3. After on-campus phase begins, no refund.

B. Withdrawal from a single course if registered for two or more courses:

1. Before course materials are distributed for the pre-campus phase of the course, and the student will not complete the course and will not receive a grade, refund 100% of tuition and books/materials fee.
2. After course materials are distributed for the course and before completion of the on-campus phase of the course, if the student will
not complete the course and will not receive a grade, refund 75% of tuition only.

Note: At any time, if the student is to complete the course and receive a grade, no refund is given.

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

All individuals admitted to the Master of Education Program 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. Registration materials are sent to returning students on January 15; new students receive registration materials from January 15 through May 1, depending upon their date of acceptance into the program. All registration materials must be received by the Master of Education Office by May 15.

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

Candidates for the degree are students who have completed 9 semester hours, have regular student status, and have a grade point average of 3.0 or better.

Degree Requirements

A total of 30 semester hours 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. The degree must be completed with a cumulative grade point average of 3.0 on a 4.0 scale, and only one course with the grade of C will be applied to graduation requirements. 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 select one of the following specializations.

### Interdisciplinary Curriculum and Instruction

- Edu 710  Effective Teaching (3 units)
- Edu 715  Interdisciplinary Perspectives on Knowledge (3 units)
- Edu 730  Implementing Instructional Strategies (3 units)
- Edu 735  Integrative Approaches to Curriculum (3 units)
- Edu 738  Research and Practice in Teaching Content Fields (3 units)
- Edu 790  Research Project in Interdisciplinary Curriculum and Instruction (3 units)

### Administration and Supervision

- Edu 720  Organizational Leadership (3 units)
- Edu 725  Development and Management of Personnel (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 course sequence for regular students is listed, followed by a suggested sequence for students completing the program in 5 years.
### Interdisciplinary Curriculum & Instruction Specialization

#### The Regular Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Edu 610</td>
<td>Foundations for Curriculum Development</td>
</tr>
<tr>
<td></td>
<td>Edu 620</td>
<td>Introduction to Research</td>
</tr>
<tr>
<td></td>
<td>Edu 710</td>
<td>Effective Teaching</td>
</tr>
<tr>
<td>2</td>
<td>Edu 630</td>
<td>Learning Theory Applied to Teaching</td>
</tr>
<tr>
<td></td>
<td>Edu 715</td>
<td>Interdisciplinary Perspectives on Knowledge</td>
</tr>
<tr>
<td></td>
<td>Edu 730</td>
<td>Implementing Instructional Strategies</td>
</tr>
<tr>
<td>3</td>
<td>Edu 738</td>
<td>Research and Practice in Teaching Content Fields</td>
</tr>
<tr>
<td></td>
<td>Edu 640</td>
<td>Philosophies of Education</td>
</tr>
<tr>
<td></td>
<td>Edu 735</td>
<td>Integrative Approaches to Curriculum</td>
</tr>
<tr>
<td></td>
<td>Edu 790</td>
<td>Research Project in Interdisciplinary Curriculum and Instruction</td>
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</tbody>
</table>

#### Part-Time Alternative

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Edu 610</td>
<td>Foundations for Curriculum Development</td>
</tr>
<tr>
<td></td>
<td>Edu 620</td>
<td>Introduction to Research</td>
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<tr>
<td>2</td>
<td>Edu 630</td>
<td>Learning Theory Applied to Teaching</td>
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<tr>
<td></td>
<td>Edu 710</td>
<td>Effective Teaching</td>
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<tr>
<td>3</td>
<td>Edu 715</td>
<td>Interdisciplinary Perspectives on Knowledge</td>
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<tr>
<td></td>
<td>Edu 730</td>
<td>Implementing Instructional Strategies</td>
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<tr>
<td>4</td>
<td>Edu 738</td>
<td>Research and Practice in Teaching Content Fields</td>
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<tr>
<td></td>
<td>Edu 640</td>
<td>Philosophies of Education</td>
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<tr>
<td>5</td>
<td>Edu 735</td>
<td>Integrative Approaches to Curriculum</td>
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<tr>
<td></td>
<td>Edu 790</td>
<td>Research Project in Interdisciplinary Curriculum and Instruction</td>
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</tbody>
</table>

### Administration and Supervision Specialization

#### The Regular Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
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<tbody>
<tr>
<td>1</td>
<td>Edu 610</td>
<td>Foundations for Curriculum Development</td>
</tr>
<tr>
<td></td>
<td>Edu 620</td>
<td>Introduction to Research</td>
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<tr>
<td></td>
<td>Edu 720</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>2</td>
<td>Edu 725</td>
<td>Development and Management of Personnel</td>
</tr>
<tr>
<td></td>
<td>Edu 630</td>
<td>Learning Theory Applied to Teaching</td>
</tr>
<tr>
<td></td>
<td>Edu 745</td>
<td>School Law, Standards and Policy</td>
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<tr>
<td>3</td>
<td>Edu 740</td>
<td>Supervision of Instruction</td>
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<tr>
<td></td>
<td>Edu 640</td>
<td>Philosophies of Education</td>
</tr>
<tr>
<td></td>
<td>Edu 760</td>
<td>School Business Management</td>
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<tr>
<td></td>
<td>Edu 785</td>
<td>Field Experience in Administration and Supervision</td>
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</table>
**Part-Time Alternative**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Edu 620 Introduction to Research</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Edu 720 Organizational Leadership</td>
</tr>
<tr>
<td>Year 2</td>
<td>Edu 610 Foundations of Curriculum Development</td>
</tr>
<tr>
<td></td>
<td>Edu 630 Learning Theory Applied to Teaching</td>
</tr>
<tr>
<td>Year 3</td>
<td>Edu 725 Development and Management of Personnel</td>
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<td></td>
<td>Edu 740 Supervision of Instruction</td>
</tr>
<tr>
<td>Year 4</td>
<td>Edu 640 Philosophies of Education</td>
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<td></td>
<td>Edu 785 Field Experience in Administration and Supervision</td>
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<tr>
<td>Year 5</td>
<td>Edu 745 School Law, Standards and Policy</td>
</tr>
<tr>
<td></td>
<td>Edu 760 School Business Management</td>
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</tbody>
</table>

**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 failure. Any graduate student earning an F in a graduate course will be dismissed from the program.
- **I** may be given to a student whose work has been of passing quality but has 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 the end of the course the following year, or the Incomplete becomes an F.
- **W** indicates official withdrawal from one or more courses.

**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; only one course with the grade of C will be applied to graduation requirements. 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**

After completing at least 21 semester hours of course work, candidates for the Master of Education Degree are required to sustain a written comprehensive examination.
focusing on the program and course outcomes. Responses are evaluated by the student’s academic advisor and one other graduate faculty member. The criteria used for evaluation include comprehensiveness, accuracy, logical organization, and the use of research-based information in the responses. If limited portions of the examination are unsatisfactory, the student may be allowed one opportunity to re-write those portions or submit to an oral retake of unsatisfactory written portions.

Students usually take the examination after completion of all course work. If students are to graduate in May, the comprehensive examination must be taken by March 15.

The examination may be taken on campus, or in the case of distant students, the examination may be proctored by an official in the student’s home school situation under arrangements suitable to the director of the Master of Education Program. In such a case, the written examination must be received by the director by March 15.

Students are notified of the results of the examination by April 1. If portions of the examination are to be re-written, they must be submitted to the director by April 15. An unsatisfactory performance on the comprehensive examination disqualifies the student from receiving the master’s degree.

**Graduation**

Students who expect to finish all degree requirements and graduate in May of any year must apply for graduation during the previous on-campus session. Students are encouraged to take part in the May graduation exercise the following spring if possible.

**Certification**

Certification of professional personnel in the field of education is not normally 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 interdisciplinary curriculum and instruction is designed primarily for those who expect to teach at either the elementary or secondary levels. Requirements for advanced certification of classroom teachers varies greatly from state to state. In many states completion of an accredited master’s program in education is sufficient for advancement on the pay scale.
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. Students evaluate these principles from a Christian perspective, and choose those appropriate for developing curricula for schools.

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 research methods. Emphasis is given to critical examination of the literature of educational research. On-campus session is two weeks. Three units.

Edu 630  Learning Theory Applied to Teaching
A study of current learning theories. Behavioristic and cognitive learning theories and information-processing research are related to a Christian view of the learner and the learning process. Principles judged to be appropriate 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, marxism, classical humanism, and theism. Special attention is given to current issues in school education. Students assess these issues from the perspectives of the various educational philosophies. Three units.

Courses in Interdisciplinary Curriculum & Instruction

Edu 710  Effective Teaching
An in-depth study of research concerning effective teaching and literature regarding knowledge and skills required of school teachers. Roles and responsibilities of teachers are evaluated from a Christian view of education. Three units. Prerequisite: Edu 620.
Edu 715 Interdisciplinary Perspectives on Knowledge
A study of how disciplines may be seen within the larger framework of knowledge. Emphasis is given to the value of interdisciplinary approaches to understanding how cultures unfold in terms of their mores, customs, institutions, and values. 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, implementing, and evaluating interdisciplinary teaching units that incorporate appropriate strategies. Three units. Prerequisites: Edu 610, 620, 630, and 715.

Edu 735 Integrative Approaches to Curriculum
A study of the theory and practice of integrative curriculum beyond the individual teaching unit level. Courses of study are developed which reflect a biblical world view and a proper understanding of the unity of knowledge and human experience. Students will also study the process of change within school communities to develop plans to encourage adoption of more integrative approaches to education. Three units. Prerequisite: Edu 730.

Edu 738 Research and Practice in Teaching Content Fields
An in-depth study of research and literature on teaching the content field specializations of students. Emphasis given to research with implications for instruction, and to current trends in the design of curricula and teaching practices in content fields. Three units. Prerequisites: Edu 620, 630, 715.

Edu 770 Special Topics in Interdisciplinary Curriculum and Instruction
Professional topics of special interest in interdisciplinary 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 Research Project in Interdisciplinary Curriculum and Instruction
A major research project is completed which links research and theory with practice in school settings. The project typically builds on topics identified in other courses within the specialization; data collection and evaluation are included. The project, which must be approved by the
student's advisor, includes a report that is read and evaluated by two
graduate professors. Taken as independent study. Three units.
Prerequisites: Edu 610, 620.

Courses in Administration and Supervision

Edu 720 Organizational Leadership
A study of the basic principles and methods of organizational
leadership. Students study the ability to establish, maintain, and
nurture a positive school climate. This includes a study of such areas
as leadership, planning, decision-making, and problem solving.
Additionally, the course focuses on leadership issues such as
motivation, conflict resolution, group dynamics, and the management
of change. Three units.

Edu 725 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. Prerequisites: Edu 720.

Edu 740 Supervision of Instruction
A study of the nature and purpose of supervision. Students study
instructional program design, effective teaching, classroom
management, instructional strategies, teaching models, and
conferencing. Three units. Prerequisites: Edu 720, 725.

Edu 745 School Law, Standards and Policy
A study of 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. Prerequisites: Edu 720, 725.

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. Prerequisites: Edu 720, 725.

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 which 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. Experiences selected are made with the approval of the Field Experience Coordinator of the Master of Education Program. Students will enroll prior to their last semester of on-campus work. Three units. Prerequisites: Edu 720, 725.
Calendar for 1992

Note: It is recommended that application materials be submitted at the earliest possible date.

Apr 1  Deadline for receipt of application for admission and all supporting materials
May 15  Deadline for receipt of completed registration materials and required tuition and fees

Pre-Campus Phase
June 1  Deadline for students to begin course work

On-Campus Phase
July 4  Housing available on campus
July 4  Orientation for new students
July 6-10 Edu 610: Foundations for Curriculum Development
          Edu 725: Development and Management of Personnel
July 13-17 Edu 630: Learning Theory Applied to Teaching
July 13-24 Edu 620: Introduction to Research
July 20-24 Edu 715: Interdisciplinary Perspectives on Knowledge
          Edu 745: School Law, Standards and Policy
July 27-31 Edu 710: Effective Teaching
          Edu 720: Organizational Leadership
          Edu 730: Implementing Instructional Strategies

Post-Campus Phase
Nov 1-Feb 1 Completion of course requirements. Courses end on varying dates.
Calendar for 1993

Note: It is recommended that application materials be submitted at the earliest possible
date.

Apr 1  Deadline for receipt of application for admission and all supporting
        materials
May 15  Deadline for receipt of completed registration materials and
        required tuition and fees

Pre-Campus Phase

June 1  Deadline for students to begin course work

On-Campus Phase

July 3   Housing available on campus
July 3   Orientation for new students
July 5-9 Edu 610:  Foundations for Curriculum Development
         Edu 725:  Development and Management of Personnel
         Edu 630:  Learning Theory Applied to Teaching
         Edu 738:  Research and Practice in Teaching Content Fields
         Edu 740:  Supervision of Instruction
July 12-23 Edu 620:  Introduction to Research
July 19-23 Edu 640:  Philosophies of Education
         Edu 715:  Interdisciplinary Perspectives on Knowledge
         Edu 745:  School Law, Standards and Policy
July 26-30 Edu 710:  Effective Teaching
         Edu 720:  Organizational Leadership
         Edu 730:  Implementing Instructional Strategies
         Edu 735:  Integrative Approaches to Curriculum
         Edu 760:  School Business Management

Post-Campus Phase

Nov 1-Feb 1  Completion of course requirements. Courses end on varying dates.
Calendar for 1994

Note: It is recommended that application materials be submitted at the earliest possible date.

Apr 1   Deadline for receipt of application for admission and all supporting materials
May 15  Deadline for receipt of completed registration materials and required tuition and fees

Pre-Campus Phase
June 1   Deadline for students to begin course work

On-Campus Phase
July 2    Housing available on campus
July 2    Orientation for new students
July 4-8  Edu 610: Foundations for Curriculum Development
          Edu 725: Development and Management of Personnel
July 11-15 Edu 630: Learning Theory Applied to Teaching
             Edu 738: Research and Practice in Teaching Content Fields
             Edu 740: Supervision of Instruction
July 11-22 Edu 620: Introduction to Research
July 18-22 Edu 640: Philosophies of Education
             Edu 715: Interdisciplinary Perspectives on Knowledge
             Edu 745: School Law, Standards and Policy
July 25-29 Edu 710: Effective Teaching
             Edu 720: Organizational Leadership
             Edu 730: Implementing Instructional Strategies
             Edu 735: Integrative Approaches to Curriculum
             Edu 760: School Business Management

Post-Campus Phase
Nov 1-Feb 1 Completion of course requirements. Courses end on varying dates.
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