In all things... Christ pre-eminent
Colossians 1:18
Mission of the College

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 students from a wide 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.

Note: The official purpose statement of Covenant College is included within this document, Appendix A.

Accreditation

Covenant College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, Telephone number 404-679-4501) to award associate, bachelor’s, and master’s degrees.

Library Facilities and Computer Resources

The library of Covenant College houses over 120,000 volumes, including books and microfilm. 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. Printed volumes of Education Index are also available.

Computers available to masters students include a Windows® laboratory in the computer laboratory in Sanderson Hall and the Macintosh laboratory in the library. Unlimited access to the Internet allows students to search the growing electronic media available through this world wide network. FAX services are available in the library and in the mailroom.

**Housing and Meals**

On-campus housing, although limited, is available for the on-campus phase of the program. Priority is given to first year students for on-campus housing. Specific housing arrangements are finalized after registration. The housing fee includes bed and bath linens. Typically students are housed in the college apartments; four students per apartment. The apartments are designed for undergraduate student use and as such can be described as sturdy and plain.

Off-campus housing is arranged for second and third year students. Students may contact the M.Ed. Office to request further information. The M.Ed. office works closely with students to provide adequate and acceptable housing.

Meals are available through the college dining facility and may be purchased on a meal-by-meal basis.

**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, an Imax theater opened May 1996, 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.

Covenant is located two hours north of Atlanta, Georgia via Interstate 75; three hours from Birmingham, Alabama via Interstate 59; two hours from Nashville, Tennessee via Interstate 24; two hours from Knoxville, Tennessee via Interstate 75.
General Information

Covenant College seeks to bring a Christian perspective to bear on reality in the marketplace of society—including professional education. 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.

Covenant College does not discriminate on the basis of race, color, national origin, or handicap. In accordance with the credal commitment and ecclesiastical order of its sponsoring denomination, Covenant College regards men and women to be of equal value in the sight of God, created by God with distinctive roles as described in the Holy Scriptures.

Description 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 would permit students to become thoroughly grounded in biblical principles and theory, yet would provide 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: Integrated Curriculum and Instruction (ICI), and Educational Leadership (EL).

The format is non-traditional. Courses are taught during a 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 typically includes introductory reading and responses to that reading; sometimes data gathering is involved. The on-campus phase consists of one intensive week on campus per course (two weeks for Edu 620) during which instructional activities are widely varied. This is followed by the post-campus phase that usually involves projects in which students apply what they are learning in their own school settings.

Students who complete the program in three years (regular, full-time students) register for three courses (nine 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.

Program Objectives

Covenant College seeks to provide a master's program in which:

1. A biblical world-view is applied to theoretical and research understandings in education.
2. Educational theory is applied to professional practice.
3. School administrators and supervisors are equipped to assume leadership in schools.
4. Classroom teachers are equipped to bring about greater integration of curricula within schools.
5. Teachers and administrators are equipped to facilitate needed change within their schools.
6. Teachers and administrators are equipped to describe the role of schools in society.

**Special Package Programs**

Two graduate level special student programs are available. These are designed for the individual with interests in curriculum development, *Integrated Curriculum Package*, or in a Christian perspective on education, *A Perspective Package*. They are not degree-completion programs.

*Integrated Curriculum Package*—usually a two-year program with the intent that two courses may be taken each year. *A Perspective Package*—usually a one year program. See course sequences in this bulletin for courses included in the package programs.

To participate in either program, the applicant must qualify for special student admission.

**The Faculty**

Graduate faculty in the department of education bring a wealth of experience to the program. They have served 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.

Most courses are taught by resident faculty.

**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.


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

**Daphne W. Haddad**, Associate Professor of Education (1996): Ph.D., University of South Carolina; M.Ed. in Gifted Education and Elementary Education, Converse College; M.A. and B.A., Birmingham University, Birmingham England.

**Jeffrey B. Hall**, Associate Professor of Education (1994) and Coordinator of the Educational Leadership specialization: Ed.D., University of Tennessee; M.Ed., Slippery Rock University; B.A., Grove City College.
John W. McMillian, Associate Professor of Education (1995) and Director of Quest (1996): Ph.D., Georgia State University; M.Ed. and Ed.S., West Georgia College; B.A., Marshall University.


Other professors in the Master of Education program are adjunct faculty. These individuals bring additional scholarship and professional experience to the program.

Barbara Bellefeuille, Ed.D., Virginia Polytechnic Institute and State University, teaches at Toccoa Falls College.

David Reiter, Ph.D., University of Nebraska at Lincoln, teaches at Calvin College.

Jack Van Der Slik, Ph.D., Michigan State University, teaches at Sangamon State University. Also, Senior Scholar in the Illinois Legislative Studies Center.
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.

February 1: Registration materials mailed to returning students
Feb 1 - April 20: Registration materials mailed to new students as applications are received and applicants are notified of acceptance
April 1: Deadline for receipt of application and all supporting materials by Master of Education office
May 15: Last date to register; tuition & fees due
May 20: Last date pre-campus course materials mailed to students to begin pre-campus work

Requirements for Admission

• Regular Admission

To be admitted as a regular student in the M.Ed. Program, an individual must:
1. hold a baccalaureate degree from an accredited college or university.
2. have earned a grade point average of 3.0 for the last 60 semester hours of undergraduate study.
3. have completed at least 15 semester hours of undergraduate course work in education. Evidence of five years of verified experience in professional education may be substituted for the required course work in education.
4. have taught for two or more years.
5. submit a credible written profession of faith in Jesus Christ as Lord and Savior.
6. submit 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.
7. have taken the General Test of the Graduate Record Examination (GRE) with the scores sent to Covenant College (code 6124); the test must have been taken within ten years of the date of the application. Applicants taking the GRE in 1997 and later will take the new GRE General Test Package One.
Applicants who have already completed graduate work at an accredited institution with a grade of at least B and also have already taken the Miller Analogies Test, may choose to submit MAT scores in lieu of GRE scores, if the MAT was taken within ten years of the date of application to Covenant.

Applicants who have already completed a master's degree are exempt from taking the GRE.

8. 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 only if applicants are not currently teaching in a school.

• **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 nine hours of course work; no more than nine 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 general 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, and take the GRE, if he or she is to be admitted as a regular student. Admission as a regular student is required if the degree is to be granted.

• **Special Student Admission**

For an applicant who does not intend to complete the M.Ed. Program, a special student category for admission is available. 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 a school situation where principles learned can be applied. A grade point average of 3.0 for the last 60 semester hours of undergraduate study is expected. 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 $35 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 the General Test obtained within the last 10 years. The General Test Package One in 1997 and thereafter. Applicants must request that their scores be sent to the college (code 6124). Students who have completed graduate work at an accredited institution with a grade of at least B may choose to submit Miller Analogies Test scores in lieu of GRE scores, if the MAT was taken within ten years of the date of application to Covenant. Applicants who have already completed a master's degree are exempt from taking the GRE.

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.

After an application and all supporting materials are received, an applicant is notified of his or her acceptance in the program, his or her status (provisional or regular), and an academic advisor is assigned. Applications for financial aid are distributed with registration materials.

**Special Student Admission**

Individuals who apply to be admitted as special students should complete the following steps:

1. Complete the application form.
2. Provide a credible written profession of faith in Jesus Christ as Lord and Savior.
3. Pay the $35 application fee.
4. Provide transcripts of college-level work.
5. Provide a statement of access from an administrator if they are not working in a school situation.

Two student programs are available on a special student status: *Integrated Curriculum Package* and *A Perspective Package*. Refer to Special Package Programs of this bulletin for additional information.

**Alumni Scholars Program**

Graduates of the M.Ed. program may enroll in courses without payment of tuition if seats are available in the classes following registration, for no more than six hours of instruction per year. These hours may apply toward a second specialization. Graduates must pay all other college and course-related fees, purchase texts and other required materials, complete assignments, and take examinations. Alumni scholars are
encouraged to participate in the many spiritual, intellectual, social, and cultural programs available at Covenant College.

**Auditing**

Because the effectiveness of the program is directly related to active participation of the students in all assignments, no auditing of courses is permitted.

**Transfer Credits**

A maximum of six hours of transfer graduate-level credit may be applied toward the M.Ed. Degree with permission of the 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 six years of the graduation date.
FINANCIAL INFORMATION

Fees and Expenses

The schedule of fees and expenses is as follows:

• General

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable, payable only once)</td>
<td>35.00</td>
</tr>
<tr>
<td>Tuition per semester hour unit (1997)</td>
<td>218.00</td>
</tr>
<tr>
<td>Books and materials fee (per 3-unit course)</td>
<td>70.00</td>
</tr>
<tr>
<td>Library fee (per 3-unit course)</td>
<td>13.00</td>
</tr>
<tr>
<td>Student activity fee (per 3-unit course)</td>
<td>10.00</td>
</tr>
<tr>
<td>Computer fee (per on-campus session)</td>
<td>10.00</td>
</tr>
</tbody>
</table>

• Housing

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key deposit</td>
<td>2.00</td>
</tr>
<tr>
<td>*Room per week (7 days)</td>
<td>70.00</td>
</tr>
</tbody>
</table>

• Special

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript fee per request (1st request no charge)</td>
<td>2.00</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>35.00</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>50.00</td>
</tr>
<tr>
<td>Teacher Certification Exam, 3rd year EL students only</td>
<td>50.00-100.00</td>
</tr>
</tbody>
</table>

*Subject to change.

Registration

Registration packets are mailed to new students February 1 through May 1. Registration packets are mailed to returning students February 1. Registration materials should be received by the college six weeks from the date of mailing, after which a late fee of $35.00 will be charged. Registrations are not accepted after May 31.

Returning students may not register for a full load if more than one course is incomplete.

Late Registration

If registration occurs after the deadline, a late registration fee of $35.00 will be charged. Registrations are not accepted after May 31.

Payment Schedule

The $35 application fee is submitted with the application for admission. At registration, tuition and fees may be paid in total, or as follows:
• total books and fees
• 10% of remaining balance

The remaining balance may be paid in monthly installments. Interest on unpaid balance begins accruing in July. Returning students with an unpaid balance, may not register until the balance is paid.

Housing and key deposit are paid during the on-campus phase.

Example payment plan for first year full-time student when tuition/fees are not paid in full at registration:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: Total semester hours: 9 X $218</td>
<td>1962.00</td>
</tr>
<tr>
<td>Books and materials: ($70 per 3-unit course)</td>
<td></td>
</tr>
<tr>
<td>3 X $70</td>
<td>210.00</td>
</tr>
<tr>
<td>Library fee: ($13 per 3-unit course)</td>
<td></td>
</tr>
<tr>
<td>3 X $13</td>
<td>39.00</td>
</tr>
<tr>
<td>Student activity fee ($10 per 3-unit course)</td>
<td></td>
</tr>
<tr>
<td>3 X $10</td>
<td>30.00</td>
</tr>
<tr>
<td>Computer fee: (per on-campus session)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2251.00</strong></td>
</tr>
</tbody>
</table>

**Minimum Amount due** (books/materials + 10% of remaining balance of above categories) = **$414.00**

**Amount remaining** = **$1837.00**

Amount of payment per month is individual’s choice. Interest on unpaid balance begins accruing in July. Returning students with an unpaid balance, may not register until the balance is paid.

Schedule of Refunds

A. Withdrawal from **all registered courses**:

1. Within 30 days after registration all moneys paid above 50% of total tuition paid and above 75% of books and materials fee will be refunded.
2. Between 30 days after registration and the beginning of the on-campus phase, all moneys paid above 75% of total tuition and books and materials fee will be refunded.
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 if 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, and 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 limited. Types of assistance available include Master of Education Grants, Church Partnership Grants (Presbyterian Church in America), Stafford Loans, and SLS Loans.

To receive financial assistance a student must be admitted to the Master of Education program, and must be enrolled for at least six semester hour units. Eligibility for assistance must be established through applications submitted annually to the Financial Aid Office, Covenant College. Priority consideration will be given to applicants submitting financial aid applications by March 15, even if the college has not received registration materials from the student.

A financial aid packet is included in the registration packet.
A C A D E M I C   I N F O R M A T I O N

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 February 1 and are to be returned by March 15; new students receive registration materials from February 1 through May 1 with a flexible return date. All registration materials must be received by the Master of Education Office by May 15. No one may register after May 31.

Registration is not permitted if the student has more than one incomplete course.

Enrollment Status

Students who are registered for at least nine semester hours are considered full-time in the program. Students registered for six semester hours are considered half-time. Students registered for three 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 six 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 650  The School in Society (3 units)
• **Specializations**: Students select one of two specializations. If a change in specialization is desired once a student has been accepted, a request to change the specialization must be in writing. Two new references must be submitted before the request can be acted on by the program director.

**Integrated Curriculum and Instruction**

**Objectives**: the integrated curriculum and instructional specialization seeks to provide graduate instruction which enables students to:

1. develop integrative instructional strategies. This includes strategies for solving problems, and for making connections within subjects, with other subject areas, and with the everyday world.

2. develop integrative units and/or courses of study. This includes the ability to select worthy themes, develop essential questions, relate biblical truth to the subject matter, and make meaningful connections between academic disciplines.

3. use an understanding of the structure of knowledge and knowing as a basis for integrating the curriculum.

**Courses**: Students selecting this specialization are required to complete each of the following courses.

- Edu 710 Effective Teaching (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 750 The Nature of Knowledge and Curriculum Integration (3 units)
- Edu 790 Project in Integrated Curriculum and Instruction (3 units)

**Educational Leadership**

**Objectives**: the educational leadership specialization seeks to provide graduate instruction which enables students to:

1. apply principles of instructional leadership. This includes human relations, group dynamics, and public relations.

2. apply principles of organization. This includes human resources management and student personnel management.
3. apply principles of administrative logistics. This includes school law and agency requirements, principles of fiscal resources management, and principles of physical resources management.

**Courses:** Students selecting this specialization are required to complete each of the following courses.

- 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 Educational Leadership (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 first, followed by a suggested sequence for students completing the program in five years.

**• Integrated Curriculum and Instruction Specialization**

**Regular Sequence**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Edu 610</th>
<th>Foundations for Curriculum Development</th>
</tr>
</thead>
<tbody>
<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>Year 2</td>
<td>Edu 630</td>
<td>Learning Theory Applied to Teaching</td>
</tr>
<tr>
<td></td>
<td>Edu 750</td>
<td>The Nature of Knowledge and Curriculum Integration</td>
</tr>
<tr>
<td></td>
<td>Edu 735</td>
<td>Integrative Approaches to Curriculum</td>
</tr>
<tr>
<td>Year 3</td>
<td>Edu 650</td>
<td>The School in Society</td>
</tr>
<tr>
<td></td>
<td>Edu 730</td>
<td>Implementing Instructional Strategies</td>
</tr>
<tr>
<td></td>
<td>Edu 738</td>
<td>Research and Practice in Teaching</td>
</tr>
<tr>
<td></td>
<td>Edu 790</td>
<td>Content Fields</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project in Integrated Curriculum and Instruction</td>
</tr>
</tbody>
</table>

**Part-Time Alternative**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Edu 610</th>
<th>Foundations for Curriculum Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Edu 620</td>
<td>Introduction to Research</td>
</tr>
<tr>
<td>Year 2</td>
<td>Edu 630</td>
<td>Learning Theory Applied to Teaching</td>
</tr>
<tr>
<td></td>
<td>Edu 710</td>
<td>Effective Teaching</td>
</tr>
<tr>
<td>Year 3</td>
<td>Edu 750</td>
<td>The Nature of Knowledge and Curriculum Integration</td>
</tr>
<tr>
<td></td>
<td>Edu 735</td>
<td>Integrative Approaches to Curriculum</td>
</tr>
<tr>
<td>Year 4</td>
<td>Edu 650</td>
<td>The School in Society</td>
</tr>
<tr>
<td></td>
<td>Edu 738</td>
<td>Research and Practice in Teaching</td>
</tr>
<tr>
<td></td>
<td>Edu 730</td>
<td>Content Fields</td>
</tr>
<tr>
<td>Year 5</td>
<td>Edu 790</td>
<td>Project in Integrated Curriculum and Instruction</td>
</tr>
</tbody>
</table>
• **Educational Leadership Specialization**

**Regular Sequence**

<table>
<thead>
<tr>
<th>Year</th>
<th>Edu 610</th>
<th>Foundations for Curriculum Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Edu 620</td>
<td>Introduction to Research</td>
</tr>
<tr>
<td></td>
<td>Edu 720</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>Year 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>
</tr>
</tbody>
</table>

| Year 3 | Edu 740 | Supervision of Instruction |
|        | Edu 650 | The School in Society       |
|        | Edu 760 | School Business Management  |
|        | Edu 785 | Field Experience in Educational Leadership |

**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 720 | Organizational Leadership              |
| Year 3 | Edu 725 | Development and Management of Personnel |
|        | Edu 740 | Supervision of Instruction             |
| Year 4 | Edu 650 | The School in Society                   |
|        | Edu 785 | Field Experience in Educational Leadership |
| Year 5 | Edu 745 | School Law, Standards and Policy       |
|        | Edu 760 | School Business Management              |

• **Integrated Curriculum Package**

| Year 1 | Edu 610 | Foundations for Curriculum Development |
|        | Edu 630 | Learning Theory Applied to Teaching    |
| Year 2 | Edu 735 | Integrative Approaches to Curriculum   |
|        | Edu 750 | The Nature of Knowledge and Curriculum Integration |

• **A Perspective Package**

This is a one year program

Edu 610  Foundations for Curriculum Development
Edu 630  Learning Theory Applied to Teaching

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.
S indicates satisfactory graduate level work in Edu 785 or Edu 790. This grade is not computed in a student’s grade point average.
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 December 31 of the following term (year), or the Incomplete becomes an F. Registration is not permitted if the student has more than one incomplete.
U indicates unsatisfactory graduate level work in Edu 785 or Edu 790. The course may not be applied toward a graduate level degree.
W indicates official withdrawal from a course. The student receives no credit for that course or for work which may have been completed while registered for the course.

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, a C is assigned 2.0, and a D is assigned 1.0; 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 rewrite 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. All fiscal responsibilities to the college must be satisfied by April 15; This includes returning all materials/books to the library. Students are encouraged to take part in the May graduation exercise if possible.

**Certification**

Covenant College works with the Professional Standards Commission of the state of Georgia to offer a non-renewable level five certificate to graduates of the Educational Leadership specialization. Georgia residents must upgrade the certificate to the education specialist degree in educational leadership. No certification is offered for graduates of the Integrated Curriculum and Instruction specialization.

Candidates for Georgia certification in educational leadership must meet the following conditions:

- be eligible for a bachelor's level or higher professional certificate in a teaching or service field,
- have completed a minimum of three years of acceptable school experience to be recommended for certification,
- have met the special Georgia requirements in special education, if not previously met, and
- have received a passing score on the Georgia Teacher Certification Test in Administration and Supervision. After July 1, 1997, a passing score on Praxis II in Leadership and Administration will be required.
Course Descriptions

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. 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 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 and assessment methodologies. Three units.

Edu 650  The School in Society
A study of culture as an integrated whole, the nature of cultural change and the role of the school in both facing and effecting change in society. Consideration is given to the nature and value of interdisciplinary study in communicating an integrated understanding of the school in society. Three units. Prerequisite: Edu 610.

Courses in Integrated Curriculum and 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 730  Implementing Instructional Strategies
A study of alternative strategies for planning instruction and
assessment. The course focuses on patterns of thinking and on making natural connections within disciplines, across disciplines, and with the everyday world. Alternative instructional strategies are examined in the light of learning principles and research findings. Three units. Prerequisite: Edu 630.

**Edu 735  Integrative Approaches to Curriculum**
A study of the theory and practice of integrative curriculum to include the individual teaching unit level and beyond. Units and/or courses of study are developed which reflect a biblical world view and a proper understanding of the unity of knowledge and human experience. Students also study the process of change within school communities to encourage adoption of more integrative approaches to education where appropriate. Three units. Prerequisites: Edu 610, 630.

**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.

**Edu 750  The Nature of Knowledge and Curriculum Integration**
This course examines the epistemological foundations for an integrated school curriculum. It clarifies the structure of knowledge and shows how such a structure can justify and provide a model for integrating an academic curriculum. Three units. Prerequisites: Edu 610, or approval of ICI coordinator.

**Edu 790  Project in Integrated Curriculum and Instruction**
A major project is completed which links research and theory with practice in school settings. The project typically builds on the plans for integrated curriculum and instruction developed in Edu 735, Integrative Approaches to Curriculum. Plans for integrated teaching from Edu 735 are implemented in the classroom in an action research format. The project report is evaluated by two graduate professors. Taken as independent study. Three units. Prerequisites: Edu 620, 735.
Courses in Educational Leadership

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. Prerequisite: Edu 610, 620.

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 operations, and resource management. Three units. Prerequisites: Edu 720, 725.

Edu 785  Field Experience in Educational Leadership
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 Coordinator of the Educational Leadership specialization. Students will enroll prior to their last summer of on-campus work. Three units. Prerequisites: Edu 720, 725.
CALENDAR FOR 1996

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 for new students

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

On-Campus Phase
  June 29  Housing available on campus
  June 29  Orientation for new students
  July 1-5 Edu 610: Foundations for Curriculum Development
            Edu 725: Development and Management of Personnel
  July 8-12 Edu 630: Learning Theory Applied to Teaching
              Edu 738: Research and Practice in Teaching Content Fields
              Edu 740: Supervision of Instruction
  July 8-19 Edu 620: Introduction to Research
  July 15-19 Edu 650: The School in Society
                 Edu 745: School Law, Standards and Policy
                 Edu 750: The Nature of Knowledge and Curriculum Integration
  July 22-26 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
  Oct 15-Feb 1, 1997  Completion of course requirements. Courses end on varying dates.
  Feb 28 or Mar 1, 1997  Comprehensive examinations
  May 10, 1997  Commencement
CALENDAR FOR 1997

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 for new students

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

On-Campus Phase
June 28  Housing available on campus
June 28  Orientation for new students
June 30-July 4  Edu 610: Foundations for Curriculum Development
                 Edu 725: Development and Management of Personnel
July 7-11  Edu 630: Learning Theory Applied to Teaching
              Edu 730: Implementing Instructional Strategies
              Edu 740: Supervision of Instruction
July 7-18  Edu 620: Introduction to Research
July 14-18 Edu 650: The School in Society
               Edu 745: School Law, Standards and Policy
               Edu 750: The Nature of Knowledge and Curriculum Integration
July 21-25 Edu 710: Effective Teaching
               Edu 720: Organizational Leadership
               Edu 735: Integrative Approaches to Curriculum
               Edu 738: Research and Practice in Teaching Content Fields
               Edu 760: School Business Management

Post-Campus Phase
Oct 15-Feb 1, 1998  Completion of course requirements. Courses end on varying dates.
Mar 6 or 7, 1998  Comprehensive examinations
May 9, 1998  Commencement
**CALENDAR FOR 1998**

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

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Appendix A

COVENANT COLLEGE STATEMENT OF PURPOSE

Covenant College is a Christ-centered institution of higher education, emphasizing liberal arts, and operated by a Board of Trustees elected by the General Assembly of the Presbyterian Church in America, and it exists to provide post-secondary educational services to that denomination and the wider public.

The college 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.

The focus of Covenant College is found in its motto, based on Colossians 1:18: “In All Things . . . Christ Pre-eminent.” Acknowledging Christ pre-eminent as the creator of all things, as the redeemer of people fallen into sin, as the touchstone of all truth, and as the sovereign ruler over all areas of life, the college strives to discern and to unfold the implications of His pre-eminence in all things. To serve this end we seek to appropriate the mind of Christ as the biblical perspective from which we characterize and respond to reality. In attempting to make such a biblically grounded frame of reference explicit and operative, we are committed to excellence in academic inquiry, and we seek to define all areas of the college’s structure and program according to this understanding of our purpose.

We seek to implement our purpose in view of our belief that all human beings are created in the image of God and are, therefore, spiritual, moral, social beings who think, act, value, and exercise dominion. Because we are called to reflect in finite ways what God is infinitely, we attempt to institute programs designed to offer all students the opportunity to discover and give expression to their potential in each facet of their redeemed humanness.

With these commitments in mind we seek to work together as a college community, responsibly striving, corporately and personally, to accomplish the following general aims in every area of life:

1. to see creation as the handiwork of God and to study it with wonder and respect;
2. to acknowledge the fallen nature of ourselves and of the rest of creation and to respond, in view of the renewal that begins with Christ’s redemption, by seeking to bring every thought and act into obedience to Him;
3. to reclaim the creation for God and redirect it to the service of God and humankind, receiving the many valuable insights into the structure of reality provided by the good hand of God through thinkers in every age, and seeking to interpret and re-form such insights according to the Scriptures;
4. to see learning as a continuous process and vocation;
5. to endeavor to think scripturally about culture so as to glorify God and promote true human advancement.

As an educational institution, Covenant College specifically seeks to provide educational services from a Christian perspective to the students who enroll. While the
traditional undergraduate, on-campus programs remain the primary focus of the college, we recognize that the college also has a significant role to fulfill in the education of students in non-traditional categories.

A. Students in traditional on-campus programs are expected to become active participants in fulfilling the general aims just outlined. It is the college’s purpose to help these students make significant progress toward maturity in the following areas:

1. Identity in Christ. A Covenant student should be a person who is united with Christ and committed to Him. This union and commitment should lead to an understanding both of one’s sin and of one’s significance as a person redeemed by Christ, resulting in a growing awareness of purpose. This awareness of purpose should facilitate the development of goals, priorities, and practices that foster spiritual effectiveness and well-being, including the emotional, social, physical, and intellectual aspects of the individual student.

2. Biblical frame of reference. Students should be acquiring the ability to orient their whole lives by a perspective based on scriptural revelation. For realization of this goal the following are important:
   a. Scriptural knowledge. Students should be acquiring a working knowledge of the Scriptures, rejoicing in their promises and allowing them to direct their thoughts and actions in every area of life.
   b. Academic inquiry. Students should be acquiring a broad appreciation of the various aspects of creation, becoming familiar with valid methods of inquiry into each area of study. Each student should be acquiring some depth in one or two academic disciplines.
   c. Analytical skills. Students should be acquiring the capacity for incisive, critical and logical thinking.
   d. Communication skills. Students should be acquiring the ability to communicate ideas clearly in both speaking and writing.

3. Service that is Christ-like.
   a. Students should be assuming responsibilities within a local congregation as well as in the community of all believers. This implies demonstrating a positive influence on others while at the same time accepting their loving concern.
   b. Students should be assuming responsibilities in society as servants of God. This involves a total life-calling to fulfill one’s covenantal responsibilities as succinctly summarized in Genesis 1:28 and Matthew 28:18-20, including not only the student’s specific vocation, but all other activities as well.

B. Students participating in external or other non-traditional programs display a wide variety of backgrounds, purposes, and needs. Non-traditional programs are designed to meet the many diverse situations encountered; but, because God calls us to proclaim a Christian perspective on reality in the marketplace of society, such programs are seen as a significant part of our educational mission.

Although students in non-traditional programs may not be able to participate fully in accomplishing the general aims outlined earlier in this statement, faculty members in such programs will teach from the Christian educational perspective of the college.
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