Academic Bulletin

2002-2003
Masters of Education Catalog
I. Mission

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.

The official purpose statement of Covenant College is included within this document, Appendix A.
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
The Master of Education Program at Covenant College provides a Christian community for graduate study over the course of three consecutive summers. Each spring students prepare for the summer session by reading books and articles, collecting information from local schools, and writing reflectively. By the time everyone arrives on campus for three or four weeks in July, the anticipation of discourse with Christians about the nature of education is able to be realized. Students struggle with working out their faith in the day-to-day life of the Christian and public school classroom. During the July residency, students share their lives, their thoughts, and their plans while they create an international support network of Christian educators. As a result of the program, lives change. These changes are reflected in the post-campus work that takes place in the local schools of the respective students. Covenant masters program students learn how their faith relates to their work with children who bear the image of God.
The Master of Education Program is a 30 semester-hour program offered with two specializations: Educational Leadership (EL) and Integrated Curriculum and Instruction (ICI). Educational Leadership is an approved program at the 5th year level by the Georgia Professional Standards Commission. Integrated Curriculum and Instruction is not an approved program by the Georgia Professional Standards Commission and does not lead to certification within this state.

The format of the program is non-traditional. 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. Courses are taught within a calendar year.

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.

Comprehensive exams are administered following the third year of study. The exam is typically given during the first week of March.

**ACCRREDITATION**

Covenant College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033, Tel: 404-679-4501) to award associate, bachelor's, and master's degrees.
COMPUTER RESOURCES

Computer laboratories and access to the internet are available to masters students. Access to the Internet allows students to search the growing electronic media available through this worldwide network.

During the on-campus phase, email accounts are provided for each M.Ed. student and Internet access is available.

All M.Ed. students are expected to have email accounts or access to email during the year. In addition, students should have access to computers at home for pre- and post-campus work. Specialized knowledge of specific applications is not necessary, but the general literacy of computer use is expected. A student's primary email address should be on file with the M.Ed. office as email is the main means of communication.

THE GEOGRAPHICAL AREA

Covenant College is uniquely located on top of Lookout Mountain in Georgia, just 15 minutes from downtown Chattanooga, Tennessee. The Chattanooga and Lookout Mountain areas provide cultural and recreational opportunities, along with abundant natural beauty. Hang glider enthusiasts come from all over the United States to hang glide off of Lookout Mountain. Within minutes from the college are many scenic trails for hiking and bicycling. Chickamauga and Chattanooga National Military Park is located just 45 minutes from the college.

Covenant is located two hours north of Atlanta, Georgia via Interstate 75; two-and-a-half hours from Birmingham, Alabama via Interstate 59; two hours from Nashville, Tennessee via Interstate 24; two hours from Knoxville via Interstate 75.

HOUSING AND MEALS

On-campus housing is available for the on-campus phase of the program. Housing requests are part of the registration process and specific housing arrangements are finalized after registration concludes. Students are housed
in the newest residence facility: Maclellan and Rymer Halls. These facilities consist of suites, which vary in size, but all of which incorporate sleeping spaces, study room, and bathroom. A kitchen/commons area is available on each floor of Maclellan Hall and on each floor of Rymer Hall.

Meals are available through the college dining facility and may be purchased on a meal-by-meal basis. M.Ed. students receive discounted meal prices.

**Library Facilities**

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 a variety of electronic databases on Galeleo, a network of Georgia Higher Education. Printed volumes of Education Index are also available.

The construction of a new library is currently in the planning and fundraising stages. As of this publication, a starting date for actual construction has not yet been determined.

**Transportation**

The campus of Covenant College is relatively small making it possible for an on-campus student to negotiate the campus without a car. However, public transportation is not readily available for accessing the Chattanooga area.

It is advisable to have a car during the on-campus phase. Group and class activities sometimes require transportation, and personal interests and needs can more easily be met.
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.


JOHN (JACK) E. FENNEMA, PROFESSOR OF EDUCATION (1999) AND DIRECTOR OF THE MASTER OF EDUCATION PROGRAM, Ed.D., University of Georgia; M.A. in Marriage and Family Therapy, Reformed Theological Seminary; M.A. in Curriculum Development, Florida Atlantic University; B.A., Calvin College.


JEFFREY B. HALL, ASSOCIATE PROFESSOR OF EDUCATION (1994), Ed.D., University of Tennessee; M.Ed., Slippery Rock University; B.A., Grove City College.

PHILLIP B. HORTON, PROFESSOR OF EDUCATION (1998) Ph.D., Florida State University; M.S.T., Middle Tennessee State University; B.A., Bryan College.


Other professors in the Master of Education program are adjunct faculty.
**IV. 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.*
Covenant College Master of Education Program

V. Admissions

An application packet can be obtained by calling, writing or e-mailing:

Master of Education Office
Covenant College
14049 Scenic Highway
Lookout Mountain, GA 30750
Tel: (800) 677-3626
Email: med@covenant.edu

Note the following dates for submission of application materials:

Dec-Mar: Submission of application and all supporting materials is received by M.Ed. office and applicants are notified of acceptance

Feb 1-Apr 15: Registration packets mailed to new students as applications are received and applicants are notified of acceptance

Apr 1: Priority deadline for submission of financial aid application

Apr 15: Priority financial aid awards

May 1: Final date registrations are received; tuition and fees due

Admission Requirements

Regular Admission – required for degree completion

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 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. if applicants are not currently teaching in a school, 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.

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. The
GRE must be taken before registration will be accepted for a second year of study. 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**

Application and supporting materials are accepted December through March by the Master of Education office. Application packets may be obtained through written, phone or e-mail request.

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. Provide official transcripts of college-level work.
4. Provide a statement of access from an administrator if they are not working in a school situation.
5. Mail above information and $35 application fee to Master of Education Office, Covenant College.

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.
COVENANT COLLEGE MASTER OF EDUCATION PROGRAM

COVENANT FELLOWS PROGRAM
Graduates of the M.Ed. program may enroll in either undergraduate or graduate courses without payment of tuition if seats are available in the classes following registration; graduates may enroll in no more than six hours of instruction per year. These hours may apply toward a second specialization in the graduate program. Graduates must pay all other college and course-related fees, purchase texts and other required materials, complete assignments, and take examinations. Graduate Covenant Fellows are encouraged to participate fully in the Master of Education Program.

Priority in housing is given to degree candidates, but is made available to Covenant Fellows whenever possible.

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.
VI. FINANCIAL

FEES AND EXPENSES:

GENERAL

$35.00 Application fee (non-refundable, payable only once)
$315.00 Tuition per semester hour unit
$102.00 Books and materials fee (per 3-unit course)
$15.00 Library fee (per 3-unit course)
$12.00 Student activity fee (per 3-unit course)
$15.00 Computer fee (per on-campus session)

HOUSING AND BOARD

$94.00 Room per week (7 days)*

SPECIAL

$35.00 Late registration fee
$50.00 Graduation fee, 3rd year students only
$85.00 Praxis II exam, 3rd year EL students only* (Fee submitted with registration for exam)

*Subject to change.

REGISTRATION

Registration packets are mailed to new students February 1 through April 15. Registration packets are mailed to returning students February 1. Registration materials which are late will be assessed a fee of $35.00. Registrations are not accepted after May 1.

Returning students may not register if more than one course is incomplete and if tuition/fees/fines are outstanding, or if there is a “hold.” Students may not register for courses beyond the first year if they have not completed the GRE.

LATE REGISTRATION

If registration occurs after the deadline, a late registration fee of $35.00 will be charged. Registrations are not accepted after May 1.
COVENANT COLLEGE MASTERS OF EDUCATION PROGRAM

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 materials
- 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 is 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:

$2,835.00 Tuition: Total semester hours: 9 X $315
$306.00 Books and materials: ($102 per 3-unit course) 3 X $102
$45.00 Library fee: ($15 per 3-unit course) 3 X $15
$36.00 Student activity fee: ($12 per 3-unit course) 3 X $12
$15.00 Computer fee: (per on-campus session)

$3,237.00 Total
$599.00 Minimum Amount Due*
$2,638.00 Amount remaining

*(books/materials + 10% of remaining balance of above categories)

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.

Withdrawal from courses may be accomplished by written notification to the Assistant Director of the program. Refunds of tuition will be calculated according to the following guidelines:

REFUND POLICY

WITHDRAWAL FROM ONE OR MORE REGISTERED COURSES:

1. Before May 31, 50% of the total tuition due will be refunded. If less than 50% of the total tuition has been paid, no refund will be provided.
2. On or after June 1, no refund will be provided.
3. No refunds are provided on books and materials fees, no matter the withdrawal date.

**Financial Aid**

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 April 1, even if the college has not received registration materials from the student.

Financial aid grants may not be used to fund registration fees or book fees. A financial aid packet is included in the registration packet.

**The Norman Harper Scholarship**

Each year the regular faculty of the Master of Education Program will select one third-year student to receive the Norman Harper Scholarship. This honor will be bestowed on a student who exemplifies the mission of the college relative to scholarly work in the program. The award memorializes Dr. Harper, a key initiator of the predecessor of the program when it was housed at Reformed Theological Seminary in Jackson, Mississippi.
VII. ACADEMICS

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.

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.

Certification

Educational Leadership Specialization—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.

To qualify for a professional certificate in educational leadership an applicant must:

1. possess a master's or higher degree from a regionally accredited institution
2. have completed three years of acceptable school experience
3. have completed an approved program at the master's degree level or higher in Educational Leadership and obtain the professional recommendation from the preparing institution
4. have met the special Georgia requirements in special education
5. have received a passing score on Praxis I
6. have received a passing score on the Praxis II exam in Leadership and Administration (Georgia Teacher Certification Test in Administration and Supervision if prior to July 1, 1997.)

IntegrAted CurrIculUm And InstruCtion SpEcializAtion —
No certification is offered for graduates of the Integrated Curriculum and Instruction specialization.

Coomprehensive 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 two graduate faculty members. 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. On occasion, oral examination may be part of the comprehensive exam.

Students usually take the examination after completion of all course work.
The exam is typically scheduled for the first Saturday in March. If students are to graduate in May, the comprehensive examination must be submitted by April 15 (includes any re-write or oral exam).

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 within 10 days of sitting for the exam.

Students are notified of the results of the examination by March 25. 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.
## Course Sequences

The Master of Education Program is designed to be completed within a three-year period. Students unable to complete the degree within three years may work out a part time schedule with their faculty advisor. All course work applied toward the degree must be taken within six years of the graduation date.

### Integrated Curriculum & Instruction Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year</th>
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<tbody>
<tr>
<td>EDU 610</td>
<td>Foundations for Curriculum Development</td>
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<tr>
<td>EDU 620</td>
<td>Introduction to Research</td>
<td></td>
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<tr>
<td>EDU 712</td>
<td>Shaping School Curriculum, K-12</td>
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</tr>
<tr>
<td>EDU 630</td>
<td>Learning Theory Applied to Teaching</td>
<td>YEAR 2</td>
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<tr>
<td>EDU 730</td>
<td>Implementing Instructional Strategies</td>
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<td>EDU 735</td>
<td>Integrative Approaches to Curriculum</td>
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<tr>
<td>EDU 650</td>
<td>The School in Society</td>
<td>YEAR 3</td>
</tr>
<tr>
<td>EDU 738</td>
<td>Research &amp; Practice in Teaching Content Fields</td>
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<tr>
<td>EDU 750</td>
<td>The Nature of Knowledge &amp; Curriculum Integration</td>
<td></td>
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<tr>
<td>EDU 790</td>
<td>Project in Integrated Curriculum &amp; Instruction</td>
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### Educational Leadership Specialization

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<td>EDU 720</td>
<td>Organizational Leadership</td>
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<td>EDU 630</td>
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<td>EDU 725</td>
<td>Development and Management of Personnel</td>
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<td>EDU 745</td>
<td>School Law, Standards, and Policy</td>
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<td>EDU 650</td>
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<td>EDU 760</td>
<td>School Business Management</td>
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<tr>
<td>EDU 785</td>
<td>Field Experience in Educational Leadership</td>
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*Listed in regular course sequence.*
## Integrated Curriculum Package

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<td>EDU 735</td>
<td>Integrative Approaches to Curriculum</td>
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<tr>
<td>EDU 750</td>
<td>The Nature of Knowledge &amp; Curriculum Integration</td>
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## A Perspective Package

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<td>EDU 650</td>
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## Course Completion Dates

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<td>Nov 1</td>
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<td>EDU 620</td>
<td>Introduction to Research</td>
<td>Dec 31</td>
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<tr>
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<td>Learning Theory Applied to Teaching</td>
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<tr>
<td>EDU 650</td>
<td>The School in Society</td>
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<tr>
<td>EDU 712</td>
<td>Shaping School Curriculum, 7-12</td>
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Note these dates:
1. April 15, completion of all course work, comprehensive exams, and payment of financial and other obligations in order to graduate.
2. April 15, completion of incomplete course grades in order to register for the next year of course work.
3. May 1, final date to register; no registrations taken after this date.

Deadlines
Student work is to be turned in by the published deadline for each course. Students failing to meet this deadline can expect to be penalized as much as one letter grade for lack of punctuality. If a student believes that a deadline will be missed, communication with the professor prior to the deadline is recommended.

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.

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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 in this specialization are required to complete the following courses.

EDU 712 Shaping School Curriculum, K-12 (3 units)
EDU 735 Integrative Approaches to Curriculum (3 units)
EDU 730 Implementing Instructional Strategies (3 units)
EDU 738 Research & Practice in Teaching Content Fields (3 units)
EDU 750 The Nature of Knowledge & Curriculum Integration (3 units)
EDU 790 Project in Integrated Curriculum & 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 in this specialization are required to complete 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, & Policy (3 units)
- **EDU 760** School Business Management (3 units)
- **EDU 785** Field Experience in Educational Leadership (3 units)

GRADING

Grades in the Master of Education Program have the following meaning.

Professors may modify standard letter grades with a plus or minus. All modifications are permissible except A+ and B-.

- 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.
- P indicates passing 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.

**Graduate Record Exam (GRE)**

See Requirements for Admission, pg. 8.

The website for the GRE is [www.gre.org](http://www.gre.org) from which GRE Information and Registration Bulletin may be downloaded. Answers to questions regarding registration, test centers, score reporting procedures, etc. are available. The website also provides for online registration for a paper-based test administration. Information and registration bulletins are available upon request from the Master of Education office, (800) 677-3626. GRE phone numbers:

*General Inquiries:* (609) 771-7670  *Materials/Publications:* (800) 537-3160  
*Fax:* (609) 771-7906

**Graduation**

Students who expect to finish all degree requirements and graduate in May of any year must have completed all course and fiscal responsibilities by April 15 of the year in which the degree is to be awarded. Students are encouraged to take part in the May graduation exercise if possible.

**Registration**

Registration is conducted by mail. Registration packets are mailed to new students February 1 through April 15. Registration packets are mailed to returning students February 1. Registration materials which are late will be assessed
Covenant College Master of Education Program

a fee of $35.00. Registrations are not accepted after May 1. Returning students may not register if more than one course is incomplete and if tuition/fees/fines are outstanding.

Student Attendance Policy
Students are expected to be in attendance at all on-campus sessions. One day of excused absence is permitted for an emergency. Two days of absence will result in the student's being required to retake the on-campus portion of the course. Appeals may be submitted in writing to the Director of the program for consideration by the graduate faculty.

Student Advisors
All individuals admitted to the Master of Education are assigned an academic advisor. Students are urged to contact their advisor regularly with questions they have about their program of studies.
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 712 - Shaping School Curriculum, K-12
An application of a biblical worldview to the processes and products of curriculum development and assessment for the K-12 school or school system. The course will examine the steps in developing a course of study from a school's mission statement through the assessment process. The issue of state and national standards will be addressed. Criteria will be developed for the evaluation of textbooks and other curriculum materials. 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 cur-
riculum. 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 cur-
riculum 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 man-
agement 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 develop-
ment, 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 instruction-
al 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.
Note: It is recommended that application materials be submitted at the earliest possible date.

**DEC-MAR**  
Receipt of application for admission and all supporting materials

**MAY 1**  
Final deadline for receipt of completed registration materials and required tuition and fees for new students

**PRE-CAMPUS PHASE**

**JUN 1**  
Final deadline for students to begin course work

**ON-CAMPUS PHASE**

**JUN 29**  
Orientation of new students

**JUL 1-5**  
Edu 610: Foundations for Curriculum Development  
Edu 745: School Law, Standards and Policy

**JUL 8-12**  
Edu 620: Introduction to Research  
Edu 630: Learning Theory Applied to Teaching  
Edu 740: Supervision of Instruction  
Edu 750: The Nature of Knowledge and Curriculum Integration

**JUL 15-19**  
Edu 620: Introduction to Research, continued  
Edu 650: The School in Society  
Edu 725: Development and Management of Personnel  
Edu 730: Implementing Instructional Strategies

**JUL 22-26**  
Edu 712: Shaping School Curriculum, K-12  
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-DEC 31**  
Completion of course requirements.  
Courses end on varying dates.

**MAR 2, 2002**  
Comprehensive examination

**APR 15**  
Completion of all course work & exams in order to graduate  
Completion of incomplete course work in order to register

**MAY 1**  
Final date to register; no registrations taken after this date

**MAY 11, 2002**  
Commencement  
**MAY 10, 2003**  
Commencement
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 com-
munity, 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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