2005-2006
Masters of Education Catalog

Master of Education Program
COVENANT COLLEGE
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 preeminent."

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.
MASTER OF EDUCATION PROGRAM

2 GENERAL
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.

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 weeks late June through mid-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 summer residency, students share their lives, their thoughts, and their plans while they create an international support network of Christian educators. Lives change as a result of this program. 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 Master of Education Program is non-traditional in its format. Each course consists of three phases: a pre-campus phase, an on-campus phase, and a post-campus phase. The pre-campus phase begins at registration. It includes significant work within a variety of assignments: reading of texts and articles, written responses to that reading, data gathering, interviewing professionals in the field, etc. The intent of the pre-campus work is to give background to and prepare students for the on-campus phase. The on-campus phase consists of one intensive week per course on campus during which instructional activities are widely varied. This phase occurs for three weeks late June through mid-July. Following the on-campus phase, is the post-campus phase. The post-campus phase usually requires projects, exams, papers, etc., in which students apply what they are learning in their own school settings. This phase concludes with the calendar year on December 31. Comprehensive examinations are administered following the third year of course work. The exams are administered during the last week in February or the first week in March.

Students who complete the program in three years are regular, full-time students, registering for three courses each of the first two years, and four courses the third year. It is possible to extend the program beyond three years, but not beyond six years.

Accreditation
Covenant College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's, bachelor's, and master's degrees.
**Computer Resources**

Computer resources at Covenant available to Master of Education students consist of computer laboratories, e-mail, access to the internet, software, printers, and optional wireless capability.

Wireless Internet access is available throughout much of the college campus. It is based on the 802.11b standard with 128 bit encryption. Any wireless card that supports that standard will work in the residence halls, library, and classroom buildings. With the wireless network you will be able to access your e-mail, files on the server, and have internet access. To access the wireless network, students will need to provide their own computer housed with the appropriate wireless card. Additional details are included in the registration packet.

All M.Ed. students are expected to have e-mail accounts to communicate with M.Ed. faculty and personnel. A student's primary e-mail address should be on file with the M.Ed. office, as e-mail is the primary means of communication. Students will need access to personal computers and e-mail for pre- and post-campus work. During the on-campus phase, campus e-mail accounts are provided for each M.Ed. student.

The standard computer software used at Covenant is Microsoft Office; specifically, the Master of Education Program uses Outlook, Word, PowerPoint and Excel. A general literacy of computer use and the internet is expected.

**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 approximately 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, Tennessee 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. Housing is reserved with a non-refundable housing deposit due with registration. Full payment for housing is due at the beginning of the on-campus session, usually payable July 1. No refunds for housing will be provided after July 1, even if a change in housing needs occur.

Students are typically housed in 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.

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 Kresge Memorial Library represents the critical center of the academic enterprise at Covenant College. Current collections of print books, electronic books, print serials, microforms, curricular materials, and assorted audio/visual materials total about 110,000 volumes. In addition, the Library subscribes to
over 170 electronic databases consisting of over 10,000 full-
text periodical titles (many with backfiles to the 19th century),
periodical indexes, full-text research sources, and online library
catalogs. The majority of these databases are contained within
GALILEO, Georgia’s Virtual Library. M.Ed. students may access
GALILEO and most other electronic subscription resources from
off-campus with appropriate user authentication.

Most of the items owned by the Kresge Memorial Library are
listed in its web-based online catalog. The catalog will not only
provide you with descriptive information about an item, but also
its current availability and shelf location. M.Ed. students may
access their own Library accounts through the online catalog to
check circulation status, renew materials, or contact the Library
staff via email. The Library will ship circulating items from its
collections to M.Ed. students and pay postage costs.

The Library makes extensive use of electronic interlibrary
loan services through its membership in OCLC, a network of
over 18,000 libraries worldwide that own over 50 million items.
By notifying the Library staff, M.Ed. students may request
books, selected audio/visual materials, or photocopied periodical
articles from other libraries via OCLC. All approved interlibrary
loan transactions conducted for M.Ed. students are paid for by
the Library.

Please check the Library’s web site at http://library.covenant.edu
for more detailed information on policies, collections, and services.
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.

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.

*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.
Faculty

Graduate faculty bring a wealth of experience to the program, serving as teachers and administrators in public and Christian institutions; publishing books and articles for professional journals, and conducting workshops for both pre-service and in-service teacher education.

ROBERT B. ASHLOCK, Professor of Education Emeritus (1988), Ed.D. Indiana University; M.S. and B.S., Butler University.

JACK BECKMAN, Associate Professor of Education (2004), Ph.D. and M.Phil., University of Cambridge, M.Ed., Covenant College; B.S., Georgia State University.

BARBARA BELLEFEUILLE, Professor of Education Toccoa Falls College. Ed.D., Virginia Polytechnic Institute and State University; M.Ed., Reformed Theological Seminary Graduate School of Education; B.S., Columbia International University.

WILLIAM DAVIS, Associate Professor of Philosophy (1997), Ph.D. and M.A., University of Notre Dame; M.A., Westminster Theological Seminary; B.A., Covenant College.

JAMES DREXLER, Dean of the Master of Education Program (2004) & Coordinator of the Educational Leadership Specialization, Ph.D., Saint Louis University; M.Ed., University of Missouri; M.Div., Covenant Theological Seminary; B.A., Covenant College.

KEVIN J. EAMES, Director of the Center for the Theological Exploration of Vocation (2003), Ph.D and M.S., Georgia State University; B.A., Florida State University.

JOHN (JACK) E. FENNEMA, Professor of Education (1999-2003), Ed.D., University of Georgia; M.A. in Marriage and Family Therapy, Reformed Theological Seminary; M.Ed. in Curriculum Development, Florida Atlantic University; B.A., Calvin College.

JAY D. GREEN, Associate Professor of History (1998), Ph.D., Kent State University; M.A., Trinity Evangelical Divinity School; B.A., Taylor University.
DAPHNE W. HADDAD, Associate Professor of Education (1996) & Coordinator of the Integrated Curriculum and Instruction Specialization, 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, Vice President for Academic Affairs (1994), Ed.D., University of Tennessee; M.Ed., Slippery Rock University; B.A., Grove City College.

BRUCE A. HEKMAN, Adjunct Professor of Education, Education Leadership Consultant, Calvin College. Ph.D., University of Illinois; M.A. English, University of Michigan; B.A., Calvin College.

PHILLIP B. HORTON, Professor of Education (1998) Ph.D., Florida State University; M.S.T., Middle Tennessee State University; B.A., Bryan College.

STEPHEN R. KAUFMANN, Professor of Education (1982), Ph.D. and M.A., University of Iowa; B.A., Covenant College.

BRUCE R. YOUNG, Associate Professor of Education (2004), Ed.D., University of San Francisco; M.A., Holy Names College; B.A., Covenant College.

PERSONNEL

REBECCA J. DODSON, Assistant Professor of Education (1975) & Associate Dean of the Master of Education Program, M.S., Southern Illinois University at Edwardsville; B.A., Covenant College.


Most courses are taught by resident faculty. Other professors in the program are adjunct faculty.
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
800.677.3626
med@covenant.edu

An application packet may also be downloaded from our website: www.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
- **Mar 1** Priority deadline for submission of financial aid application
- **Mar 15** Priority financial aid awards
- **Apr 30** Final date for receipt of registration; deposit for tuition and payment of books and materials.
- **May 15** Pre-campus session officially begins.

**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 one or more years. (Application may be submitted during the first year of teaching.) If the experience was in a home rather than a school setting, the applicant will be considered for provisional admission.

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 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. Official transcripts of completed graduate work must be submitted.

   **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 one year of 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.
ACADEMIC BULLETIN ∙ SCHOOL YEAR 2005

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, e-mail request, or downloading from the college website: www.covenant.edu.

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. 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 is required.

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 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
Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for the master of education degree at Covenant College subject to the following conditions:

Transfer credit will not be allowed for any course in which the grade received was lower than a B.

No more than six hours of transfer graduate-level credit may be applied toward the M.Ed. degree.

Any course transferred and applied toward the degree must have been taken within six years of the graduation date.

Each request for transfer of credit will be considered by the Director on an individual basis. The value of the course content in relationship to the applicant’s program will be considered in the decision.

Any graduate work undertaken at another institution after admission to the Master of Education Program at Covenant College must be approved in advance by the Director of the Master of Education Program.
FINANCIAL

FEES AND EXPENSES:

GENERAL

$35 Application fee (non-refundable, payable only once)
$365 Tuition per semester hour unit
$125 Books and materials fee (per 3-unit course)
$15 Library fee (per 3-unit course)
$15 Student activity fee (per 3-unit course)
$20 Computer fee (per on-campus session)

HOUSING

$105 Room per week (7 days)*

SPECIAL

$35 Late registration fee
$100 Graduation fee, 3rd year students only
$115 Praxis II exam, 3rd year EL students only

(Fee submitted with registration for exam. Cost determined by ETS.)

DEFERMENT STATUS

Returning students who have previously received federal student loans must register by March 31st in order to remain in deferment status. The term of attendance for federal financial aid purposes will be considered to be March 31 through December 31. Federal aid will be earned on a prorated basis up to 60% of the term of attendance.

REGISTRATION

Registration packets are:

Mailed to returning students on February 1

Mailed to new students February 1 - April 15.

Late registrations are assessed a fee of $35.00. Registrations are not accepted after April 30.

Returning students may not register if more than one course is incomplete, if tuition/fees/fines are outstanding, and/or there is

*Subject to change.
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 will be charged. Registrations are accepted only through April 30.

**Payment Schedule**
The $35 application fee is submitted with the application for admission. Initial payment is submitted with registration and includes full non-refundable payment for books and materials, and a non-refundable deposit of $300 towards the remaining tuition and fees. Payment may not be made by credit card.

Tuition is assessed July 1 and must be paid in full by December 30; interest (annual) begins accruing August 31 on the unpaid balance. Payment may be made on a monthly basis with complete payment by December 30. Returning students with an unpaid balance may not register until the balance is paid. Payment may not be made by credit card. Housing is paid during the on-campus phase.

*Students are responsible to verify their account balance by logging onto their Banner account. No paper account statements are posted.*

- **$3,285** TUITION: Total semester hours: 9 x $365
- **$375** BOOKS AND MATERIALS: ($125 per 3-unit course) 3 x $125
- **$45** LIBRARY FEE: ($15 per 3-unit course) 3 x $15
- **$45** STUDENT ACTIVITY FEE: ($15 per 3-unit course) 3 x $15
- **$20** COMPUTER FEE (per on-campus session)
- **$3,770** TOTAL
- **$375** BOOKS AND MATERIALS (due at registration)
- **$300** NON-REFUNDABLE DEPOSIT TOWARDS REMAINING FEES AND TUITION (due at registration)
- **$3,095** AMOUNT REMAINING

 Withdrawal from courses may be accomplished by written notification to the Associate Dean of the program. See Refund Policy for refund of tuition.
Amount of payment per month is individual's choice. Interest on unpaid balance begins accruing August 31.

REFUNDS ON HOUSING
Housing is reserved with a non-refundable housing deposit due with registration. Full payment for housing is due at the beginning of the on-campus session, usually payable July 1. No refunds for housing will be provided after July 1, even if a change in housing needs occur.

REFUND POLICY
Refunds are granted only upon written application to the Director or Associate Dean of the Master of Education Program when a student either formally withdraws from the Master of Education Program or withdraws from individual courses. The date of withdrawal is determined by written application or violation of the attendance policy for the on-campus session (See Compulsory Withdrawal/Suspension below). This refund policy is in compliance with the Department of Education Title IV requirements and will apply to charges and financial aid credits similarly whether federal or institutional aid.

REFUNDS ON TUITION
Tuition will be refunded on a course-by-course basis. The initial non-refundable deposit due at registration and the book fees will not be refunded, but the remaining tuition will be refunded for each course on this schedule:

Course dropped:
- prior to first day of on-campus class session 100%
- prior to second day of on-campus class session 80%
- prior to third day of on-campus class session 40%
- prior to fourth day of on-campus class session 20%
- after fourth day of on-campus class session 0%
COMPULSORY WITHDRAWAL/SUSPENSION
If a student is requested to withdraw or is suspended for any reason, no tuition, fees or other charges will be refunded.

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

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

Returning students who have previously received federal student loans must register by March 31st in order to remain in deferment status. The term of attendance for federal financial aid purposes will be considered to be March 31 through December 31. Federal aid will be earned on a prorated basis up to 60% of the term of attendance.

THE ROBERT B. ASHLOCK SCHOLARSHIP
Each year the faculty of the Master of Education Program select one third-year student to receive the Robert B. Ashlock Scholarship. This award recognizes Dr. Ashlock as the organizing and first director of the Master of Education Program at Covenant College and as a published scholar in the field of elementary mathematics. The award will be given to a graduate student who exemplifies the mission of Covenant College through scholarly academic performance.
The Norman Harper Scholarship

Each year the faculty of the Master of Education Program 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.
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 study.

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 higher.

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 specific Georgia requirements in special education and technology
5. have received a passing score on Praxis I
6. have received a passing score on the Praxis II exam in Leadership and Administration

INTEGRATED CURRICULUM AND INSTRUCTION SPECIALIZATION – No certification is offered for graduates of the Integrated Curriculum and Instruction specialization.

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 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.

Twenty-one course hours must be completed to sit for the exam. However, students usually take the examination after completion of all course work. The exam is typically scheduled for a date in late February or early 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 is proctored by an official in the student’s home school situation under arrangements suitable to the Director of the Master of Education Program. 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 a prescribed date, but no later than 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**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year</th>
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<tbody>
<tr>
<td>EDU 610</td>
<td><em>Foundations for Curriculum Development</em></td>
<td>YEAR 1</td>
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<tr>
<td>EDU 620</td>
<td><em>Introduction to Research</em></td>
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<tr>
<td>EDU 712</td>
<td><em>Shaping School Curriculum, K-12</em></td>
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<tr>
<td>EDU 630</td>
<td><em>Learning Theory Applied to Teaching</em></td>
<td>YEAR 2</td>
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<tr>
<td>EDU 730</td>
<td><em>Implementing Instructional Strategies</em></td>
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<td>EDU 735</td>
<td><em>Integrative Approaches to Curriculum</em></td>
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<tr>
<td>EDU 650</td>
<td><em>The School in Society</em></td>
<td>YEAR 3</td>
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<tr>
<td>EDU 738</td>
<td><em>Research and Practice in Teaching Content fields</em></td>
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<td>EDU 750</td>
<td><em>The Nature of Knowledge and Curriculum Integration</em></td>
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<td>EDU 790</td>
<td><em>Project in Integrated Curriculum and Instruction</em></td>
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**EDUCATIONAL LEADERSHIP SPECIALIZATION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>EDU 610</td>
<td><em>Foundations for Curriculum Development</em></td>
<td>YEAR 1</td>
</tr>
<tr>
<td>EDU 620</td>
<td><em>Introduction to Research</em></td>
<td></td>
</tr>
<tr>
<td>EDU 720</td>
<td><em>Organizational Leadership</em></td>
<td></td>
</tr>
<tr>
<td>EDU 630</td>
<td><em>Learning Theory Applied to Teaching</em></td>
<td>YEAR 2</td>
</tr>
<tr>
<td>EDU 725</td>
<td><em>Development and Management of Personnel</em></td>
<td></td>
</tr>
<tr>
<td>EDU 745</td>
<td><em>School Law, Standards and Policy</em></td>
<td></td>
</tr>
<tr>
<td>EDU 650</td>
<td><em>The School in Society</em></td>
<td>YEAR 3</td>
</tr>
<tr>
<td>EDU 740</td>
<td><em>Supervision of Instruction</em></td>
<td></td>
</tr>
<tr>
<td>EDU 760</td>
<td><em>School Business Management</em></td>
<td></td>
</tr>
<tr>
<td>EDU 785</td>
<td><em>Field Experience in Educational Leadership</em></td>
<td></td>
</tr>
</tbody>
</table>
# Integrated Curriculum Package

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Year</th>
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<tbody>
<tr>
<td>EDU 610</td>
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<td>EDU 735</td>
<td>Integrative Approaches to Curriculum</td>
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</tr>
<tr>
<td>EDU 750</td>
<td>The Nature of Knowledge &amp; Curriculum</td>
<td></td>
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</tbody>
</table>

# A Perspective Package

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>EDU 610</td>
<td>Foundations for Curriculum Development</td>
<td></td>
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<tr>
<td>EDU 630</td>
<td>Learning Theory Applied to Teaching</td>
<td></td>
</tr>
<tr>
<td>EDU 650</td>
<td>The School in Society</td>
<td></td>
</tr>
</tbody>
</table>

# Course Completion Dates

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>EDU 610</td>
<td>Foundations for Curriculum Development</td>
<td>Nov 1</td>
</tr>
<tr>
<td>EDU 620</td>
<td>Introduction to Research</td>
<td>Dec 31</td>
</tr>
<tr>
<td>EDU 630</td>
<td>Learning Theory Applied to Teaching</td>
<td>Dec 15</td>
</tr>
<tr>
<td>EDU 650</td>
<td>The School in Society</td>
<td>Oct 15</td>
</tr>
<tr>
<td>EDU 712</td>
<td>Shaping School Curriculum, 7-12</td>
<td>Dec 1</td>
</tr>
<tr>
<td>EDU 720</td>
<td>Organizational Leadership</td>
<td>Dec 1</td>
</tr>
<tr>
<td>EDU 725</td>
<td>Development and Management of Personnel</td>
<td>Oct 15</td>
</tr>
<tr>
<td>EDU 730</td>
<td>Implementing Instructional Strategies</td>
<td>Nov 15</td>
</tr>
<tr>
<td>EDU 735</td>
<td>Integrative Approaches to Curriculum</td>
<td>Oct 15</td>
</tr>
<tr>
<td>EDU 738</td>
<td>Research and Practice in Teaching Content Fields</td>
<td>Nov 15</td>
</tr>
<tr>
<td>EDU 740</td>
<td>Supervision of Instruction</td>
<td>Dec 15</td>
</tr>
<tr>
<td>EDU 745</td>
<td>School Law, Standards and Policy</td>
<td>Nov 15</td>
</tr>
<tr>
<td>EDU 750</td>
<td>The Nature of Knowledge &amp; Curriculum Integration</td>
<td>Dec 15</td>
</tr>
<tr>
<td>EDU 760</td>
<td>School Business Management</td>
<td>Nov 15</td>
</tr>
<tr>
<td>EDU 785</td>
<td>Field Experience in Educational Leadership</td>
<td>Feb 15</td>
</tr>
<tr>
<td>EDU 790</td>
<td>Project in Integrated Curriculum and Instruction</td>
<td>Feb 15</td>
</tr>
</tbody>
</table>
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. April 30, final date to register; no registrations taken after this date.
4. May 15, pre-campus phase officially begins.

**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.

- **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

Learning, Serving, Transforming

The purpose of the Master of Education: Integrated Curriculum and Instruction program at Covenant College is to prepare competent and compassionate teachers who practice their profession according to biblical guidelines in diverse educational settings. Candidates develop the knowledge, skills, and dispositions to design and deliver integrated curriculum and instruction, model life-long learning, and serve God faithfully as change-agents in society.

PROGRAM STANDARDS

Shared Vision

1. Framework. Apply a biblical worldview to all aspects of curriculum and instruction.

2. Professional Growth. Be an ethical, reflective practitioner who continually evaluates the effects of his/her choices and actions on others, adheres to professional standards, facilitates needed change within schools, and actively pursues opportunities to grow professionally.

3. Community. Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being. Contribute to the development of a positive and productive learning environment characterized by collaborative social interactions.

Nature and Needs of Learners

4. Student Development. Utilize knowledge of human learning and development to design integrated curriculum and
instruction to support students’ physical, intellectual, emotional, social, and spiritual growth.

5. **Diversity.** Demonstrate familiarity with the characteristics and abilities of diverse learners, including learning differences related to culture, language, gender and ability. Apply that knowledge in the design and delivery of curriculum, instruction, and assessment.

**Content and Professional Knowledge**

6. **Content.** Be familiar with the central concepts, tools of inquiry, and knowledge structures of the discipline(s) taught and with research on the design and delivery of integrated curriculum and instruction.

7. **Technology.** Use appropriate technology and a variety of media in the design of integrated curriculum and instruction.

**Instructional Competence**

8. **Planning.** Use an understanding of the structure of knowledge and knowing as a basis to develop research-based, developmentally appropriate, and culturally sensitive integrative units and/or courses of study.

9. **Management.** Organize and manage a classroom to create and maintain a learning environment that encourages responsible care for others, collaborative inquiry, active engagement in learning, and self motivation.

10. **Instructional Strategies.** Use a variety of integrative instructional strategies to enable students to think critically, solve problems, make connections within subjects, with other subject areas, and with the everyday world.

11. **Assessment.** Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, emotional, and social development of the student.

12. **Communication.** Use effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom, and to invite family involvement in the educational process.
COURSES:
Students in the ICI 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

*Learning, Serving, Transforming*

The purpose of the Master of Education: Educational Leadership program at Covenant College is to prepare competent and compassionate administrators who practice their profession according to biblical guidelines in diverse educational settings. Candidates develop the knowledge, skills, and dispositions to become administrators who model life-long learning and serve God faithfully as change-agents in society.

PROGRAM STANDARDS

*Shared Vision*

1. **Framework.** Apply a biblical worldview to all aspects of educational leadership.

2. **Professional Growth.** Be an ethical, reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively pursues opportunities to grow professionally.

3. **Community.** Collaborate with families and community leaders, respond to diverse community interests and needs, and mobilize community resources. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context of the school.
**Student Learning and Staff Development**

4. **Learning Environment.** Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community, and advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

5. **Diversity.** Advocate, enable, and sustain a school environment in which instructional opportunities are adapted to the needs of diverse learners, including learning differences related to culture, language, gender and ability.

**Content and Professional Knowledge**

6. **Content.** Demonstrate understanding of best theory and practice in school administration, including supervision of instruction and school finance.

7. **Technology.** Use appropriate technology and enable teachers and staff to develop competence in use of technology.

**Administrative Competence**

8. **Planning.** Demonstrate the ability to plan and manage school operations and resources to provide a safe, efficient, and effective learning environment.

9. **Management.** Manage and maintain school operations and resources to provide a safe, efficient, and effective learning environment.

10. **Leadership.** Provide effective, biblically-informed leadership both within the school setting and within the larger political, social, economic, legal, and cultural context of the school.

11. **Assessment.** Understand and use formal and informal assessment strategies to provide both formative and summative evaluation of teachers and staff.

**Communication.** Use effective communication to foster collaboration and supportive interaction in the school.
COURSES:

Students in the EL 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 a W. The student would need to
retake the course to complete the degree requirements. 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. 12.
The website for the GRE is 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.

REGISTRATION
Registration packets are:

- *Mailed to returning students on February 1*
- *Mailed to new students February 1-April 15.*

Late registrations are assessed a fee of $35.00. Registrations are not accepted after April 30.

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

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 being required to retake the on-campus portion of the course. Payment of tuition for the retake will not be required if circumstances were unavoidable. Appeals may be submitted in writing to the Dean 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. 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 610.

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 worldview 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.

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.

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.

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 may begin field work prior to their last summer of on-campus work. Three units. Prerequisites: EDU 720.
Note: it is recommended that application materials be submitted at the earliest possible date.

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

**APR 30**  Final deadline for receipt of completed registration materials and registration deposit

**PRE-CAMPUS PHASE**

**MAY 15**  Pre-campus session officially begins

**ON-CAMPUS PHASE**

**JUN 25-26**  Orientation for new students

**JUN 26**  Convocation Dinner for all students, faculty, personnel

**JUN 27-JUL 1**  
- EDU 610 *Foundations for Curriculum Development*
- EDU 630 *Learning Theory Applied to Teaching*
- EDU 740 *Supervision of Instruction*

**JUL 4-8**  
- EDU 620 *Introduction to Research*
- EDU 745 *School Law, Standards, and Policy*
- EDU 730 *Implementing Instructional Strategies*
- EDU 650 *The School in Society*

**JUL 11-15**  
- EDU 720 *Organizational Leadership*
- EDU 712 *Shaping School Curriculum K-12*
- EDU 725 *Development and Management of Personnel*
- EDU 735 *Integrative Approaches to Curriculum*
- EDU 760 *School Business Management*
- EDU 738 *Research & Practice in Teaching Content Fields*

**POST-CAMPUS PHASE**

**OCT 15-DEC 31**  Completion of course requirements

Courses end on varying dates

**FEB 26, 2005**  Comprehensive examination for 2005 graduates

**FEB 25, 2006**  Comprehensive examination for 2006 graduates

**APR 15**  Completion of all course work and exams in order to graduate

**APR 15**  Completion of incomplete course work in order to register

**APR 30**  Final date to register; no registrations taken after this date

**MAY 7, 2005**  Commencement
MASTER OF EDUCATION PROGRAM

Abbreviated Calendars

2005
Orientation begins June 25,
on-campus session concludes July 15

2006
Orientation begins June 24,
on-campus session concludes July 14

2007
Orientation begins June 30,
on-campus session concludes July 20

2008
Orientation begins June 28,
on-campus session concludes July 18

2009
Orientation begins June 27,
on-campus session concludes July 17

2010
Orientation begins June 26,
on-campus session concludes July 16

2011
Orientation begins June 25,
on-campus session concludes July 15

2012
Orientation begins June 30,
on-campus session concludes July 20
## 2005 Course Sequence Chart

### Educational Leadership (EL) Specialization
### Integrated Curriculum and Instruction (ICI) Specialization

Cells with two course listings designate the EL course first, ICI course second.

<table>
<thead>
<tr>
<th>Week 1 (Jun 27 - Jul 1)</th>
<th>Week 2 (Jul 4-8)</th>
<th>Week 3 (Jul 11-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU 610</strong>&lt;br&gt;Foundations for Cur Development (CORE)</td>
<td><strong>EDU 620</strong>&lt;br&gt;Introduction to Research (CORE)</td>
<td><strong>EDU 720</strong>&lt;br&gt;Organizational Leadership (EL) or <strong>EDU 712</strong>&lt;br&gt;Shaping School Curriculum K-12 (ICI)</td>
</tr>
<tr>
<td><strong>EDU 630</strong>&lt;br&gt;Learning Theory Applied to Teaching (CORE)</td>
<td><strong>EDU 745</strong>&lt;br&gt;School Law, Standards, and Policy (EL) or <strong>EDU 730</strong> Implementing Instructional Strategies (ICI)</td>
<td><strong>EDU 725</strong>&lt;br&gt;Development and Management of Personnel (EL) or <strong>EDU 735</strong> Integrative Approaches to Curriculum (ICI)</td>
</tr>
<tr>
<td><strong>EDU 740</strong>&lt;br&gt;Supervision of Instruction (EL) or <strong>EDU 750</strong>&lt;br&gt;The Nature of Knowledge and Cur Integration (ICI)</td>
<td><strong>EDU 650</strong>&lt;br&gt;The School in Society (CORE)</td>
<td><strong>EDU 760</strong>&lt;br&gt;School Business Management (EL) or <strong>EDU 738</strong>&lt;br&gt;Research and Practice in Teaching Content Fields (ICI)</td>
</tr>
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*EDU 785 and 790 are non-classroom courses and are not reflected in the above schedule.*
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 preeminent.” Acknowledging Christ preeminent 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 preeminence 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 human-
ness. 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.
1. Maclellan and Rymer Halls
2. Kresge Memorial Library
3. Sanderson Hall
4. Mills Hall
5. Carter Hall
6. Chapel and Fine Arts Building
7. Jackson Hall
8. Probasco Visitors Center
9. Barnes Physical Education Center
10. Ashe Activity Center
11. Founders Residence Center
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