Covenant College complies with federal and state requirements for nondiscrimination on the basis of age, race, color, gender, handicap, and national or ethnic origin in the administration of its policies and programs.
INTRODUCTION

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, to providing personal and academic counseling, and to modeling Christian responsibility in all areas of life.

The official purpose statement of Covenant College is included within this document, Appendix A.
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, 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 (M.Ed.) is a 30 semester-hour program offered with two specializations: Educational Leadership (EL) and Integrated Curriculum and Instruction (ICI). For Certification purposes, 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 a blended program incorporating technology and traditional delivery methodology. 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. EDU 785 and 790 are capstone courses and as such, are the last courses taken in the program during the third year. They conclude March 1.

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 (1866 Southern Lane, Decatur, GA 30033-4097, phone 404.679.4501) 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 the internet. 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. Upon acceptance into the M.Ed. program each student is assigned a personal Covenant e-mail account. This account, rather than a primary home account, is the means for all official business while enrolled at Covenant. I.E. the Covenant student account is the vehicle used for posting e-bills, financial aid information, etc.

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.

HISTORY OF COVENANT COLLEGE
On April 5, 1955, the Presbytery of the Great Plains met in Wilton, North Dakota, to consider establishing a liberal arts college under the Bible Presbyterian Synod. The college was organized by the Synod and named “Covenant” by Dr. Robert G. Rayburn, the school’s first president. In the fall of 1955, the school began operation at the Pasadena City Church in Pasadena, California. Covenant was to be a Christian liberal arts college acknowledging Christ’s preeminence to help Christians learn to live as active, reforming members of a complex society.

In 1956 Covenant College moved to Creve Coeur in St. Louis County, near St. Louis, Missouri. The first property purchased in St. Louis, from Milstone Construction Company, consisted of 25 acres, with one building located in the center that was used for all functions.
A number of professors from Faith Theological Seminary near Philadelphia came to St. Louis, and Covenant became a four-year liberal arts college and a three-year theological seminary operated by one board and one administration.

An order of Catholic sisters at St. John’s Hospital donated a building to the college, which eventually became the administration building. Both the college and the seminary increased in size, and soon a new residence hall was needed. Mr. Hugh Smith heard that the “Castle in the Clouds” hotel near Chattanooga, Tennessee, was for sale. After much debate, the old hotel was purchased for Covenant College in 1964. Today the college campus contains a total of 200 acres. Covenant Seminary remains at the original campus.

Covenant has had five presidents: Dr. Robert Rayburn, Dr. Marion Barnes, Dr. Martin Essenburg, Dr. Frank Brock, and Dr. Niel Nielson who began serving in this capacity July, 2002.

Covenant offers associate of arts, bachelor of arts, bachelor of science, bachelor of music and master of education degrees.

Covenant College centers its entire program in Colossians 1:18: “In all things Christ preeminent.” Chris is acknowledged 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. Covenant seeks the mind of Christ as the biblical perspective from which we view and respond to reality. Covenant seeks to define all areas of its structure and program according to this understanding of Christ’s preeminence.

**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. Full payment for housing is due at the beginning of the on-campus session, usually payable July 1.

Students are ordinarily housed in Maclellan and Rymer Halls. These facilities consist of suites which vary in size, but all of which incorporate sleeping room(s), study room, bathroom, and small refrigerator. Kitchen and commons areas are 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. The schedule of meals varies according to the summer conference program, and typically meals are not available from Friday lunch through Monday breakfast. Historically, M.Ed. students have made their own meal accommodations.

LIBRARY SERVICES
The Anna Emma Kresge Memorial Library represents the critical center of the academic enterprise at Covenant College. The Library exists to facilitate and promote learning through its physical facilities, dynamic collections, and services performed by professional and skilled support staff. It plays a significant role in fulfilling the mission of the College by providing bibliographic instruction, appropriate resources in a variety of media formats, personalized reference assistance, and information literacy competency training using a biblical frame of reference from within the Reformed tradition.

The Kresge Memorial Library seats about 200 on two floors at reading tables, individual carrels, lounge chairs, and group study rooms. While the entire building is configured for wireless access to the campus network, the Library also provides wired network connectivity through public computers appropriately equipped for research purposes.
Current print and multi-media collections exceed 100,000 volumes. In addition, the Library owns over 40,000 electronic books, offers access to more than 10,000 electronic full-text journals, magazines and newspapers (many with backfiles to the 19th century), and subscribes to nearly 175 electronic research databases covering all academic disciplines. Many of these resources are available through GALILEO, Georgia’s “Virtual Library.” Covenant College students may access GALILEO and most other electronic subscription resources from off-campus with appropriate user authentication.

Most of the resources owned by the Kresge Memorial Library are listed in its web-based online catalog, The Hub. The catalog not only provides descriptive information about an item, but also lists its current availability and shelf location. M.Ed. students may access their own Library accounts through The Hub 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 worldwide network of over 18,000 libraries that own over 60 million items. By notifying the Library staff, M.Ed. students may request books, selected audiovisual materials, or photocopied periodical articles from other libraries via OCLC.

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. The Integrated Curriculum Package, a two-year program, is designed for the individual with interests in curriculum development. The Perspective Package, a one-year program, is designed for individuals interested in a Christian perspective on education. Neither program results in the completion of the master's degree.

See course sequences in this bulletin for courses included in the package programs. To participate in either package program, the applicant must qualify for special student admission.

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 page 27.
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.

FACULTY

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.

WILLIAM DAVIS, 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 Emeritus (1999), 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.

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.Ed., Holy Names University; 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.

ELIZABETH (BETH) STEELE, Assistant to the Master of Education Program (1998), M.Ed., Temple University; B.S., State University of New York at Buffalo.

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

An application packet may also be downloaded from our website:
www.covenant.edu, click on Graduate Program.

Note the following dates for submission of application materials:

Dec-Mar Applications received and accepted
Feb 1-Mar 31 Returning student registration period (includes new students accepted to date)
Mar 1-May 1 New student registration period
Mar 1 Priority deadline for submission of financial aid application
Mar 15 Priority financial aid awards
May 1 Final date for receipt of registration; deposit for tuition and payment of books/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 a regionally-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 coursework 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 sub-
mitted.

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 state-
ment 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. Regular student status is required for the degree 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.
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, click on Graduate Program.

THE FOLLOWING ARE REQUIRED FOR ADMISSION:
1. A completed application form.
2. Payment of the $50 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 (special, provisional, or regular), and an academic advisor is assigned. Applications for financial aid are distributed with registration materials.
ADMISSIONS PROCEDURE FOR INTERNATIONAL STUDENTS
In addition to completing the Admissions Procedure, international applicants must complete an Immunization Certificate and Declaration and Certification of Finances. Paperwork for a student visa may not be issued until these documents are submitted. They are available on the Covenant website: www.covenant.edu, click on Graduate Program.

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 and graduate-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 $50 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.

Transfer course work will be evaluated in terms of level, context, quality, comparability, and degree program relevance first by the appropriate professor, then with approval by the Dean of the Master of Education Program.

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

FEES AND EXPENSES:

GENERAL

$50 Application fee (non-refundable, payable only once)
$410 Tuition per semester hour unit
$150 Books and materials fee (per 3-unit course)
$15 Library fee (per 3-unit course)
$20 Student activity fee (per 3-unit course)
$25 Technology fee (per on-campus session)

HOUSING

$110 Room per week (7 days)*

SPECIAL

$100 Late registration fee
$110 Graduation fee, 3rd year students only
$15 Course change fee
(On May 1 and following, each course change is subject to fee)

TUITION REDUCTION PLAN

The Tuition Reduction Plan offers an incentive for multiple educators from the same school to participate in the Master of Education program. The plan is solely based on the number of participants from a particular school. The details of the plan include adjustments intuition at the following rates:

10% reduction for individuals with two students enrolled from the same school

20% reduction for individuals with three students enrolled from the same school

25% reduction for individuals with four or more students enrolled from the same school

All of the students must be registered for at least one full class during the term, and the reductions do not include any non-tuition fees.

*Subject to change.
To apply for participation, the principal or headmaster must submit an official letter listing participants in the Tuition Reduction Plan from his/her school. Upon receipt of registration forms and initial deposit, the tuition reduction will be applied to participants. This letter must be submitted each academic year for eligible applicants to receive tuition reduction benefits.

Submit letter to:
Rebecca Dodson, Associate Dean
Master of Education Program
14049 Scenic Highway
Lookout Mountain, GA 30750-9601

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 $100. Registrations are not accepted after May 1.

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.

LATE REGISTRATION
If registration occurs after the deadline, a late registration fee of $100 will be charged. Registrations are accepted through May 1.

Withdrawal from courses may be accomplished by written notification to the Associate Dean of the program. See Refund Policy for refund of tuition.
PAYMENT SCHEDULE
The $50 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 $350 towards the remaining tuition and fees. Payment may not be made by credit card.

Tuition is assessed at registration and must be paid in full by December 30; interest (annual) begins accruing in May (next to the last business day before the end of the month) 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.

$3,690  T U I T I O N : Total semester hours: 9 x $410
$450  B O O K S AND MATERIALS: ($150 per 3-unit course) 3 x $150
$45  L I B R A R Y F E E : ($15 per 3-unit course) 3 x $15
$60  S T U D E N T A C T I V I T Y F E E : ($20 per 3-unit course) 3 x $20
$25  T E C H N O L O G Y F E E (per on-campus session)
$4,270  T O T A L
$450  B O O K S AND MATERIALS (due at registration)
$350  E N R O L L M E N T T U I T I O N DEPOSIT (due at registration)
$3,470  A M O U N T REMAINING

Amount of payment per month is individual’s choice. Interest on unpaid balance begins accruing in May (next to the last business day before the end of the month).

HOUSING
Housing is reserved with registration. Full payment for housing is due at the beginning of the on-campus session, usually payable July 1. No housing refunds are provided.
REFUND POLICY
Refunds are granted only upon written application to the Dean 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.

Example: If a term is 100 days long and the student withdraws on the 25th day, 25 percent of the term has been completed resulting in a 75% reduction of the tuition and financial aid. If the student was billed for tuition of $4,000 and received financial aid of $1,000, the tuition would be reduced by $3,000 and financial aid reduced by $750. This will leave a $750 tuition charge that is still the responsibility of the student. Other charges will apply as stated.

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.

Dr. Ashlock is Professor of Education Emeritus and currently teaches in the Master of Education Program.

**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
The specialization in Educational Leadership is an approved program by the Georgia Professional Standards Commission (PSC). Students completing this specialization may be eligible to receive a clear renewable level five certificate.

To qualify for a professional certificate in Educational Leadership an applicant must:

1. possess a clear renewable professional certificate
2. possess a master's or higher degree from a PSC-approved accredited institution—see Georgia PSC rule 505-2-.300
3. have completed three years of acceptable school experience—see Georgia PSC rule 505-2-.20
4. 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
5. *have met the special Georgia requirements: content knowledge assessments, standards of conduct, recency of study/experience, special education, computer skills competency*—see Georgia PSC rule 505-2-.20. This includes passage of or exemption from Praxis I, and passing the appropriate Praxis II test for Educational Leadership.

Students completing the specialization in Educational Leadership who wish to pursue certification, must apply for admission into the Certification Program in Educational Leadership. Applications are available from the Associate Dean of the Master of Education Program.

**INTEGRATED CURRICULUM AND INSTRUCTION SPECIALIZATION**

No certification is offered by the Georgia Professional Standards Commission in Integrated Curriculum and Instruction.
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>
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<tbody>
<tr>
<td>EDU 610</td>
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<tr>
<td>EDU 620</td>
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<tr>
<td>EDU 712</td>
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<tr>
<td>EDU 630</td>
<td>Learning Theory Applied to Teaching</td>
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<tr>
<td>EDU 730</td>
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<tr>
<td>EDU 738</td>
<td>Research and Practice in Teaching Content Fields</td>
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<td>EDU 750</td>
<td>The Nature of Knowledge and Curriculum Integration</td>
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EDUCATIONAL LEADERSHIP SPECIALIZATION

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<td>YEAR 3</td>
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<tr>
<td>EDU 740</td>
<td>Supervision of Instruction</td>
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<tr>
<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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## Integrated Curriculum Package

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<td>EDU 735</td>
<td>Integrative Approaches to Curriculum</td>
<td>Year 2</td>
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<tr>
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<td>The Nature of Knowledge &amp; Curriculum</td>
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## A Perspective Package

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU 610</td>
<td>Foundations for Curriculum Development</td>
<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>
<td>EDU 630</td>
<td>Learning Theory Applied to Teaching</td>
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<tr>
<td>EDU 650</td>
<td>The School in Society</td>
<td>Oct 15</td>
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<tr>
<td>EDU 712</td>
<td>Shaping School Curriculum, 7-12</td>
<td>Dec 1</td>
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<tr>
<td>EDU 720</td>
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</tr>
<tr>
<td>EDU 790</td>
<td>Project in Integrated Curriculum and Instruction</td>
<td>Mar 1</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. May 1, 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 course completion date 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 essential.

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.

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 upon by the Associate Dean.

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 instruc-
tion 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, adheres to professional standards, facilitates needed change within schools, and 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.

12. 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+.

A is given for work of distinctly superior quality and quantity accompanied by unusual evidence of initiative, thoroughness and originality.
B is given for work showing the above qualities to a lesser extent.
C represents fulfillment of the minimum essentials of a course.
D represents unacceptable work. The course must be repeated to be applied toward the degree.
F indicates failure. Any graduate student earning an F in a graduate course will be dismissed from the program.
I may be given to a student whose work has been of passing quality but has valid reason for not completing some requirement of the course. Removal of an Incomplete must be submitted by the instructor to the Office of Records by 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.
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 $100. Registrations are not accepted after May 1.

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 Program are assigned an academic advisor. Students are urged to contact their advisor regularly with questions they have about their program of studies.
DESCRIPTIONS

CORE COURSES

EDU 610  *Foundations for Curriculum Development*
A study of various foundational principles that guide in the selection of goals, content, and materials in the curriculum. Students evaluate these principles from a Christian perspective, and choose those appropriate for evaluating and changing classroom practice in the schools. Three units.

EDU 620  *Introduction to Research*
An introduction to research methods and designs and their application to educational settings. Emphasis is given to developing knowledge and skills in research procedures and in critiquing and applying research. Three units.

EDU 630  *Learning Theory Applied to Teaching*
A comprehensive survey of current research on learning and its implications for classroom practice. Learning theories are related to a Christian view of the learner, the role of the teacher, and the learning process in order to develop effective and appropriate instructional and assessment models, which are then applied in a school-based project. Three units. *Prerequisite: EDU 610.*

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. An historical overview of the school in American society is presented and students examine selected approaches to teaching from various times. Three units. *Prerequisite: EDU 610.*
CATALOG SCHOOL YEAR 2007

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 strategies, particularly technological, for planning instruction to create a better learning environment for all students. Instructional strategies are examined in the light of learning principles and other research findings. The class will endeavor to embody a biblical view of learners, teachers, curriculum and the global community in which they all interact. Three units. **Prerequisite:** EDU 630.

**EDU 735 Integrative Approaches to Curriculum**
A study of the theory and practice of integrative curriculum that centers on individual teaching units. Units are developed which focus on enduring understandings and reflect a biblical world-view, and also reflect a proper understanding of the unity of knowledge and human experience. Students 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 the research literature related to the teaching of the various content fields. Emphasis is given to research that has implications for instruction, and to current trends in the design of curricula and teaching practice. Three units. **Prerequisites:** EDU 620, 630.

DESCRIPTIONS 37
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, the nature of truth, and the place of “knowledge” in the postmodern world. These considerations are brought to bear on the task of integrating an academic curriculum. Three units. 
*Prerequisite: EDU 610, or approval of the ICI coordinator.*

EDU 790 *Project in Integrated Curriculum and Instruction*
A major project links research to practice within school settings. Projects typically build on plans for integrated curriculum and instruction developed in EDU 735 Integrative Approaches to Curriculum. In EDU 790, those plans are implemented within an appropriate action research framework, informed by a comprehensive literature review and comprehensive analysis and evaluation of the project. EDU 790 constitutes a capstone culminating performance for the ICI specialization and incorporates content and integrates insights from all course work throughout the program. EDU 790 is taken as an independent study in the last year of the program, and the project research is evaluated by two graduate professors. Three units. 
*Prerequisites: EDU 620, 735.*

**COURSES IN EDUCATIONAL LEADERSHIP**

EDU 720 *Organizational Leadership*
A study of the basic principles of organizational behavior and the role of leadership in organizational dynamics. Students explore the biblical, psychological, and social contexts of organizational leadership; examine traditional and contemporary theories of leadership; and explore leadership functions such as conflict resolution and decision-making. Additionally, students study issues specifically related to educational leadership, including diversity, moral leadership, and shared decision-making. Three units. 
*Prerequisites: EDU 610, 620.*
EDU 725 Development and Management of Personnel
A study of the educational leader's 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. Prerequisite: EDU 720.

EDU 740 Supervision of Instruction
The educational leader is a key member of an instructional team focused on effective teaching and learning in the classroom. Two aspects of instructional leadership will be explored in this course 1) Supervision — those professional community practices that lead to teacher developmental growth; and 2) Evaluation — those administrative practices that lead to judgements regarding novice, veteran, and marginal teachers. Three units. Prerequisite: EDU 720.

EDU 745 School Law, Standards and Policy
A study of the legal foundations of education — law, standards, and policy. Constitutionally-based case law is examined for its impact on public schools. Contract law is examined for its impact on private and religious schools. Tort law is examined for an understanding of legal liability. Legal audits assess the meeting of federal and state statutory requirements. State standards are reviewed. An historical, philosophical, and biblical framework for school law is presented. Three units. Prerequisite: 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. Prerequisite: EDU 720.

EDU 785 Field Experience in Educational Leadership
Students are required to observe, participate in, and reflect on
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 and a critical link between theory and practice. The set of planned experiences involves at least 150 clock hours of participation. Students are encouraged to begin field work during their first year of the program. The requirements for this capstone course include taking the Praxis II test in Leadership and Administration (Test #10410) and producing a 10-15 page scholarly paper which includes a literature review. Students should register for EDU 785 during their final year of study in the program. The final notebook for this course is due March 1 of the semester the student intends to graduate. Three units. 

Prerequisite: EDU 720.
CALENDAR 2007

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

**Dec-Mar**  Receipt of application and supporting materials for admission

**May 1**  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 24**  Convocation Dinner for all students, faculty, personnel (evening)

**Jun 25–29**  EDU 610 Foundations for Curriculum Development  
(includes orientation)  EDU 630 Learning Theory Applied to Teaching  
EDU 740 Supervision of Instruction

**Jul 2–6**  EDU 620 Introduction to Research  
EDU 745 School Law, Standards, and Policy  
EDU 730 Implementing Instructional Strategies  
EDU 650 The School in Society

**Jul 9–13**  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

**Apr 15**  Completion of all course work and financial obligations in order to graduate.

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

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

**May 5, 2007**  Commencement
MASTER OF EDUCATION PROGRAM

Abbreviated Calendars

2007
Convocation Dinner June 24
On-campus session June 24 - July 13

2008
Convocation Dinner June 24
On-campus session June 21 - July 11

2009
Convocation Dinner June 27
On-campus session June 27 - July 17

2010
Convocation Dinner June 23
On-campus session June 26 - July 16

2011
Convocation Dinner June 25
On-campus session June 25 - July 15

2012
Convocation Dinner June 23
On-campus session June 23 - July 13

2013
Convocation Dinner June 22
On-campus session June 22 - July 12
## 2007 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 25–29)</th>
<th>Week 2 (Jul 2–6)</th>
<th>Week 3 (Jul 9–13)</th>
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<tbody>
<tr>
<td><strong>EDU 610</strong></td>
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</table>
| **EDU 610**  
*Foundations for Cur Development (CORE)* | **EDU 620**  
*Introduction to Research (CORE)* | **EDU 720**  
*Organizational Leadership (EL)*  
*or EDU 712*  
*Shaping School Curriculum K-12 (ICI)* |

| EDU 630  
*Learning Theory Applied to Teaching (CORE)* | EDU 745  
*School Law, Standards, and Policy (EL)*  
*or EDU 730*  
*Implementing Instructional Strategies (ICI)* | EDU 725  
*Development and Management of Personnel (EL)*  
*or EDU 735*  
*Integrative Approaches to Curriculum (ICI)* |

| EDU 740  
*Supervision of Instruction (EL)*  
*or EDU 750*  
*The Nature of Knowledge and Cur Integration (ICI)* | EDU 650  
*The School in Society (CORE)* | EDU 760  
*School Business Management (EL)*  
*or EDU 738*  
*Research and Practice in Teaching Content Fields (ICI)* |

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*EDU 785 and 790 are non-classroom courses and are not reflected in the above schedule.*
APPENDIX A

THE PURPOSE OF COVENANT COLLEGE

*Covenant College* is a Christ-centered institution of higher education, emphasizing liberal arts, operated by a Board of Trustees elected by the General Assembly of the Presbyterian Church in America, and exists to provide post-secondary educational services to the 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 humanness.
With these commitments in mind, we seek to work together as a college community, responsibly striving, corporately and personally, to accomplish the following general aims in every area of life:

1. to see creation as the handiwork of God and to study it with wonder and respect;
2. to acknowledge the fallen nature of ourselves and of the rest of creation and to respond, in view of the renewal that begins with Christ’s redemption, by seeking to bring every thought and act into obedience to Him;
3. to reclaim the creation for God and to 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 Reformed 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 has a significant role to fulfill in the education of students in non-traditional categories.

**TRADITIONAL STUDENTS**

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 students.

(2) **Biblical frame of reference**

Students should be acquiring the ability to orient their 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.

**NON-TRADITIONAL STUDENTS**

Although students in some adult non-traditional programs are not required by the college to make a profession of faith, they do participate in accomplishing the general aims outlined in this statement. Faculty members in such programs will teach from the Christian educational perspective of the college in hope that all students will embrace the insights and instruction that arise from the foundation of this mission statement. It is understood that non-believing students may not find their identity in Christ, but they will hear the gospel clearly proclaimed; they may not embrace the truth of the Bible, but they will be instructed within a biblical frame of reference; and they may not submit to Christ, but they will be encouraged in sacrificial service. Although no students will be coerced to express beliefs they do not hold, our hope is that the gospel so presented will bring students to a place of fully embracing the truth that frames their instruction.
APPENDIX B

THE COLLEGE HYMN

_All for Jesus_

All for Jesus! All for Jesus!
All my being's ransomed power;
All my thoughts and words and doings;
All my days and all my hours.

Let my hands perform his bidding;
Let my feet run in His ways;
Let my eyes see Jesus only;
Let my lips speak forth His praise.

Worldlings prize their gems of beauty,
Cling to gilded toys of dust;
Boast of wealth and fame and pleasure--
Only Jesus will I trust.

Since my eyes were fixed on Jesus,
I've lost sight of all beside,
So enchained my spirit's vision,
Looking at the crucified.

Oh what wonder! How amazing!
Jesus, glorious King of Kings,
Deigns to call me His beloved,
Lets me rest beneath His wings.

Amen.
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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