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 years. 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, private, and public school. During the summer residency, students share their lives, their thoughts, and their plans which results in 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).

As of May 2007, both specializations were approved by the Association of Christian Schools International (ACSI) for certification. Therefore graduates of the M.Ed. program are eligible for an ACSI certificate beginning with the class of 2007.

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 to 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. Occasionally due to unusual circumstances, a student is unable to complete the Master of Education Program within the six year limit. Application may be made to the Dean of the M.Ed. Program, to extend the program. If extended, continuation fees would apply.

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 of arts, bachelor of science, and masters 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 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; 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 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.

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.” Christ 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.

Students are ordinarily housed in Andreas Hall. These facilities consist of suites which incorporate two rooms and a 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 240 on two floors at reading tables, individual carrels, lounge chairs, and group study rooms. While the entire building is configured for wi-fi and wireless access to the campus network, the Library also provides wired network connectivity through public computers appropriately equipped for research and writing. The library also houses the campus writing center and an art gallery.

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](http://library.covenant.edu) for more detailed information on policies, collections, and services.

**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.
FACULTY

Graduate faculty bring a wealth of experience to the program, serving as teachers and administrators in a variety of institutions; publishing books and articles for professional journals, and conducting workshops for both pre-service and in-service teacher education. Most courses are taught by resident 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 Institutional Research (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, Professor of History (1998), Ph.D., Kent State University; M.A., Trinity Evangelical Divinity School; B.A., Taylor University.

Daphne W. Haddad, 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.

ADMISSIONS

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

MASTER OF EDUCATION OFFICE
COVENANT COLLEGE
14049 SCENIC HIGHWAY
LOOKOUT MOUNTAIN, GA 30750
800.677.3626
med@covenant.edu
Download from our website: www.med.covenant.edu.

Early Application Bonus—for all application packets (must include application, references, writing sample, statement of faith) postmarked by January 15, the $50 application fee will be waived.

Note the following dates for submission of application materials:

Dec-MAR 1 - Applications received and accepted
Feb 1-Apr 15 - Registration period
March 1 - Priority deadline for submission of financial aid application
March 15 - Application deadline
- Priority financial aid awards
April 15 - Registration deadline
- Official start date of pre-campus session
- Term start date; fees assessed
April 16-May 1 - Late registration, $100 fee
- Course drop/add period

Individuals choosing to drop a course after May 1 will not receive a refund and are responsible to pay total course tuition and fees. This policy is in compliance with Federal and fiscal regulations. No exceptions may be made. See Refund Policy.

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. Graduate course work will be considered if a degree was not earned but the cumulative GPA was 3.5 or higher for a minimum of 15 semester hours.
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 five years of the date of application. Applicants who have already completed graduate work at a regionally accredited institution with a grade of at least “B” and took the Miller Analogies Test for admission to that graduate degree program, may choose to submit MAT scores in lieu of GRE scores. The MAT must have been taken within five years of the date of application to Covenant. Official transcripts of completed graduate work must be submitted as well as MAT scores.
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. 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. degree, a special student category for admission is available. An individual may take up to 12 hours as a special student. To be admitted as a special student, see Special Student Admission. 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 through March 15 by the Master of Education office. Application packets may be obtained through written, phone or e-mail request, or by downloading from the M.Ed. website: www.med.covenant.edu.

The following are required for admission:

1. A completed application form.
2. Payment of the $50 non-refundable application fee.
3. Early Application Bonus—for all application packets (must include application, references, writing sample, statement of faith) postmarked by January 15, the $50.00 application fee will be waived.
4. A credible written profession of faith in Jesus Christ as Lord and Savior.
5. Official transcripts of all undergraduate and graduate course work.
6. Two completed recommendation forms from educators.
7. 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.
8. Graduate Record Examination (GRE) scores on the General Test obtained within the last five years. Applicants must request that their scores be sent to the college (code 6124). Students who have completed graduate work at a regionally 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 five years of the date of application to Covenant. Applicants who have already completed a master’s degree are exempt from taking the GRE.
9. 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, provision, 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 a Declaration and Certification of Finances form. It is available on the M.Ed. website: www.med.covenant.edu. Since paperwork for a student visa cannot be issued without a guarantee of finances, an international student’s application for admission will not be processed until a written guarantee that the student’s finances will be covered while he or she is a student at Covenant has been received. Two months minimum should be allowed to obtain a student visa.

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.

COVENANT FELLOWS PROGRAM
Graduates of the M.Ed. program may enroll in up to six hours per year of graduate courses without payment of tuition if seats are available in the classes. These hours may apply towards a second specialization in the graduate program. M.Ed. graduates may also enroll in up to six hours per semester of traditional undergraduate classroom courses at a nominal rate of $33 per credit hour if seats are available in the class following registration. Registration for more than six hours per semester undergraduate and/or six hours per year of graduate courses, and registration for May term courses, summer or correspondence courses will be charged at the respective published student tuition rate. Graduates must pay all other college and course-related fees, purchase texts and other required materials, complete assignments, and take examinations. Covenant Fellows are encouraged to participate fully in the M.Ed. 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)
- $460 Tuition per semester hour unit
- $15 Materials fee (per 3-unit course)
- $15 Library fee (per 3-unit course)
- $25 Student activity fee (per 3-unit course)
- $30 Technology fee (per on-campus session)

HOUSING
- $115 Room per week (7 days, subject to change)

SPECIAL
- $15 ID card
- $15 ID card replacement fee
- $100 Late registration fee
- $115 Graduation fee, 3rd year students only
- $15 Course change fee
  (On April 16 and following, each course change is subject to fee)
- $500 Continuation fee
  (applicable when program is extended beyond six year limit)

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.

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 April 15th in order to remain in deferment status. The term of attendance for federal financial aid purposes will be considered to be April 15 through January 15. Federal aid will be earned on a prorated basis up to 60% of the term of attendance.

REGISTRATION
- Registration period—February 1-April 15
- Late Registration—April 16-May 1, $100 fee applied
- Course drop/add period—April 16-May 1, $15 course change fee applied. Individuals choosing to drop a course after May 1 will not receive a refund and are responsible to pay total course tuition and fees. This policy is in compliance with Federal and fiscal regulations. No exceptions may be made. See Refund Policy.
On February 1, registration packets are available to Master of Education students. M.Ed. students may register through April 15 without penalty, and through May 1 with late registration fee.

Returning students may not register if carrying more than one incomplete course grade, if tuition/fees/fines are outstanding, or if there is any other unmet obligation to the college. Students also 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. Late registrations are accepted April 16-May 1. Individuals choosing to drop a course after May 1 will not receive a refund and are responsible to pay total course tuition and fees. This policy is in compliance with Federal and fiscal regulations. No exceptions may be made. See Refund Policy.

**PAYMENT SCHEDULE**

1. Submitted with the application:
   - The $50 application fee is submitted with the application for admission. **Early Application Bonus—for all application packets (must include application, references, writing sample, statement of faith) postmarked by January 15, the $50 application fee will be waived.**
   - Payment may not be made by credit card

2. Submitted with the registration form:
   - $350 non-refundable deposit towards tuition and fees
   - application for financial aid, if applicable
   - payment may not be made by credit card

Tuition and fees are assessed on April 15. Interest will be added at the end of May on the unpaid balance. Returning students may not register until all financial obligations from the previous year have been satisfied.

3. Housing is paid during the on-campus phase.

4. General payment information: Students are responsible to verify their account balance by logging onto their Banner account. No paper account statements are posted. College offices will also communicate with students via their Covenant College e-mail account.

5. **Summary of cost:**

   - **$4,140** Tuition: Total semester hours: 9 x $460
   - **$45** Library Fee: ($15 per 3-unit course) 3 x 15
   - **$45** Course Materials Fee: ($15 per 3-unit course) 3 x 15
   - **$75** Student Activity Fee: ($25 per 3-unit course) 3 x $25
   - **$30** Technology Fee (per on-campus session)

   **$4,335** TOTAL

   **$350** Deposit towards tuition and fees (non-refundable, due with registration)

   **$3,985** AMOUNT REMAINING

Students are responsible for purchase of textbooks and supplies. Included with registration materials is a list of textbooks and materials required for each MED course.

**HOUSING**

Housing is reserved with registration. Full payment for housing is due at the beginning of the on-campus session. 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 oral or written application, or violation of the attendance policy for the on-campus session (see Compulsory Withdrawal/Suspension below). The return of Title IV funds is based on the amount of time spent in academic attendance and has no relationship to the student’s incurred institutional charges. Up through the completion of 60 percent point in a term, a pro rata federal schedule is used to determine
the amount of Title IV funds earned at the time of withdrawal. After the 60 percent point, a student has earned 100 percent of the Title IV funds. After the last day to add a class, no tuition will be refunded as a result of a load adjustment from dropping a course.

The return of Title IV funds is the same for both a student-initiated withdrawal and a compulsory withdrawal or suspension. See the policy below under Involuntary Withdrawal/Suspensions. This refund policy is in compliance with Department of Education Title IV requirements. Federal financial aid refund percentages are calculated based on formulas published by and software received from the Department of Education.

Example: If a term is 100 days long and the student withdraws on the 20th day, 20 percent of the term has been completed resulting in an 80 percent reduction of the tuition and financial aid. If the student was billed for tuition of $10,000 and received financial aid of $6,000, the tuition would be reduced by $8,000 and financial aid reduced by $4,800. This will leave an $800 tuition charge that is still the responsibility of the student. Other charges will apply as stated in this section on refunds.

**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.

A financial aid packet is included in the registration packet. Financial aid grants may not be used to fund the tuition deposit required at registration.

Returning students who have previously received federal student loans must register by April 15 in order to remain in deferment status. The term of attendance for federal financial aid purposes will be considered to be April 15 through January 15. Federal aid will be earned on a prorated basis up to 60% of the term of attendance.

**THE ROBERT B. ASHLOCK AWARD**

Each year the faculty of the Master of Education Program select one third-year student to receive the Robert B. Ashlock Award. 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
Association of Christian Schools International (ACSI)
In April, 2007, The Master of Education Program was approved by the Association of Christian Schools International for the awarding of an ACSI certificate upon completion of the specialization in Educational Leadership or Integrated Curriculum and Instruction. 2007 graduates of the MED Program were the first graduates to receive such certificates.

Georgia Professional Standards Commission (GAPSC)
Georgia Professional Standards Commission (GAPSC) does not certify in Educational Leadership at the masters level. However, individuals holding a masters degree in any field, and who have a passing score on the Georgia content assessment in Educational Leadership may apply for a five year non-renewable certificate in educational leadership. In the state of Georgia an individual may be certified in educational leadership at the specialist level only.

CONDUCT, DISCIPLINE PROCEDURES AND APPEALS
The following general regulations regarding student conduct apply to Master of Education students while enrolled in the program.

1. Neither smoking, possession and use of alcohol and drugs, are permitted on campus.

2. Scripture specifically describes practices which are morally wrong, and are therefore unacceptable for all students while enrolled at Covenant College. Among these practices are drunkenness, adultery and fornication (defined as cohabitation and/or premarital sexual relationships of a heterosexual or homosexual nature), stealing, slanderous talk, gossip, profanity, lying, cheating, and possession of obscene or pornographic materials.

3. Plagiarism is considered morally wrong as well as a legal matter. Plagiarism involves quoting, paraphrasing or in other ways using sources without proper acknowledgment.

Violation of any of the regulations regarding conduct will be considered as grounds for discipline which could result in immediate dismissal.

Students accused of infractions of these regulations are given notice either in writing or in a disciplinary information meeting, so that the alleged misconduct is clearly understood. The student’s case is heard and decided by the Dean of the Master of Education Program.

The student may choose to appeal the decision to the Vice President for Academic Affairs, who may modify the decision of the Dean. Such an appeal must be submitted within two working days after the Dean’s decision. If the student wishes, the case may be further appealed to the President of the college. This appeal must be submitted within two working days after the decision by the Vice President.

The Graduate Council hears appeals from students regarding academic matters.
COURSE SEQUENCES
The Master of Education Program is designed to be completed within a three-year period. Students unable to complete the degree within three years may work out a part time schedule with their faculty advisor. All course work applied toward the degree must be taken within six years of the graduation date.

INTEGRATED CURRICULUM & INSTRUCTION SPECIALIZATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>Project in Integrated Curriculum and Instruction</td>
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EDUCATIONAL LEADERSHIP SPECIALIZATION

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Note these dates:
- **Dec-March 15**—Applications received and accepted
- **Feb-April 15**—Registration period
- **March 1**—Priority deadline for application for financial aid
- **March 15**
  - Application deadline
  - Priority financial aid awards
- **April 15**
  - Registration deadline
  - Official start date of pre-campus session
  - Term start date; fees assessed
  - Completion of all course work and financial obligations to college in order to graduate
- **April 16-May 1**
  - Late registration, $100 fee
  - Drop/add period
  - No registrations received after May 1
Individuals choosing to drop a course after May 1 will not receive a refund and are responsible to pay total course tuition and fees. This policy is in compliance with Federal and fiscal regulations. No exceptions may be made. See Refund Policy.

COURSE 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.

Occasionally due to unusual circumstances, a student is unable to complete the Master of Education Program within the six year limit. Application may be made to the Dean of the M.Ed. Program, to extend the program. If extended, continuation fees would apply.

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 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.

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

GRADUATION
Students who expect to finish all degree requirements and graduate in May of any given year must have completed all course and fiscal responsibilities by April 15 of the year in which the degree is to be awarded.

PLAGIARISM AND CHEATING
As is clear from the definition of plagiarism below, Covenant College includes under the more narrow term “plagiarism” most, if not all, academic misbehavior usually designated by the word “cheating”—that is, the giving or receiving of illegitimate assistance, especially under circumstances when not collaboration but one’s own individual work is expected and when a student presents material as his or her own individual work.

Plagiarism is inconsistent with good scholarship. Covenant College considers plagiarism a moral matter as well as a legal matter. It does this on the assumption that the function of a Christian college is not only to impart knowledge but also to nurture moral character.

- Plagiarism is a deception—of the instructor, obviously, but no less of the student writer. Cheating hides individuals from the encounter with who they really are, what they really can do, or what they can be.
- Plagiarism is a theft—of the materials themselves, but no less of the right of the cheater’s fellow students to equal consideration, for in effect, the plagiarized paper throws all other papers in competition with work that likely has already been judged superior.
- Plagiarism breeds a moral atmosphere which denies all students the dignity and freedom due them as human beings. Inevitably, one cheater throws the taint of suspicion upon all, the entire climate is poisoned, and mutual respect is endangered.
- Plagiarism perverts the values of humane education when the instructor is forced to give extraordinary attention to the integrity of the grade and can no longer assume the integrity of the student.
- Plagiarism is a sin, a violation of the Eighth Commandment. It is inimical to the values and ideals of a Christian educational institution.

PLAGIARISM DEFINITION
Plagiarism in student papers and assignments involves quoting, paraphrasing, or in other ways using sources without proper acknowledgment. Proper acknowledgment includes identifying the author and source of a quoted or paraphrased passage or other medium, and indicating clearly (by the appropriate use or omission of quotation marks) whether the passage is a quotation or merely a paraphrase.

- Students plagiarize if they submit as their own work, without appropriate documentation or quotation marks:
  - part or all of a written or spoken assignment copied from another person’s manuscript;
  - part or all of an assignment copied or paraphrased from a source, such as books, magazines, pamphlets, charts, maps, graphs, music scores or computer programs;
  - the sequence of ideas, arrangement of material, and pattern of thought of someone else, even though they express them in their own words.
- Students are accomplices in plagiarism and are equally guilty if:
  - they allow their paper, in outline or finished form, to be copied and submitted as the work of another;
they prepare a written assignment for another student and allow him/her to submit it as his/her work;
— they keep or contribute to a file of papers or speeches with the intent that these papers or speeches be copied and submitted as the work of someone other than the author.

**TO AVOID PLAGIARISM**

- Any quotation must be enclosed in quotation marks or, if lengthy, indented. Acknowledgment must be given to the correct author and source.
- In any paraphrase, the wording must be distinctly different from the original source. If the writer of the paper maintains any word order, distinctive phrasing and/or grammatical structure original with the author of the source, the student will have plagiarized unless he/she uses quotation marks. Also, acknowledgment must be given to the correct author and source when paraphrasing.

**PENALTIES FOR PLAGIARISM**

Covenant College assumes the honor and integrity of its students. If some should abuse this confidence, the college is prepared to act as follows:

- An instructor who finds proof of plagiarism will first of all discuss with the student the nature of the case, including its moral implications and its academic ramifications. Plagiarism normally results in a mark of zero for the plagiarized work. Instructors also have the right to fail the student in the course. They may, at their discretion, end the matter with their own action or pass the case on to their own department and/or to the department of the student’s major.
- The department may report flagrant violations to the administration with the recommendation for expulsion.
- Students have the right to appeal their case before the Vice President for Academic Affairs, then the Academic Standards Committee, and then the President. The President may choose not to hear the appeal.

*The previous definition and discussion are based in part on the “English Department Policy on Plagiarism” in the 1963 edition of the Memorandum to Instructors in Freshman English published by the Department of English at the University of Minnesota.*

**REGISTRATION**

- **Registration period**—February 1-April 15
- **Late Registration**—April 16-May 1, $100 fee applied
- **Course drop/add period**—April 16-May 1, $15 course change fee applied.
  
  **Individuals choosing to drop a course after May 1 will not receive a refund and are responsible to pay total course tuition and fees.**
  
  This policy is in compliance with Federal and fiscal regulations. No exceptions may be made. See Refund Policy.

On February 1, registration packets are available to Master of Education students. MED students may register through April 15 without penalty, and through May 1 with late registration fee.

Returning students may not register if carrying more than one incomplete course grade, if tuition/fees/fines are outstanding, or if there is any other unmet obligation to the college. Students also 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 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.*

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.*

**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**
This course provides a theoretical and empirical overview of contemporary leadership theories and the essentials of organizational behavior. Students will explore assumptions about human nature in leadership and followership, the personality and motivation of the leader, theories of leadership and participation focusing on the distinctions between transformational and transactional leadership, interpersonal dynamics in leadership, and organizational dynamics with an emphasis on organizational complexity and systems thinking. Attention will be given to leadership that is specific to educational settings using a case study approach. Three units. *Prerequisites: Edu 610, 620.*

**EDU 725 Development 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 judgments 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 school business management based upon a biblical perspective of leadership, planning, and stewardship of time and resources. Students study strategic planning, technology planning, budgeting, purchasing, and warehousing, scheduling and time management, records management, physical facilities planning, maintenance and operations, resource management and board relations. 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 20-25 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 2009

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

<table>
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<tr>
<th>Dec-Mar</th>
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<td>Apr 15</td>
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PRE-CAMPUS PHASE

| Apr 15 | Pre-campus phase officially begins |

ON-CAMPUS PHASE

| Jun 28 | Convocation Dinner for all students, faculty, personnel (evening) |

| Jun 29-Jul 3 | EDU 610 Foundations for Curriculum Development |
| | EDU 630 Learning Theory Applied to Teaching |
| | EDU 740 Supervision of Instruction |
| Jul 6-10 | EDU 620 Introduction to Research |
| | EDU 650 The School in Society |
| | EDU 730 Implementing Instructional Strategies |
| | EDU 745 School Law, Standards, and Policy |
| Jul 13-17 | EDU 712 Shaping School Curriculum K-12 |
| | EDU 720 Organizational Leadership |
| | EDU 725 Development of Personnel |
| | EDU 735 Integrative Approaches to Curriculum |
| | EDU 738 Research & Practice in Teaching Content Fields |
| | EDU 750 The Nature of Knowledge and Curriculum Integration |
| | EDU 760 School Business Management |

| Jul-Dec 31 | Completion of course requirements |
| See Course completion dates in the Academic section of this catalog |

POST-CAMPUS PHASE

| May 9, 2009 | Commencement |
| May 8, 2010 | Commencement |

MASTER OF EDUCATION PROGRAM

Abbreviated Calendars

2009
| Commencement May 9, 2009 |
| Convocation Dinner June 28 |
| On-campus session June 28-July 17 |

2010
| Commencement May 8, 2010 |
| Convocation Dinner June 27 |
| On-campus session June 27-July 16 |

2011
| Commencement May 7, 2011 |
| Convocation Dinner June 26 |
| On-campus session June 26-July 15 |

2012
| Commencement May 5, 2012 |
| Convocation Dinner June 24 |
| On-campus session June 24-July 13 |

2013
| Commencement May 4, 2013 |
| Convocation Dinner June 23 |
| On-campus session June 23-July 12 |

2014
| Convocation Dinner June 22 |
| On-campus session June 22-July 11 |
# 2009 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 29–Jul 3)</th>
<th>Week 2 (Jul 6–10)</th>
<th>Week 3 (Jul 13–17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 610</td>
<td>Edu 620</td>
<td>Edu 720</td>
</tr>
<tr>
<td>Foundations for</td>
<td>Introduction to</td>
<td>Year 1</td>
</tr>
<tr>
<td>Cur Development</td>
<td>Research (CORE)</td>
<td></td>
</tr>
<tr>
<td>(CORE)</td>
<td></td>
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<tr>
<td>Edu 630</td>
<td>Edu 745</td>
<td>Edu 725</td>
</tr>
<tr>
<td>Learning Theory</td>
<td>School Law,</td>
<td>Development and</td>
</tr>
<tr>
<td>Applied to Teaching</td>
<td>Standards, and</td>
<td>Management of</td>
</tr>
<tr>
<td>(CORE)</td>
<td>Policy (EL)</td>
<td>Personnel (EL)</td>
</tr>
<tr>
<td>or Edu 730</td>
<td>Implementing</td>
<td>or Edu 735</td>
</tr>
<tr>
<td></td>
<td>Instructional</td>
<td>Integrative</td>
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<tr>
<td></td>
<td>Strategies (ICI)</td>
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</tr>
<tr>
<td>Edu 740</td>
<td>Edu 650</td>
<td>Edu 760</td>
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<tr>
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<tr>
<td>Instruction (EL)</td>
<td>Society (CORE)</td>
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</tr>
<tr>
<td>or Edu 750</td>
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<td>Edu 760</td>
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<tr>
<td>The Nature of</td>
<td></td>
<td>School Business</td>
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<tr>
<td>Knowledge and</td>
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<td>Management (EL)</td>
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<tr>
<td>Cur Integration</td>
<td></td>
<td>or Edu 738</td>
</tr>
<tr>
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<td>Research and</td>
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<td></td>
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<td>Practice in</td>
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<td></td>
<td></td>
<td>Teaching Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fields (ICI)</td>
</tr>
</tbody>
</table>

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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.
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