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 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 (1-3 weeks), 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 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. 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 with registration (February – April). 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, reflection, 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. The on-campus phase is followed by 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’s, bachelor’s, and master’s degrees.
COVENANT COLLEGE MOTTO, THISTLE LOGO AND TARTAN

Covenant’s motto, “In all things Christ preeminent,” is based on the apostle Paul’s letter to the Colossian church, in which he reminds young believers of Jesus Christ’s central and exalted role in relationship to the created order: “He is the image of the invisible God, the firstborn of all creation. For by him in all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities— all things were created through him and for him. And he is before all things, and in him all things hold together. And he is the head of the body, the church. He is the beginning, the firstborn from the dead, that in everything he might be preeminent.” (Colossians 1:15-18)

Jesus Christ’s status as the firstborn of all creation is the foundation of Covenant’s educational mission, as the College seeks as a community of learning to know and celebrate his preeminence in all dimensions of existence.

The thistle has been used as a logo from the earliest days of the College and is used both in the College shield and M.Ed. crest. The thistle has a much longer history as the national symbol of Scotland. In the College’s context, the thistle points to the distinctly Scottish heritage of Presbyterianism. But for the Scots themselves it is a reminder of the legendary day in 1263 when the invading Vikings of King Haakon IV stepped on the prickly spurs and cried out in pain, thus alerting the sleeping Scots of their presence. The Norsemen would never rule over or attack the Scots again.

Offset in the right-hand side of the college shield is a swatch of Covenant tartan. Many academic shields contain some sort of symmetrical chevron, cross, or division. Covenant, in keeping with that tradition, employs a chevron in its shield. The swatch of plaid used for the chevron is derived from the Clergy tartan worn in the eighteenth and nineteenth centuries by Scottish pastors and employed by the College in various uses since its founding. The Covenant tartan is used in the Covenant M.Ed. hood.
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 Maclellan and Rymer 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 at a discounted price for M.Ed. Students, and may be purchased on a meal-by-meal basis. 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 250 on two floors. The first floor contains a variety of seating and furnishings that encourages engagement with library staff, faculty, and other students. Reading tables, individual study carrels, soft seating, and a coffee lounge offer a warm, inviting environment. Current print periodicals and the entire book collection are housed on this main level. The second floor is a quiet study area housing assignable SIP carrels, semi-private group study rooms, a campus art gallery, the Writing Center, a seminar classroom, and a room for receptions and other special events. The Library’s audio-visual collection is stored on the second floor, along with the College Archives, back issues of print periodicals, and the microform collection. The Library provides public computers appropriately equipped for research purposes and wireless access to the campus network as well as Wi-Fi connectivity.

Current print and multi-media collections exceed 100,000 volumes. In addition, the Library owns over 60,000 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 e-mail. 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 100 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.

**TECHNOLOGY 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 802.11g/n standard with WPA2 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.

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 by having a car.
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.

FACULTY

Jack E. Beckman, Associate Professor of Education (2004), & Coordinator of the Integrated Curriculum and Instruction Specialization, 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 L. Drexler, Dean of Education and Social Sciences (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), 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.


Rebecca E. Pennington, Associate Professor of Education (2002), Ed.D., University of Tennessee at Chattanooga; M.Ed. and 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 Education, 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 15-Apr 15 - Registration period
Mar 1 - Priority deadline for submission of financial aid application
Mar 15 - Application deadline
- Priority financial aid awards
Apr 15 - Registration deadline
- Official start date of pre-campus session
- Term start date; fees assessed
Apr 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 academic paper demonstrating academic capability. The sample may be an academic paper previously written, or an academic essay focusing on a problem of special concern in education, or a brief paper written in which an idea related to that problem is developed. The academic writing sample must be a minimum of five pages, in academic form, and include appropriate citations. The sample 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.

9. International candidates must complete Declaration and Certification of Finances form prior to submitting an application for admission. See Admissions Procedure for International Students section of this catalog.
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 from a regionally accredited college or university, 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.
   **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.
3. A credible written profession of faith in Jesus Christ as Lord and Savior.
4. Official transcripts of all undergraduate and graduate course work.
5. Two completed recommendation forms from educators.
6. A sample academic paper demonstrating academic capability. The sample may be an academic paper previously written, or an academic essay focusing on a problem of special concern in education, or a brief paper written in which an idea related to that problem is developed. The academic writing sample must be a minimum of five pages, in academic form, and include appropriate citations. The sample 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 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.
8. If the applicant is not working in a school situation, a statement is required from a school administrator that the applicant will have access to school situations where principles learned in class can be directly applied.
After an application and all supporting materials are received, an applicant is notified of his or her acceptance into the program, his or her status (special, provisional, or regular), and an academic advisor is assigned. Applications for financial aid are included 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 applying 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. Fellows will be charged the appropriate tuition rate with an offsetting Covenant Fellows Grant applied to result in the effective rate of $33 per credit hour charge. These hours may apply toward 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 the same effective tuition rate, if seats are available 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)
- $495 Tuition per semester hour unit
- $15 Materials fee (per 3-unit course)
- $28 Student activity fee (per 3-unit course)
- $40 Technology fee (per on-campus session)

**HOUSING**
- $120 Room per week (7 days, subject to change)

**SPECIAL**
- $15 ID card
- $15 ID card replacement fee
- $100 Late registration fee
- $125 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 in tuition 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, and is requested by the M.Ed. student.

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

or rebecca.dodson@covenant.edu

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 15-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.

Withdrawal from courses may be accomplished by written notification to the Associate Dean of the program. See Refund Policy for refund of tuition.
On February 15, registration information is made 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 for admission:
   - The $50 application fee. *Early Application Bonus—for all applications and materials (must include application, references, writing sample, statement of faith) postmarked by January 15, the $50 application fee will be waived.*
2. Submitted with the registration form:
   - $400 non-refundable deposit towards tuition and fees
   - application for financial aid, if applicable
   - Covenant College accepts payments from an e-check or some major credit cards (MasterCard & Discover) for student accounts at Scots.Covenant.edu. A processing fee is accessed based on the payment method and amount of payment.

Details regarding this payment process are included in the registration information packet.
Tuition and fees are assessed on April 15. Interest will be added at the end of May and each successive month on the last business day of the month at 4:00 pm on any 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:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: Total semester hours: 9 x $495</td>
<td>$4,455</td>
</tr>
<tr>
<td>Course Materials Fee: ($15 per 3-unit course) 3 x 15</td>
<td>$45</td>
</tr>
<tr>
<td>Student Activity Fee: ($28 per 3-unit course) 3 x $28</td>
<td>$84</td>
</tr>
<tr>
<td>Technology Fee (per on-campus session)</td>
<td>$40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$4,619</strong></td>
</tr>
<tr>
<td>Deposit towards tuition and fees <em>(non-refundable, due with registration)</em></td>
<td>$400</td>
</tr>
<tr>
<td><strong>AMOUNT REMAINING</strong></td>
<td><strong>$4,219</strong></td>
</tr>
</tbody>
</table>

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 once the on-campus session begins. Housing is not available for family members.

**REFUND POLICY**

Refunds are granted only upon written application to the Dean or Associate Dean of the Graduate School of Education 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 or Suspension below).

The federal Title IV pro rata percentage will determine the refund or reduction based on the amount of time spent in academic attendance and has no relationship to the student’s incurred institutional charges. This pro rata percentage is used to determine the percentage adjustment at the time of withdrawal up through the completion of the 60 percent point in a term. After the 60 percent point, a student has earned 100 percent of the expenses and financial aid for the term. After the last day of late registration (May 1), no tuition will be refunded as a result of a load adjustment from dropping a course.

This refund policy is in compliance with the Federal Department of Education Title IV requirements. All financial aid reductions 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 charged will apply as stated in this section on refunds.

**INVoLUNtaRY WeITHDRAwAL Or SuSPENSION**
A student who is dismissed for disciplinary reasons will still receive a pro rata percentage reduction of financial aid consistent with federal regulation noted above. Tuition charges will be refunded at a rate of one half the financial aid pro rata percentage.

*Example*: Following the example under Refund Policy above, a student who is involuntarily withdrawn on the 10th day would receive an 80
percent pro rate reduction in financial aid, and a 40 percent refund of tuition (one half the financial aid percentage). Tuition charges would be refunded $4,000 and financial aid would still be reduced by $4,800. This will leave a $4,800 tuition charge that is still the responsibility of the student. Other charges will apply as stated in Refund Policy.

$10,000 Tuition Charges less $4,000 refund ($10,000 x .40) = $6,000 Adjusted Tuition Charge

$6,000 Financial Aid less $4,800 reduction ($6,000 x .80) = $1,200 Adjusted Available Aid

$4,800 Remaining Tuition Charge

**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 information 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 with questions about their program of study.

ENROLLMENT STATUS
Students 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 M.Ed. Program were the first graduates to receive such certificates.

CHRISTIAN SCHOOL INTERNATIONAL (CSI)
Graduates of the specialization in Educational Leadership satisfy the requirements for administrator certification from Christian Schools International.

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 (GACE) in Educational Leadership,
and hold a leadership position in a Georgia (assumed) school, 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. See extended statement regarding Plagiarism in this catalog, p.33.*

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 Graduate School of Education.

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.

Educational Leadership Specialization

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

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<tbody>
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<tr>
<td>Edu 620</td>
<td>Introduction to Research</td>
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<tr>
<td>Edu 712</td>
<td>Shaping School Curriculum, K-12</td>
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<tr>
<td>Edu 630</td>
<td>Learning Theory Applied to Teaching</td>
<td>Year 2</td>
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<tr>
<td>Edu 730</td>
<td>Implementing Instructional Strategies</td>
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<tr>
<td>Edu 735</td>
<td>Integrative Approaches to Curriculum</td>
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<tr>
<td>Edu 650</td>
<td>The School in Society</td>
<td>Year 3</td>
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<tr>
<td>Edu 738</td>
<td>Research and Practice in Teaching Content Fields</td>
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<tr>
<td>Edu 750</td>
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<tr>
<td>Edu 790</td>
<td>Project in Integrated Curriculum and Instruction</td>
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COURSE COMPLETION DATES

EDU 610 Foundations for Curriculum Development Nov 1
EDU 620 Introduction to Research Dec 31
EDU 630 Learning Theory Applied to Teaching Dec 15
EDU 650 The School in Society Oct 15
EDU 712 Shaping School Curriculum, 7-12 Dec 1
EDU 720 Organizational Leadership Dec 1
EDU 725 Development of Personnel Oct 15
EDU 730 Implementing Instructional Strategies Nov 15
EDU 735 Integrative Approaches to Curriculum Oct 15
EDU 738 Research and Practice in Teaching Content Fields Nov 15
EDU 740 Supervision of Instruction Dec 15
EDU 745 School Law, Standards and Policy Nov 15
EDU 750 The Nature of Knowledge & Curriculum Integration Dec 15
EDU 760 School Business Management Nov 15
EDU 785 Field Experience in Educational Leadership Mar 1
EDU 790 Project in Integrated Curriculum and Instruction Mar 1

Important calendar dates:

• **Dec-March 15**—Applications received and accepted

• **Feb 15-April 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
  —Completion of all course work and financial obligations to the 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 Graduate School of Education, 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.

EDUCATIONAL LEADERSHIP SPECIALIZATION
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)

INTEGRATED CURRICULUM & INSTRUCTION SPECIALIZATION
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)
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. 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; 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 Admission Requirements, pg. 12.*

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

**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 bides 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.

According to the MLA Handbook for Writers of Research Papers (7th ed.; 2009; print; p. 52), plagiarism is:

Derived from the Latin word plagiarus (“kidnapper”), to plagiarize means “to commit literary theft” and to “present as new and original an idea or product derived from an existing source” (Merriam-Webster’s Collegiate Dictionary [11th ed.; 2003; print]). Plagiarism involves two kinds of wrongs. Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud.

In its discussion of the nature of plagiarism, the MLA Handbook for Writers of Research Papers (7th ed.; 2009; print; p. 56) also notes three “less conspicuous forms of plagiarism,” including “the failure to give appropriate acknowledgment when repeating or paraphrasing another’s wording, when taking a particularly apt phrase, and when paraphrasing another’s argument or presenting another’s line of thinking.”

Examples of plagiarism include, but are not limited to, the following:
• Part or all of a written or spoken assignment copied from another person’s manuscript without proper documentation

• Part or all of an assignment copied or paraphrased from a source (books, journals, newspapers, magazines, digital resources, web sites, charts, graphs, music scores, sound recordings, video recordings) without proper documentation

• Presenting as original (or paraphrased) the sequence of ideas, arrangement of material, or pattern of thought contained in another person’s work

• Allowing a paper, in outline or finished form, to be copied and submitted as the work of another person

• Preparing an assignment for another student and allowing him/her to submit it as his/her own work

• Keeping a written or digital archive of documents with the intent that they be copied and submitted as the work of another person

A paraphrase is the rewording of another’s ideas or the summary of another’s work, and even if the wording is distinctly different from the original source, the original source should be cited. If a person copies a distinctive phrase or description using the same words and word-order of the original source, these should be enclosed in quotation marks, with an appropriate reference.

To avoid plagiarism, the *MLA Handbook for Writers of Research Papers* (7th ed.; 2009; print; p. 61) suggests:

• making a list of the writers and viewpoints you discovered in your research and using this list to double-check the presentation of material in your paper

• keeping the following three categories distinct in your notes: your ideas, your summaries of others’ materials, and exact wording you copy

• identifying the sources of all material you borrow—exact wording, paraphrases, ideas, arguments, and facts

• checking with your instructor when you are uncertain about your use of sources

For more information on plagiarism, see http://abacus.bates.edu/cbb.
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.

- Instructors should notify the Office of Academic Affairs and the Office of Institutional Research of particular instances of plagiarism.

- The department may report flagrant violations to the administration with the recommendation for expulsion.

- All parties have the right to appeal their case before the chief academic officer, then the academic standards committee, and then the president. The president may choose not to hear the appeal.

Program and Specialization Outcomes

Mission: The mission of the Covenant College Master of Education Program is to develop and equip biblically faithful educators.

Program Outcomes:

- Use theologically and culturally Reformed ideas and concepts to think about, talk about, and implement educational practice.

- Demonstrate intellectual maturity through curiosity, patience, intellectual honesty, critical discernment, humility, and a tolerance for complexity and ambiguity.

- Facilitate needed change to close the gap between the current situation (the “is”) and the desired situation (the “ought”).

- Demonstrate confidence and boldness in the biblically faithful critique and implementation of educational practice.

- Demonstrate compassionate treatment of and collaboration with all members of the school community.
• Apply common grace insights in leadership and curriculum and instruction.
• Describe the roles of schools in society over time.
• Critique all forms of research related to educational research, conduct empirical research for improvement and enhancement of educational practice, and apply findings from learning theory research to the design and delivery of instruction and supervision.

**Educational Leadership Specialization Outcomes:** The educational leadership specialization provides graduate instruction which enables students to practice:

• Organizational leadership in terms of systems thinking and application, leadership traits, skills, and styles, organizational culture, and field experience.
• Instructional leadership for collaborative supervision and evaluation of instruction, professional learning for teacher growth, curriculum leadership, and field experience.
• Administrative leadership in areas of fiscal resources and management, school law, physical plant management, strategic planning, personnel management, and field experience.

**Integrated Curriculum and Instruction Specialization Outcomes:** The integrated curriculum and instruction specialization provides graduate instruction which enables students to:

• Develop integrative instructional strategies for solving problems, making connections within subjects, with other subject areas, and with the everyday world.
• Develop integrative units and/or courses of study which include the ability to select worthy themes, develop guiding questions and essential understandings, relate biblical truth to the subject matter, and make meaningful connections between academic disciplines.
• Use an understanding of the structure of knowledge and knowing as a basis for integrating the curriculum.
REGISTRATION

• **Registration period**—February 15-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 March 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 Graduate School of Education 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*
This course focuses on the process of designing curricula that are integrated and conceptually focused. Units of instruction are designed which focus on major enduring understandings and principles, and reflect a biblical worldview, resulting in instruction that enables classroom teachers to engage their students and help them remember and apply the concepts they learn. Teachers in the course also study the process of change within school communities to encourage adoption of more integrative approaches to education where appropriate. Three units. *Prerequisites:* Edu 610, 630.

EDU 738  *Research and Practice in Teaching Content Fields*
An in-depth study of 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 2011

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

Dec-Mar  Receipt of application and supporting materials for admission
Feb 15-Apr 15  Registration period
   Apr 15     Official start date of pre-campus session
               Completion of all course work and financial
               obligations in order to graduate
Apr 16-May 1   Late registration period—$100 fee
               Drop/Add period

PRE-CAMPUS PHASE

Apr 15     Pre-campus phase officially begins

ON-CAMPUS PHASE

Jun 26     Convocation Dinner for all students, faculty,
            personnel (evening)
Jun 27–Jul 1 Edu 610 Foundations for Curriculum Development
                Edu 630 Learning Theory Applied to Teaching
                Edu 740 Supervision of Instruction
                Edu 750 The Nature of Knowledge and Curriculum Integration

Jul 4–8      Edu 620 Introduction to Research
             Edu 650 The School in Society
             Edu 730 Implementing Instructional Strategies
             Edu 745 School Law, Standards, and Policy
Jul 11–15    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 760 School Business Management

POST-CAMPUS PHASE

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

May 7, 2011  Commencement
MASTER OF EDUCATION PROGRAM

*Abbreviated Calendars*

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
Commencement May 10, 2014
Convocation Dinner June 22
On-campus session June 22-July 11

2015
Commencement May 9, 2015
Convocation Dinner June 28
On-campus session June 29-July 17

2016
Commencement May 7, 2016
Convocation Dinner June 26
On-campus session June 27-July 15
## 2011 Course Sequence Chart

**Educational Leadership (EL) Specialization**

**Integrated Curriculum and Instruction (ICI) Specialization**

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

<table>
<thead>
<tr>
<th>Week 1 (Jun 27–Jul 1)</th>
<th>Week 2 (Jul 4–8)</th>
<th>Week 3 (Jul 11–15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU 610</strong>&lt;br&gt;Foundations for Cur Development (CORE)</td>
<td><strong>EDU 620</strong>&lt;br&gt;Introduction to Research (CORE)</td>
<td><strong>EDU 720</strong>&lt;br&gt;Organizational Leadership (EL) &lt;br&gt;or&lt;br&gt;<strong>EDU 712</strong>&lt;br&gt;Shaping School Curriculum K-12 (ICI)</td>
</tr>
<tr>
<td><strong>EDU 630</strong>&lt;br&gt;Learning Theory Applied to Teaching (CORE)</td>
<td><strong>EDU 745</strong>&lt;br&gt;School Law, Standards, and Policy (EL) &lt;br&gt;or&lt;br&gt;<strong>EDU 730</strong> Implementing Instructional Strategies (ICI)</td>
<td><strong>EDU 725</strong>&lt;br&gt;Development and Management of Personnel (EL) &lt;br&gt;or&lt;br&gt;<strong>EDU 735</strong> Integrative Approaches to Curriculum (ICI)</td>
</tr>
<tr>
<td><strong>EDU 740</strong>&lt;br&gt;Supervision of Instruction (EL) &lt;br&gt;or&lt;br&gt;<strong>EDU 750</strong> The Nature of Knowledge and Cur Integration (ICI)</td>
<td><strong>EDU 650</strong>&lt;br&gt;The School in Society (CORE)</td>
<td><strong>EDU 760</strong>&lt;br&gt;School Business Management (EL) &lt;br&gt;or&lt;br&gt;<strong>EDU 738</strong> Research and Practice in Teaching Content 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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