2012-13 MASTER CATALOG

Master of Education Program • Master of Arts in Teaching Program
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.
Covenant College

WHO WE ARE AND WHERE WE BEGAN

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 graduate degrees in education. 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.

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

The official purpose statement of Covenant College is included in the Appendices.
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 July, 2002.

**Graduate School of Education**

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.

The Graduate School of Education at Covenant College provides a Christian community for graduate study. Prior to
the on-campus session students prepare by reading books and articles, collecting information, and writing reflectively. When students arrive on campus for the three-week on-campus session, the anticipation of discourse with Christians about the nature of education is realized. Students share their lives, their thoughts, and their plans which results in a support network of Christian educators. Covenant graduate students learn how their faith relates to their work with learners who bear the image of God. Three graduate degree programs make up the Graduate School of Education: Master of Arts in Teaching and Master of Education in either Educational Leadership or Integrated Curriculum and Instruction.

MASTER OF ARTS IN TEACHING PROGRAM

The Master of Arts in Teaching program (MAT) is a 34 credit-hour program that leads to initial state teacher certification in one of the following content areas:

- **Middle grades (4-8): language arts, mathematics, science, social studies**
- **Secondary fields: art, biology, chemistry, economics, English, French, history, mathematics, physics, Spanish, and theatre**
- **Secondary biblical studies is also available but does not lead to initial state teacher certification**
- **Elementary, middle, and secondary fields (P-12): art, drama**

Initial certification from the Association of Christian Schools International (ACSI) is available in the above fields for graduates of the MAT program.

The MAT is a three semester cohort program emphasizing:

1. **Research.** One innovative aspect of the MAT is the emphasis on classroom research. This focus enables candidates to understand the value and limitations of educational research and to develop the values of self observation and self reflection as they conduct action research through various courses.
2. **Collaboration.** The MAT program benefits from close collaboration with colleagues from other academic departments in the college. Content specialists from other disciplines work with the Education Department in transcript review, remediation plans as needed, collaboration, and supervision of student teaching.

3. **Critical teacher shortage.** The MAT program offers degrees leading to certification in the following areas in which there are teacher shortages: Spanish, French, mathematics, biology, chemistry, and physics.

4. **Clinical Practice.** MAT students will complete hundreds of hours of clinical practice during both the fall and spring semesters.

For most students, the MAT will be completed in one year with six credit hours in the summer term, 12 credit hours during the fall term, and 16 credit hours during the final spring term. Students can choose to complete the MAT over a two-year course of study.

**MASTER OF EDUCATION PROGRAM**

The Master of Education program (MED) is a 30 credit-hour program with two specializations: Educational Leadership (EL) and Integrated Curriculum and Instruction (ICI). Educational leadership is an approved program for certification in states other than the state of Georgia. Both specializations are approved by the Association of Christian Schools International (ACSI) for certification.

The MED program is a blended program incorporating technology and traditional delivery methodology. Each course consists of three phases: pre-campus, on-campus, and post-campus.

**Pre-campus phase:** The pre-campus phase begins with registration (February–April) and includes significant course work within a variety of assignments: reading of texts and articles, writing, analysis, data gathering, and reflection. The intent of the pre-campus work is to give background to and prepare students for the on-campus phase.
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. Classes are held 8:30 am to 5:00 pm, Monday through Friday.

Post-campus phase: The post-campus phase consists of projects, exams, research, or papers in which students apply what they are learning to their own school settings. This phase concludes on December 31.

EDU 785 (EL) and EDU 790 (ICI) are capstone courses and as such are the last course taken in the third year of the program. These courses conclude March 1.

Students completing 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 MED 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 apply.
General Information

ACCREDITATION

Covenant College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 3033-4097, 404.697.4500) to award associate, bachelor, and masters degrees.

ADVISORS

All individuals admitted to the Graduate School of Education are assigned an academic advisor. Students are encouraged to contact their advisor with questions about their program of study.

AUDITING

Because the effectiveness of the program is directly related to active participation of students in all assignments, no auditing of courses is permitted in any graduate program.

CONDUCT, DISCIPLINE PROCEDURES AND APPEALS

The following general regulations regarding student content apply to Graduate School of Education students.

1. *Smoking and possession and use of alcohol and drugs are not 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 involves quoting, paraphrasing, or in other ways using sources without proper acknowledgment. See extended statement regarding plagiarism in this catalog.*
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 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.

**FACULTY AND PERSONNEL**

**FACULTY**


*Kevin J. Eames*, Associate Professor of Psychology and 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., Reformed Theological Seminary; M.Ed., 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), and director of Master of Arts in Teaching Program, 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) and Coordinator of the Integrated Curriculum and Instruction Specialization, 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
Mary Brooks, Administrative Assistant to the Master of Arts in Teaching Program (2010) M.A., Regent University; B.A., Clearwater Christian College.
Rebecca J. Dodson, Assistant Professor of Education (1975) and Associate Dean of Education, M.S., Southern Illinois University at Edwardsville; B.A., Covenant College.


FINANCIAL AID

To be considered for financial assistance an individual must be accepted and registered in the Graduate School of Education for a minimum of six semester hours. Eligibility for assistance is established through financial aid applications submitted annually to the Financial Aid Office at Covenant College. With the exception of the Church Partnership Grant, financial assistance is based on financial need. Covenant College uses the standard federal calculations to determine financial need.

Financial aid information is included with the registration packet. Financial aid grants may not be used to fund tuition deposits.

Returning students who have previously received federal student loans must register within 90 days from the last end term date to remain in deferment status.

Federal aid will be earned on a prorated basis up to 60% of the term of attendance.

GRADES

Grades in the Graduate School of Education have the following meaning. Professors may modify standard letter grades with a plus or minus with the exception of A+.

A. Represents work of distinctly superior quality and quantity accompanied by unusual evidence of initiative, thoroughness and originality.

B. Represents 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. Represents failure. The standing of any student earning an F will be reviewed for continuation in the program. The course must be repeated to be applied toward the degree.

I. Represents incomplete course work. May be given to a student who has a valid reason for not completing some requirements of the course. Any Incomplete (I) granted for a course not completed by the date specified will be replaced with an F. All work for a course with an incomplete grade must be submitted to the instructor by the specified date or on the Monday morning following if the specified date falls on a weekend. Financial aid eligibility for the next term (MAT) is determined based on the resulting grade point average.

W. Represents 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.

SPECIFIED DATES:

- Incomplete received in MAT summer term must be completed by August 15
- Incomplete received in MAT fall term must be completed by January 3
- Incomplete received in MAT spring term must be completed by May 18
- Incomplete received in MED term must be completed by April 1

Students may not register for additional coursework with more than one incomplete course grade. An Incomplete Grade Request Form must be discussed and agreed to by student and instructor prior to the conclusion of the term in order for an incomplete course grade to be granted. Forms are available from the office of the Graduate School of Education.
GRADE POINT AVERAGE

Grade point averages are computed on a 4.0 scale; an A is assigned the value of 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 minimum grade point average of 3.0 is required for continuation in the program and for completion of the degree.

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 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 90,000 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. Discovery of almost all Library resources is available through a single interface, WorldCat® Local, that provides increased exposure to materials held locally and worldwide.

Graduate students may use WorldCat® Local to check item availability and shelf location in addition to managing their own accounts. The Library will ship circulating items from its collections to graduate students and pay postage costs. Graduate students are responsible for returning checked-out items (including return shipping costs) in a timely manner. Through its membership in OCLC, the world’s largest provider of bibliographic services, the Library networks with over 18,000 other institutions worldwide to provide interlibrary loan access and document delivery service to over 100 million library items. Graduate students may contact Library staff to initiate interlibrary loan requests.

The Library’s website, http://library.covenant.edu provides more detailed information on policies, collections, and services

PLAGIARISM

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.

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

Derived from the Latin word *plagiarius* (“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, 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.*

**TECHNOLOGY SERVICES**

Technology available to Covenant graduate students consists of computer laboratories, e-mail, access to the internet, software, printers, and wireless capability. The standard computer software used at Covenant College is Microsoft Office.
Graduate students are expected to be literate in the use of Word, PowerPoint, Excel, e-mail, and the Internet.

Wireless internet access is available throughout the college campus. It is based on the 802.11 g/n standard with WPA2 encryption. Any wireless card that supports that standard will work in the residence halls, library, and classroom buildings. To access the wireless network, personal computers will need to be equipped with the appropriate wireless card. Additional details are included in the registration packet.

E-mail is a primary means of communication. Personal e-mail accounts are required of all graduate students to communicate with faculty, personnel, and fellow students. A student’s primary e-mail address is required upon admission and is on file with the graduate office. Upon acceptance into the Graduate School of Education, students are assigned a Covenant username, password and Banner ID, and Covenant e-mail account. The Covenant e-mail account, rather than a primary home account, is used for communication while enrolled at Covenant. The Covenant student Banner account is the vehicle used for posting e-bills and financial aid information.

TRANSFER CREDITS

Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for the MAT or MED programs 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 MAT or MED degree.*

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

- *Transfer course work will be evaluated in terms of level, context, quality, comparability, and degree program relevance by the*
appropriate professor and the Dean of the Graduate School of Education. Approval of any transfer credit must be granted prior to registration for the term. Transfer credit forms are included in the application packet and may be submitted as part of the application process.

WITHDRAWAL REFUND POLICY

When a student formally withdraws from the college, leaves the college without notice, or does not return from an approved leave of absence, adjustments may result from the refund of expenses and the reduction of financial aid. The date of withdrawal is determined by written application or violation of the attendance policy. See Withdrawal or Suspension below.

The federal Title VI 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, 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 $4,000. 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.
WITHDRAWAL OR SUSPENSION--INVOLUNTARY

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
Master of Arts in Teaching Degree Program

ADMISSIONS

An application packet may be obtained by contacting the MAT office or downloading a packet from www.mat.covenant.edu.

MASTER OF ARTS IN TEACHING
GRADUATE SCHOOL OF EDUCATION
COVENANT COLLEGE
14049 SCENIC HIGHWAY
LOOKOUT MOUNTAIN, GA 30750
888.563.9294
mat@covenant.edu
www.mat.covenant.edu

Application for admission and accompanying documentation must be submitted on or before April 1, 2012.

ADMISSIONS CALENDAR

Dec-April 1 - Applications received

Apr 1-May 1 - Faculty interview scheduled
- Admissions closed, and applicants notified
- Application for financial aid

Apr 15-May 13 - Registration; materials available on website
- 8 hour observation for EDU 540

May 14-May 22 - Late registration
- Drop/Add period
- $100 late registration fee

May 23 - Tuition and fees assessed

May 23-Aug 1 - Summer term dates

Individuals choosing to drop a course after May 22 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 MAT Program, the following is required:

1. Hold a baccalaureate degree from a regionally accredited college or university.
   
   A. Applicants having completed a major in any of the following content fields will be eligible for secondary certification (grades 6-12) upon completion of the MAT degree: biology, chemistry, economics, English, French, history, mathematics, physics, and Spanish. A major in biblical studies will lead to secondary certification by the Association of Christian Schools International.

   B. Applicants having completed a major with concentrations of at least 15 semester hours in two of the following content fields will be eligible for middle grades certification (grades 4-8) upon completion of the MAT degree: language arts, mathematics, science, social studies.

   C. Applicants having completed a major in art or drama will be eligible for certification in grades P-12 upon completion of the MAT degree.

2. Minimum grade point average of 3.0 on relevant courses in the content field.

3. Passing scores on GACE Basic Skills (Georgia Assessment for the Certification of Educators) or exemption through SAT, ACT, or GRE scores. Official score reports are required.

4. Passing scores on the appropriate GACE Content Assessment (Georgia Assessment for the Certification of Educators).

5. Transcript analysis.

6. Content Standards Diagnostic.

7. Academic paper—minimum of five pages in length with appropriate citations and academic form. Paper will be examined for coherence of thought, organization, spelling, and punctuation.
8. Written statement of faith in Jesus Christ.
9. Two references.
10. Completion of a course in special education from a regionally accredited college or university.
11. Completion of a course in educational psychology from a regionally accredited college or university.
12. Interview with a MAT faculty member.
13. Letter of cooperation from the head of school if the applicant is employed as a teacher and wishes to use employment towards clinical practice requirements.
14. Completion of Declaration and Certification of Finances form by all international applicants.

ADMISSION PROCEDURES

The following is to be submitted to be considered for admission to the MAT:

1. A completed application form.
2. Payment of the application fee: $50.00, non-refundable.
3. Official transcripts of all undergraduate and graduate course work.
4. Official score report of GACE Basic Skills. If exempt from GACE Basic Skills, submit official score report verifying qualifying exemption scores on SAT, ACT, or GRE. GACE website: www.gace.nesinc.com. Additional information is provided in the application packet.
5. Official score report of GACE Content Assessment. GACE website: www.gace.nesinc.com. Additional information is provided in the application packet.
6. Content Standards Diagnostic. Diagnostic form provided in application packet.
7. Sample academic paper by the applicant which demonstrates 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 an academic paper in which an idea related to a problem is developed. The academic paper must be a minimum of five pages, in academic form including appropriate citations. The paper will be examined for coherence of thought, organization, spelling and punctuation.

8. A written profession of faith in Jesus Christ as Lord and Savior; one page in length, typed.

9. Two completed reference forms from educators.

10. Official transcript showing completion of a course in special education from a regionally accredited college or university.

11. Official transcript showing completion of a course in educational psychology from a regionally accredited college or university.

12. Personal campus interview with a faculty member of the MAT Program to be arranged by the Graduate School of Education upon receipt of application materials.

13. Letter of cooperation from the head of school if applicant is employed as a teacher and wishes to use employment towards clinical practice requirements.

14. Declaration and Certification of Finances form completed and submitted by international applicants.

ADMISSION PROCEDURES FOR INTERNATIONAL APPLICANTS

In addition to completing the Admission Procedures, international applicants must complete a Declaration and Certification of Finances form. The form is provided in the application packet and available at www.mat.covenant.edu. Since paperwork for a student visa cannot be issued without a guarantee of finances, an international applicant’s application for admission will not be processed until a written guarantee that the applicant’s finances will be covered while enrolled as a student at Covenant College has been received.
One to two months should be allowed for processing the Declaration and Certification of Finances and two months minimum should be allowed to obtain a student visa.

**ADMISSION STATUS**

**Reg ular Student Status** - An applicant who meets all admission requirements to the MAT is accepted as a regular student. Regular student status is required for admission to the Teacher Education Program and to complete the MAT degree.

To maintain regular student status a minimum 3.0 grade point average must be earned throughout enrollment in the MAT program.

**Provisional Student Status** - An applicant not having fully met admissions criteria may be considered for provisional admission. 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 six hours of course work; no more than six hours taken while in this category may be applied toward the degree. A student must maintain a minimum grade point average of 3.0 (on a 4.0 scale) on courses taken as a provisional student. Regular student status is required for the MAT degree to be granted.

**FINANCIAL INFORMATION**

**FEES AND EXPENSES:**

**Tuition**

- **$515**  Tuition--per term per hour (1-11 hours)
- **$3090**  Tuition--summer term (6 hours)
- **$6180**  Tuition--per term fall and spring (12-16 hours)

**Fees**

- **$50**  Application fee (non-refundable, payable with application)
- **$400**  Enrollment deposit, summer term only, applied towards balance
$100  Late registration fee  
$500  Continuation fee (applicable when program is extended beyond six years)  
$15  Course change fee  
$6  EDU 550 History and Philosophy fee  
$12  EDU 580 Clinical Practice I fee (SPAIGE and CEJ memberships)  
$125  EDU 595 Clinical Practice II, Graduation fee  
$15  ID card fee  
$50  Parking fee, yearly fee payable fall term  
$28  Student Activity fee per course, summer term  
$12  Student Activity fee per course, fall and spring terms  
$40  Technology fee, summer term  
$75  Technology fee, fall term  
$60  Technology fee, spring term  

No student may register for additional courses until all previous financial commitments have been satisfied. Financial aid grants may not be used to fund the Enrollment deposit required at registration. Enrollment deposit is not refundable.

SUMMARY OF FEES AND EXPENSES PER TERM--
2012-2013 ACADEMIC YEAR

1. Summer Term
   A. Tuition: 6 hours: 6 x $515 = $3090
   B. Student Activity Fee ($28 per course): 3 x $28 = $84
   C. Technology Fee: = $40
   D. ID card Fee: = $15
   TOTAL = $3229
   Non-refundable Enrollment deposit due at registration = $400
   Amount remaining = $2829

2. Fall Term
   A. Tuition: 12-16 hours: 12 x $515 = $6180
   B. Clinical Practice I fee: $12 SPAIGE and CEJ membership = $12
   C. Parking fee: = $50
   D. Student Activity fee (per course) for fall and spring: 4 x $12 = $48
E. Technology Fee: = $60
TOTAL = $3229
Non-refundable Enrollment deposit due at registration = $400
Amount remaining = $2829

3. SPRING TERM
A. Tuition: 12-16 hours: 12 x $515 = $6180
B. EDU 550 History and Philosophy fee: = $6
C. EDU 595 Clinical Practice II graduation fee: = $125
D. Student Activity fee (per course) for fall and spring:
   4 x $12 = $48
E. Technology Fee:
   = $60
TOTAL = $6413

4. TUITION TOTAL MAT DEGREE: $16007

PAYMENT SCHEDULE AND INFORMATION
1. Submitted with application for admission: $50 application fee.
2. Submitted with pre-registration for summer term only:
   A. $400 non-refundable enrollment deposit towards tuition
   B. Application for financial aid, if applicable
3. An enrollment deposit is not required for fall and spring pre-registration.
4. Covenant College accepts payment by cash or check to the Accounting Office or on-line by e-check, MasterCard, or Discover for student accounts. For on-line payment, go to scots.covenant.edu. A processing fee is assessed for on-line payment based on payment method and amount of payment.
5. Details regarding payment are included in the registration packet.
6. Students are responsible to verify their account balance through their Banner account. No paper account statements are posted. College office will also communicate with students via their Covenant College e-mail account.
6. Students are responsible for purchase of textbooks and supplies. Included with the registration packet is a list of textbooks and materials required for each course in the MAT program.

REGISTRATION

Summer Term

Apr 15-May 13 - Registration; materials available on website
Apr 15-May 31 - 8 hour observation for EDU 540
May 14-May 22 - Late registration
   - Drop/Add period
   - $100 late registration fee
May 23 - Tuition and fees assessed

Individuals choosing to drop a course after May 22 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.

Fall Term

July 9-13 - Pre-registration
Aug 1 - Tuition and fees assessed
Aug 8 - Registration

Spring Term

Nov 26-29 - Pre-registration
Jan 7 - Registration; Tuition and fees assessed

Returning students may not register if carrying more than one incomplete course grade, have outstanding tuition/fees/fines, or have any other unmet obligation to the college. Students may not register for Clinical Practice II without approval to the Teacher Education Program.
Individuals choosing to drop a course after registration for the fall or spring term 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.

GENERAL ACADEMIC INFORMATION

ATTENDANCE POLICY

Students are expected to be in attendance at all sessions.

During the summer term, one day of excused absence is permitted for an emergency. More than one day of absence will result in the student being required to retake the on-campus portion of the course. Appeals may be submitted in writing to the Dean of Education for consideration by the graduate faculty.

During the fall and spring terms, the attendance policy is determined for each course by the course professor of record and by the Handbook for Clinical Practice.

CALENDAR FOR 2012-2013

MAT Summer Term

May 23-Aug 1 - Summer term dates

May 23 - MAT pre-campus summer course work begins; tuition/fees assessed

June 10 - Approval to enter the Teacher Education Program

June 24 - Convocation

June 25-29 - EDU 510 Foundations for Curriculum Development—on-campus

July 2-6 - EDU 520 Introduction to Research—on-campus

July 9-13 - EDU 540 Nature and Needs of Adolescent Learners—on-campus

July 9-12 - Pre-registration for fall term
Aug 1 - End term date for summer session
Aug (TBA) - Orientation for Clinical Practice I
Aug 15 - Incomplete received in summer term must be completed

MAT Fall Term
Aug 1-15 - EDU 550 and EDU 580 begin; tuition/fees assessed
Aug 6 - Approval for EDU 580 Clinical Practice I
Aug 8-Dec 13 - Fall term dates
Aug 8 - Registration
Aug 20 - EDU 550 Content & EDU 580 Clinical Practice I continue
Aug 23-Dec 7 - EDU 530 Content Area Literacy for Adolescents, Tuesdays, 6-8:30 pm
- EDU 560 Middle/Secondary Content and Methods, Mondays, 6-8:30 pm
- EDU 570 Educational Assessment and Research, Thursdays, 6-8:30 pm
- EDU 580 Clinical Practice I, M-F, 4 hours per day clinical practice

Oct 13-17 - Fall break
Nov 26-29 - Pre-registration
Dec 6-7 - Reading/Snow Days
Dec 10-13 - Final Exams
Dec 13 - End term date
Jan 3 - Incomplete received in fall term must be completed

MAT Spring Term
Jan 7-May 4 - Spring term dates
Jan 7 - Registration; tuition/fees assessed;
Jan 10 - Approval to full-time clinical practice and
EDU 595 Clinical Practice II required.

**Jan 7-31**

- EDU 550 History and Philosophy of Education, M-TR evenings. Class time to be determined. Course concludes April 23.

**Jan 7-Feb 1**

- EDU 585 Diversity Field Experience
  Variable schedule for completing ten hours of field work per week. Course concludes February 1.

**Feb 4-May 2**

- EDU 590 Research Seminar, Mondays, 6-8:30 pm. No final exam.
- EDU 595 Clinical Practice II, M-F, full time clinical practice in the classroom. Concludes during final exam week.

**Mar 29-Apr 1**

- Easter

**Apr 26-May 1**

- Final Exams

**May 4**

- Commencement

**May 4**

- End term date for spring term

**May 18**

- Incomplete received in spring term must be completed

**Candidacy**

Candidates for the Master of Arts in Teaching (MAT) degree are students who have completed 18 semester hours, have regular student status, are in good standing in the Teacher Education Program, and have a minimum grade point average of 3.0.

**Certification**

**Association of Christian Schools International (ACSI)**

Graduates of the MAT program are eligible for an ACSI certificate upon completion of the degree. Certificate level is determined by content field: elementary (K-8), secondary (7-12), or all level (K-12), valid for five years.
Georgia Professional Standards Commission (GaPSC) Graduates of the MAT program in are eligible for a clear-renewable certificate from the GaPSC upon completion of the degree. The certificate is valid for five years. The MAT program was approved by the GaPSC in May 2011.

The GaPSC provides a test-out option for certificate holders of a clear-renewable certificate. Through the test-out option, certificate holders may add fields to their certificate by submitting passing GACE content assessment scores in the content field to be added to the certificate.

COURSE DEADLINES AND INCOMPLETES

Coursework is to be turned in by the date specified in the syllabus or course calendar for each course. Students failing to meet deadlines can expect to be penalized as much as one letter grade. If a student believes that a deadline will not be met, communication with the professor prior to the deadline is essential. An Incomplete Grade Request form must be discussed and agreed to by student and instructor prior to the conclusion of the term in order for an incomplete course grade to be granted. Any incomplete (I) granted for a course not completed by the date specified will be replaced with an F. All work for a course with an incomplete grade must be submitted to the instructor by the specified date or on the Monday morning following if the specified date falls on a weekend. Financial aid eligibility for the next term would be determined based on the resulting grade point average.

SPECIFIED DATES:

- Incomplete received in summer term must be completed by August 15
- Incomplete received in fall term must be completed by January 3
- Incomplete received in spring term must be completed by May 18

Students may not register for additional course work with more than one incomplete course grade. An Incomplete Grade
Request form must be discussed and agreed to by student and instructor prior to the conclusion of the term in order for an incomplete course grade to be granted. Forms are available from the office of the Graduate School of Education.

**COURSE DESCRIPTIONS**

**EDU 510 Foundations for Curriculum Development**
A study of various foundational principles that guide selection of goals, content, and materials for classroom practice and curriculum development. Students evaluate these principles from a Christian perspective, and choose those appropriate for developing an understanding classroom practice and curricular issues for schools. Two hours.

**EDU 520 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 classroom research procedures and in critiquing and applying research to classroom settings. Two hours. Prerequisite: EDU 510.

**EDU 530 Content Area Literacy for Adolescents**
This course equips candidates with an understanding of how reading and writing processes interact with learning in the subject areas in middle and high schools. The course includes use of assessment processes, development of instructional strategies, and selection of literature and materials appropriate for use in grades 6-12. Special emphasis is placed on reading and writing in the content areas, development of standards-based curriculum, and strategies for struggling readers. Middle school philosophy, and the structure and instructional organization of middle and high schools, are also addressed in this course. Three hours. Prerequisite: EDU 510.

**EDU 540 Nature and Needs of Adolescent Learners**
This course introduces candidates to the developmental
characteristics of adolescents with emphasis on implications for planning and implementing classroom instruction. Contemporary research and practice will be analyzed and evaluated from a biblically-informed perspective, with the goal of enabling candidates to become effective teachers whose work is shaped by a personal, thoughtful, and growing Christian philosophy of education. Two hours. Prerequisite: EDU 510.

**EDU 550 History and Philosophy of American Education**
A course designed to provide an overview of the leading ideas and institutional developments that have shaped the character of American education. Of particular interest are the influences of Puritanism on education, the rise of the public school movement, the legacy of John Dewey and the progressive movement, and the Christian school movement. Students will look at educational developments within their social, intellectual, and political contexts. $6.00 fee. Three hours. Prerequisite: EDU 510.

**EDU 560 Middle/Secondary Content and Methods**
A course designed to help candidates develop and practice the abilities and skills necessary to be effective classroom teachers in middle and secondary schools. Candidates examine curricula and complete assignments in their specific subject area, and develop a unit plan and lesson plans that address relevant state and national standards. Three hours. Prerequisite: EDU 510.

**EDU 570 Educational Assessment and Research**
A study of the principles and practices of measurement, testing, assessment, and evaluation for making decisions in education. Topics will include the development of traditional, performance, and product assessments, writing assessment, affective assessment, standardized assessments and evaluating classrooms through action research. Three hours. Prerequisite: EDU 520.

**EDU 580 Clinical Practice I**
The fall Clinical Practice requires integration and application
of instructional, management, and professional knowledge and competencies in school settings. Candidates are in schools every day, Monday-Friday, from 8:00-12:00 under the direction of a cooperating teacher and college supervisor. $12.00 fee. Three hours. Prerequisite: EDU 540 and approval for Clinical Practice I.

**EDU 585 Diversity Field Experience**
EDU 585 is a 40-hour field placement in diverse local school settings, with opportunities to observe and participate in a variety of classroom activities with diverse student populations. One hour. Prerequisite: EDU 580.

**EDU 590 Research Seminar**
This course meets in conjunction with full-time clinical practice and includes assigned readings, participation, and presentation and discussion of action research projects. Seminars also address the topics and concerns that clinical practice candidates face during their daily practice. These experiences enable candidates to become more reflective of their teaching practice. Two hours. Prerequisite: EDU 570.

**EDU 595 Clinical Practice II**
The Spring Clinical Practicum is the culminating course in the Master of Arts Programs and requires integration and application of instructional, management, and professional knowledge and competencies in school settings. Candidates teach under the direction of a cooperating teacher and college supervisor. Prerequisite: completion of all education coursework and approval by the teaching education program committee. Ten hours. Prerequisite: EDU 580.

**COURSE SEQUENCE--CHART AND PREREQUISITES**
The MAT program is designed to be completed within an eleven month period in summer, fall, and spring semesters. All coursework applied toward the degree must be taken within six years of the graduation date.
FULL-TIME PROGRAM COMPLETION

SUMMER

EDU 510 Foundations for Curriculum Development
   • Instructor - Kaufmann
   • Credits - 2
   • Format - Meet with MED, classes M-F, 8:30-5:00
   • 1st course in MAT

EDU 520 Introduction to Research
   • Instructor - Horton
   • Credits - 2
   • Format - Meet with MED, classes M-F, 8:30-5:00
   • Prerequisite - EDU 510

EDU 540 Nature and Needs of Adolescent Learners
   • Instructor - Haddad
   • Credits - 2
   • Format - Meet 3rd week of MED, classes M-F, 8:30-5:00
   • Prerequisite - EDU 510

FALL

EDU 530 Content Area Literacy for Adolescents
   • Instructor - Pennington
   • Credits - 3
   • Prerequisite - EDU 510

EDU 560 Middle/Secondary Content and Methods
   • Instructor - Horton
   • Credits - 3
   • Prerequisite - EDU 510

EDU 570 Educational Assessment and Research
   • Instructor - Horton
   • Credits - 3
   • Prerequisite - EDU 520
EDU 580 Clinical Practice I**
- Instructor - Staff
- Credits - 3
- Prerequisite - EDU 540 & Approval for Clinical Practice

SPRING
EDU 550 History and Philosophy of American Education*
- Instructor - Kaufmann
- Credits - 3
- Format - January, meets M-TH evenings
- Prerequisite - EDU 510

EDU 585 Diversity Field Experience
- Instructor - Horton
- 10 hours of field work per week
- Credits - 1
- Format - January
- Prerequisite - EDU 580

EDU 590 Research Seminar*
- Instructor - Haddad
- Credits - 2
- Format - Meet 3rd week of MED
- Prerequisite - EDU 570

EDU 595 Clinical Practice II**
- Instructor - Staff
- Credits - 10
- Prerequisite - EDU 580

*NOTE:
EDU 550 occurs in January of the spring semester. It will be a focused course, meeting M-TH, for four weeks. EDU 585 will meet concurrently.
EDU 590 and EDU 595 meet February through early May.
**NOTE:**

EDU 580 consists of two placements, 3-4 hours per day through entire semester; two-week teacher work sample.

EDU 595 consists of one placement, totaling 10 weeks of clinical practice. Programs requiring placements in multiple grade levels will be accommodated.

Students unable to complete the degree in this three semester sequence may complete it in a part-time sequence over a two year period as follows:

**PART-TIME PROGRAM COMPLETION**

**FIRST YEAR SUMMER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 510</td>
<td>Foundations for Curriculum Development</td>
<td>Kaufmann</td>
<td>2</td>
<td>Meet with MED, classes M-F, 8:30-5:00</td>
</tr>
<tr>
<td>Edu 520</td>
<td>Introduction to Research</td>
<td>Horton</td>
<td>2</td>
<td>Meet with MED, classes M-F, 8:30-5:00</td>
</tr>
<tr>
<td>Edu 540</td>
<td>Nature and Needs of Adolescent Learners</td>
<td>Haddad</td>
<td>2</td>
<td>Meet 3rd week of MED, classes M-F, 8:30-5:00</td>
</tr>
</tbody>
</table>

**FIRST YEAR FALL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 530</td>
<td>Content Area Literacy for Adolescents</td>
<td>Pennington</td>
<td>3</td>
</tr>
<tr>
<td>Edu 570</td>
<td>Educational Assessment and Research</td>
<td>Horton</td>
<td>3</td>
</tr>
</tbody>
</table>
FIRST YEAR SPRING

**EDU 550 History and Philosophy of American Education**
- Instructor - Kaufmann
- Credits - 3
- Format - January

**EDU 585 Diversity Field Experience**
- Instructor - Horton
- 10 hours of field work per week
- Credits - 1
- Format - January

SECOND YEAR FALL

**EDU 560 Middle/Secondary Content and Methods**
- Instructor - Horton
- Credits - 3
- Corequisite: EDU 580

**EDU 580 Clinical Practice I**
- Instructor - Staff
- Credits - 3
- Corequisite: EDU 560 & Approval for Clinical Practice

SECOND YEAR SPRING

**EDU 590 Research Seminar**
- Instructor - Horton
- Credits - 2
- Prerequisites: EDU 520, 570

**EDU 595 Clinical Practice II**
- Instructor - Staff
- Credits - 10
- Prerequisite: EDU 580
DEGREE REQUIREMENTS
A total of 34 semester hours of course work is required for completion of the Master of Arts in Teaching degree. The degree must be completed with a minimum 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 coursework applied toward the degree must be taken within six years of the graduation date.

If a student is unable to complete the degree within the six years, application may be made to the Dean of the Graduate School of Education to extend the program. If extended, continuation fees apply.

GRADUATION
Graduation is held in May each year. All degree requirements and fiscal responsibilities must be completed and met in order to graduate in May of any given year. Degrees are awarded in May and December only.

PROGRAM DOMAINS, STANDARDS, AND INDICATORS
The purpose of the teacher education 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 become teachers who model life-long learning and faithful service to God as change-agents in society.

Domain A: Knowledge
1. Framework. Apply a biblical worldview to the nature and needs of learners, the role of schools in society, content and professional knowledge, and instruction.

A. Articulate a teaching philosophy that includes an understanding of human beings as created in the image of God, the roles of schools and teachers, the purpose of
education, the nature of knowledge, and instructional methods. (k)*

B. Evaluate state and national standards using a biblical framework. (k,s)

C. Apply common grace insights to life, learning, and instruction. (k,s)

D. Understand the importance of developing a redemptive teaching philosophy. (d)

2. **Student Development.** Use knowledge of human learning and development to provide learning opportunities that support students’ physical, intellectual, emotional, social, and spiritual growth. (INTASC #2)

A. Design instruction appropriate to stages of physical, cognitive, emotional, social, and spiritual development (young learners or adolescents). (k,s)

B. Teach and model norms of social interaction. (s)

C. Demonstrate understanding of relevant state and national standards. (d)

D. Use students’ strengths as a basis for growth, and their errors as an opportunity for learning. (s,d)

3. **Content.** Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline taught, and create learning experiences that make these aspects of the subject matter meaningful for students. (INTASC #1)

A. Design instruction that demonstrates knowledge of content and strategic selection of delivery methods. (k,s)

B. Plan instruction that coheres across disciplines and makes application to students’ lives. (k,s)

C. Demonstrate understanding of relevant state and national standards. (k)
D. Identify and correct student misconceptions. (k,s)

E. Display enthusiasm for the discipline(s) he/she teaches and see connections to everyday life. (d)

**Domain B: Planning**

4. *Planning*. Plan instruction based on knowledge of subject matter, curriculum goals and standards, student differences, and the social and cultural characteristics of the community. (INTASC #7)

   A. Plan standards-based instruction. (k,s)

   B. Align objectives, activities, and assessment in unit and lesson plans. (k,s)

   C. Use multiple models of planning to engage all learners. (s)

   D. Construct plans that take contextual considerations into account and create an effective bridge between curriculum goals and students’ experiences.

   E. Construct plans that are logically sequenced. (s)

   F. Plan transitions and organize materials in advance. (s,d)

   G. Value both long and short term planning. (d)

5. *Diversity*. Create instructional opportunities adapted to the needs of diverse learners, including differences related to culture, ethnicity, race, language, gender, social class, learning styles, and exceptionality. (INTASC #3)

   A. Understand and respect learners as individuals and as members of families and local communities. (k,d)

   B. Differentiate instruction to meet the needs of all learners. (k,s)

   C. Foster an equitable classroom climate consistent with the
belief that all students can learn. (k,s,d)

D. Make students feel valued as humans created in the image of God and help them learn to value each other. (d)

**DO** **M** **A** **IN** **C** **:** **I** **N** **S** **TRU** **C** **T** **ION**

6. *Instructional Strategies.* Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. (INTASC #4)

   A. Employ varied research-based instructional strategies to enable students to achieve learning objectives. (k,s)

   B. Activate prior knowledge and connect it to new knowledge. (k,s)

   C. Include whole group, small group, and individual instruction to accommodate diverse learning needs. (k,s)

   D. Value flexibility and creativity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. (d)

7. *Technology.* Use technology in teaching and learning. (INTASC #4)

   A. Use a variety of technological tools in planning, instruction, and assessment. (k,s)

   B. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources. (k,s)

   C. Promote and model digital etiquette and responsible social interactions related to the use of technology and information. (s,d)

   D. Value the role of technology in effective teaching and learning. (d)
Domain D: Assessment

8. Assessment. Understand and use formal and informal assessment strategies to evaluate and ensure students’ continuous, intellectual, emotional, and social development. (INTASC #8)

A. Use formative assessment data to plan and guide instruction and monitor progress of all students. (k,s)

B. Select, develop, and administer valid, reliable, and equitable summative assessments to promote growth and academic achievement of all learners. (k,s)

C. Use a variety of assessment methods and instruments to reflect the multi-dimensional nature of learners. (k,s,d)

D. Use technology to record and report student work, behavior, and accomplishments. (s)

E. Understand and explain appropriate uses of standardized test results. (k)

F. Value ongoing assessment as essential to the instructional process and recognize that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. (k,d)

Domain E: Classroom Environment

9. Management. Create and maintain a learning environment that encourages responsible care for others, collaborative inquiry, active engagement in learning, and self motivation. (INTASC #5)

A. Develop, communicate, model, and practice clear procedures and expectations for learner behavior and attitudes. (k,s,d)

B. Organize, allocate, and manage time, space, activities, and materials to support student learning. (s)

C. Develop rapport with students and maintain leadership. (s)
D. Construct a classroom that nurtures the communal and social nature of the learner. (s,d)

E. Collaborate with students in the construction and maintenance of the learning community. (k,s,d)

F. Recognize the value of establishing a safe, positive, and caring classroom climate. (d)

10. Communication. Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (INTASC #6)

A. Use Standard English in oral and written communication, including APA style. (k,s)

B. Use a variety of media communication tools. (s)

C. Communicate sensitively in light of gender, cultural, and language differences. (s,d)

D. Use effective non-verbal communication. (s)

E. Give clear directions and explanations, anticipate misunderstandings, and remedy student confusion. (s)

F. Understand language development and the role of language learning. (P-5) (k,d)

G. Listen actively, thoughtfully, and responsively. (s,d)

Domain F: Professional Growth

11. Professional Growth. Evaluate effects of choices and actions on others and actively pursue individual and collaborative opportunities to grow professionally as an ethical, reflective practitioner. (INTASC #9)

A. Reflect on teaching and learning to improve practice. (k,d)

B. Follow established codes of professional conduct. (k,s,d)

C. Seek opportunities to learn through reflection, personal
research, professional development, and collaboration. (k,d)

D. Demonstrate commitment to reflection, assessment, and learning as an ongoing process. (k,d)

E. Analyze, interpret, summarize, and apply research to teaching and learning. (k,s)

12. Community. Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well-being. (INTASC #10)

A. Maintain effective working relationships with all school personnel. (s,d)

B. Cooperate with colleagues to improve and enhance instructional knowledge and skills. (s,d)

C. Respond appropriately to parental concerns. (s,d)

D. Understand how factors in the students’ environment outside of school (e.g., family circumstances, community environments, health and economic conditions) influence students’ life and learning. (k,d)

E. Understands and implements laws related to student rights and teacher responsibilities. (k,s)

*The letters in parenthesis, k, s, and d, refer to knowledge, skills and dispositions.
TEACHER EDUCATION PROGRAM

The Teacher Education Program (TEP) at Covenant College is regulated by the Georgia Professional Standards Commission. MAT students are admitted to the TEP during the first term of the MAT. Required for TEP admission are passing scores on both Basic Skills and appropriate Content Assessments of the Georgia Assessments for the Certification of Educators™ (GACE™), which are also required for admission to the MAT. Throughout the MAT are various transition points to determine satisfactory progress and advancement towards full-time clinical practice and completion of the MAT degree.

The following table provides a summary of the requirements candidates must satisfy at each transition point to remain in the TEP and successfully complete the MAT.

**TEACHER EDUCATION PROGRAM (TEP)**

**Admission to the MAT and approval to the TEP (June 10)**

1. Satisfaction of all admissions requirements to the MAT degree program.

2. Approval to TEP required by June 10.

**Approval for Clinical Practice I (August 6)**

1. 3.0 GPA or higher GPA

2. Dispositions Evaluation

3. Criminal Background Check

4. Approval for Clinical Practice I required by August 6

**Entry to Clinical Practice II (January 10)**

1. 3.0 GPA or higher GPA

2. Clinical Evaluations

3. Teacher Work Sample 1

4. Dispositions Evaluation

5. Remediation related to dispositions or MAT admission must be satisfied.
6. Approval for Clinical Practice II required by January 10

**Program Completion Graduation**

1. 3.0 GPA or higher GPA

2. Successful completion of clinical practice and all coursework

3. Clinical Evaluations

4. Dispositions Evaluation

5. Graduate Exit Survey
Master of Education Degree Program

ADMISSIONS

An application packet may be obtained by contacting the MED office or downloading a packet from www.med.covenant.edu.

MASTER OF EDUCATION
GRADUATE SCHOOL OF EDUCATION
COVENANT COLLEGE
14049 SCENIC HIGHWAY
LOOKOUT MOUNTAIN, GA 30750
800.677.3626
med@covenant.edu
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 MED 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 coursework 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 coursework in education. Evidence of five years of verified experience in professional education may be substituted for the required coursework 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 a sample academic paper demonstrating the applicant’s academic capability. The sample may be an academic paper previously written, or an academic paper 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) and submit scores 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.

ADMISSION 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 the applicant’s academic capability. The sample may be an academic paper previously written, or an academic paper 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.

ADMISSION PROCEDURES FOR INTERNATIONAL APPLICANTS
In addition to completing the Admission Procedures, international applicants must complete a Declaration and Certification of Finances form. The form is provided in the
application packet and available on the website: www.med.covenant.edu. Since paperwork for a student visa cannot be issued without a guarantee of finances, an international applicant’s application for admission will not be processed until a written guarantee that the applicant's finances will be covered while enrolled as a student at Covenant College has been received.

One to two months should be allowed for processing the Declaration and Certification of Finances and two months minimum should be allowed to obtain a student visa.

ADMISSION PROCEDURES FOR SPECIAL STUDENT APPLICANTS
Individuals applying as special students 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 all college and graduate course work.
4. Provide a statement of access from an administrator if the applicant is not working in a school situation.
5. Mail above information and $50 application fee to the Master of Education program, Covenant College.

ADMISSION STATUS

REGULAR STUDENT STATUS
An applicant who meets all admission requirements to the MED is accepted as a regular student. Regular student status is required to complete the MAT degree.

To maintain regular student status a 3.0 grade point average must be maintained throughout enrollment in the MED program.

PROVISIONAL STUDENT STATUS
An applicant not having fully met admissions criteria may
be considered for provisional admission. 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. A student must maintain a minimum grade point average of 3.0 (on a 4.0 scale) on courses taken as a provisional student. The GRE must be taken before registration will be accepted for a second year of study. Regular student status is required for the MED degree to be granted.

**Special Student Status**

An applicant not intending to complete the MED degree may be considered for special student admission. An individual may take up to 12 hours as a special student. See admissions procedures for special student admission in this catalog.

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 in the MED can be applied. A grade point average of 3.0 (on a 4.0 scale) 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 apply for admission as a regular student in the MED program.

**FINANCIAL INFORMATION**

**Deferment Status**

Returning students who have previously received federal student loans must register by April 15 in order to remain in deferment status. The terms 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.
FEES AND EXPENSES:

General

$50  Application fee (non-refundable, payable once only)
$515  Tuition per term per unit
$15  Materials fee (per 3-unit course)
$40  Technology fee (per on-campus session)

Housing

$120  Room per week (7 days, amount subject to change, see registration form for details)

Special

$15  ID card
$15  ID card replacement fee
$100  Late registration fee
$125  Graduation fee, third 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 behind six year limit.)

SUMMARY OF FEES AND EXPENSES FOR THE TERM

A. Tuition: 9 hours: 9 x $515  = $4635
B. Course Materials Fee($15 per course): 3 x $15  = $45
C. Student Activity Fee($28 per course): 3 x $28  = $84

TOTAL = $4804
Deposit towards tuition (non-refundable, due with registration)  
= $400

Amount remaining = $4404

Textbooks, supplies, and housing costs are in addition.
PAYMENT SCHEDULE

1. Submitted with application for admission: $50 application fee. Early Application Bonus—for all application and materials postmarked by January 15, the $50 application fee will be waived. Note, application, references, academic paper, statement of faith must be submitted to qualify for fee waiver.

2. Submitted with registration form:
   A. $400 non-refundable enrollment deposit towards tuition
   B. Employer reimbursement form
   C. Application for financial aid, if applicable

3. 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.

4. Housing is paid during the on-campus session.

5. Details regarding payment are included in the registration packet.

6. Covenant College accepts payment by cash or check to the Accounting Office or on-line by e-check, MasterCard, or Discover for student accounts. For on-line payment, go to Scots.Covenant.edu. A processing fee is assessed for on-line payment based on payment method and amount of payment.

7. Students are responsible to verify their account balance through their Banner account. No paper account statements are posted. College office will also communicate with students via their Covenant College e-mail account.

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

REGISTRATION

Feb 15-Apr 15  - Registration; materials available on website
 Apr 16-May 1  - Late registration
                - $100 late registration fee
 Apr 16-May 1  - Drop/Add period
 May 23        - Tuition and fees assessed

$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 15, registration information is made available to Master of Education students. Students may register through April 15 without penalty and through May 1 with late registration fee applied.

Returning students may not register if carrying more than one incomplete course grade, if tuition/fees/fines are outstanding, or with any other unmet obligation to the college. Students may not register for courses beyond the first year without having submitted an official GRE score report.

LATE REGISTRATION
Registration between April 16-May 1 will incur a $100 late registration fee. 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.
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.

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 lead administrator 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 MED student.

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

or rebecca.dodson@covenant.edu
GENERAL ACADEMIC INFORMATION

ATTENDANCE POLICY
Students are expected to be in attendance at all on-campus sessions. One day of excused absence is permitted for an emergency. More than one day of absence will result in the student being required to retake the on-campus portion of the course. Appeals may be submitted in writing to the Dean of Education for consideration by the graduate faculty.

CALENDAR FOR 2012-2013

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
   Apr 1   Incomplete course grade must be completed
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 24   Convocation Dinner for all students, faculty, personnel
Jun 25-29   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 2-6   EDU 620 Introduction to Research
               EDU 650 The School in Society
EDU 730 Implementing Instructional Strategies
EDU 745 School Law, Standards, and Policy

**JUL 9-15**
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 and Practice in Teaching Content Fields
EDU 760 School Business Management

**POST-CAMPUS PHASE**

**JUL-MAY 1**  Completion of course requirements

*See Course completion dates, MED General Academic Information*

**MAY 4, 2013**  Commencement

**ABBREVIATED CALENDARS**

**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

CANDIDACY
Candidates for the degree are students who have completed nine semester hours, have regular student status, and have a minimum grade point average of 3.0.

CERTIFICATION

ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL (ACSI)
In April 2007, the Master of Education program was approved by ACSI for the awarding of an ACSI certificate upon completion of the M.Ed. degree.

CHRISTIAN SCHOOLS INTERNATIONAL (CSI)
Graduates of the specialization in educational leadership satisfy the requirements for administrator certification from CSI

GEORGIA PROFESSIONAL STANDARDS COMMISSION (GaPSC)
The educational leadership specialization in the Master of Education program is approved by the GaPSC for certification in states other than Georgia. Individuals would need to satisfy any other certification requirements outside the parameters of the MED program in order to become certified.
The GAPSC provides certification in educational leadership at the specialist level for Georgia educators. However, individuals holding a masters degree in any field, who have a passing score on the Georgia content assessment (GACE) in educational leadership, and hold a leadership position in a Georgia school, may apply for a five year non-renewable certificate in educational leadership.

Currently no certification is offered by the GAPSC in curriculum.

**COURSE COMPLETION DATES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 610</td>
<td>Foundations for Curriculum Development</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Edu 620</td>
<td>Introduction to Research</td>
<td>Dec 15</td>
</tr>
<tr>
<td>Edu 630</td>
<td>Learning Theory Applied to Teaching</td>
<td>Dec 1</td>
</tr>
<tr>
<td>Edu 650</td>
<td>The School in Society</td>
<td>Oct 1</td>
</tr>
<tr>
<td>Edu 712</td>
<td>Shaping School Curriculum, 7-12</td>
<td>Dec 1</td>
</tr>
<tr>
<td>Edu 720</td>
<td>Organizational Leadership</td>
<td>Oct 1</td>
</tr>
<tr>
<td>Edu 725</td>
<td>Development of Personnel</td>
<td>Oct 1</td>
</tr>
<tr>
<td>Edu 730</td>
<td>Implementing Instructional Strategies</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Edu 735</td>
<td>Integrative Approaches to Curriculum</td>
<td>Oct 1</td>
</tr>
<tr>
<td>Edu 738</td>
<td>Research and Practice in Teaching Content Fields</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Edu 740</td>
<td>Supervision of Instruction</td>
<td>Dec 1</td>
</tr>
<tr>
<td>Edu 745</td>
<td>School Law, Standards and Policy</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Edu 750</td>
<td>The Nature of Knowledge &amp; Curriculum Integration</td>
<td>Dec 1</td>
</tr>
<tr>
<td>Edu 760</td>
<td>School Business Management</td>
<td>Nov 1</td>
</tr>
<tr>
<td>Edu 785</td>
<td>Field Experience in Educational Leadership</td>
<td>Mar 1</td>
</tr>
<tr>
<td>Edu 790</td>
<td>Project in Integrated Curriculum and Instruction</td>
<td>Mar 1</td>
</tr>
</tbody>
</table>

**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 1
  - Any incomplete course grade must be completed. Any incomplete converts to an F.

• 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 AND INCOMPLETES**

Coursework 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. If a student believes that a deadline will not be met, communication with the professor prior to the deadline is essential. An Incomplete Grade Request form must be discussed and agreed to by student and instructor prior to the conclusion of the term in order for an incomplete course grade to be granted. Any incomplete (I) granted for a course not completed by the date specified will be replaced with an F. All work for a course with an incomplete grade must be submitted to the instructor by the specified date or on the Monday morning following if the specified date falls on a weekend.
SPECIFIED DATES:

- *Incomplete received must be completed by April 1*

Students may not register for additional course work with more than one incomplete course grade. Incomplete Grade Request forms are available from the office of the Graduate School of Education.
DESCRIPTIONS

CORE COURSES
Courses are listed by Core, Educational Leadership specialization, and Integrated Curriculum and Instruction specialization.

**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 hours.

**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 hours.

**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 hours. *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 hours. *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 hours. *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 hours. *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 hours. *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 hours. *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 hours. *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 hours. *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 hours. 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 hours. 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 hours. 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 hours. **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 #10411) 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 hours. **Prerequisite:** EDU 720.
# 2012 COURSE SEQUENCE CHART

**Educational Leadership (EL) Specialization**

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

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

<table>
<thead>
<tr>
<th>Week 1 (Jun 25–29)</th>
<th>Week 2 (Jul 2–6)</th>
<th>Week 3 (Jul 9–13)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU 610</strong>&lt;br&gt;Foundations for Cur Development (CORE)</td>
<td><strong>EDU 620</strong>&lt;br&gt;Introduction to Research (CORE)</td>
<td><strong>EDU 720</strong>&lt;br&gt;Organizational Leadership (EL) or <strong>EDU 712</strong>&lt;br&gt;Shaping School Curriculum K-12 (ICI)</td>
</tr>
<tr>
<td><strong>EDU 630</strong>&lt;br&gt;Learning Theory Applied to Teaching (CORE)</td>
<td><strong>EDU 745</strong>&lt;br&gt;School Law, Standards, and Policy (EL) or <strong>EDU 730</strong>&lt;br&gt;Implementing Instructional Strategies (ICI)</td>
<td><strong>EDU 725</strong>&lt;br&gt;Development and Management of Personnel (EL) or <strong>EDU 735</strong>&lt;br&gt;Integrative Approaches to Curriculum (ICI)</td>
</tr>
<tr>
<td><strong>EDU 740</strong>&lt;br&gt;Supervision of Instruction (EL) or <strong>EDU 750</strong>&lt;br&gt;The Nature of Knowledge and Cur Integration (ICI)</td>
<td><strong>EDU 650</strong>&lt;br&gt;The School in Society (CORE)</td>
<td><strong>EDU 760</strong>&lt;br&gt;School Business Management (EL) or <strong>EDU 738</strong>&lt;br&gt;Research and Practice in Teaching Content Fields (ICI)</td>
</tr>
</tbody>
</table>

EDU 785 and 790 are non-classroom courses and are not reflected in the above schedule.
COVENANT FELLOWS PROGRAM

Graduates of the MED 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.

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

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. The degree must be completed with a minimum 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 coursework applied toward the degree must be taken within six years of the graduation date.

*If a student is unable to complete the degree within the six year limit, application may be made to the Dean of Education to extend the program. If extended, continuation fees apply.*
CORE COURSES:
All MED students are required to complete the core:

EDU 610  *Foundations for Curriculum Development* (3 hours)
EDU 620  *Introduction to Research* (3 hours)
EDU 630  *Learning Theory Applied to Teaching* (3 hours)
EDU 650  *The School in Society* (3 hours)

EDUCATIONAL LEADERSHIP
SPECIALIZATION COURSES:

EDU 720  *Organizational Leadership* (3 hours)
EDU 725  *Development of Personnel* (3 hours)
EDU 740  *Supervision of Instruction* (3 hours)
EDU 745  *School, Law, Standards, and Policy* (3 hours)
EDU 760  *School Business Management* (3 hours)
EDU 785  *Field Experience in Educational Leadership* (3 hours)

INTEGRATED CURRICULUM AND INSTRUCTION
SPECIALIZATION COURSES:

EDU 712  *Shaping School Curriculum, K-12* (3 hours)
EDU 735  *Integrative Approaches to Curriculum* (3 hours)
EDU 730  *Implementing Instructional Strategies* (3 hours)
EDU 738  *Research and Practice in Teaching Content Fields* (3 hours)
EDU 750  *The Nature of Knowledge and Curriculum Integration* (3 hours)
EDU 790  *Project in Integrated Curriculum and Instruction* (3 hours)

GRADUATE RECORD EXAM
See Admission Requirements in the MED admissions section of this catalog.

The revised GRE General Test is required for admission to the Master of Education program. www.gre.org provides information regarding test registration, test centers, score reporting procedures, etc. Test-taker news and information is available at www.ets.org/gre/testtakernews.
GRADUATION
Graduation is held in May in any given year. All degree requirements and fiscal responsibilities must be completed and met by April 15 in order to graduate in May of any given year. Degrees are awarded in May and December only.

HOUSING AND MEALS, ON-CAMPUS SESSION
On-campus housing is available for the on-campus session of the MED program. Housing requests are included with registration and final 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 incorporating two rooms and a bathroom, and a small refrigerator. Kitchen and commons areas are available on each floor (two floors are designated for MED students).

Meals are available through the college dining facility at a discounted price which may be purchased on a meal-by-meal basis. The schedule of meals varies according to the summer conference program schedule. Typically meals are not available Friday through Monday breakfast.

Additional information about housing and meals is provided in the registration packet.

PROGRAM AND SPECIALIZATION OUTCOMES
Students select one of two specializations upon application to the program: Educational Leadership or Integrated Curriculum and Instruction. If a change in specialization is desired after admission, a written request to change the specialization is required as well as two new references. Requests and references are submitted to the Associate Dean of Education.

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.
APPENDICES

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.

Students 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.**
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.
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.

(excerpted from “The Covenant College Motto and Logo,” Covenant College Catalog, p.1)
1. ANDREAS RESIDENCE HALL  
2. ART BARN  
3. ASHE ACTIVITY CENTER  
4. BARNES GYM  
5. BASEBALL & SOFTBALL COMPLEX  
6. BROCK HALL  
7. CARVER HALL  
8. DORA MACLELLAN BROWN MEMORIAL CHAPEL  
9. FOUNDERS RESIDENCE CENTER  
10. THE GREAT HALL  
11. GUEST COTTAGES  
12. INTRAMURAL ATHLETIC FIELD  
13. JACKSON HALL  
14. JUPITER ROAD  
15. KRESGE MEMORIAL LIBRARY  
16. MACLELLAN & BYMER HALLS  
17. MILLS HALL  
18. THE OVERLOOK  
19. PROBASCO ALUMNI/VISITOR CENTER  
20. SANDERS HALL  
21. SCENIC HIGHWAY  
22. SCOTLAND YARD SOCCER FIELD  
23. SHADOWLANDS SOCCER FIELD  
24. STUDENT APARTMENTS
INDEX

GENERAL
• Accreditation, p.5
• Advisors, Academic, p.5
• Attendance Policy, p.17, 27, 59
• Auditing, p.6
• Conduct, Discipline Procedures and Appeals, p.6, 7
• Faculty and Personnel, p.7-9
• Financial Aid, p.9
• Grades, p.9
• Library Services, p.11, 12, 16
• Plagiarism, p.6, 12-15
• Technology Services, p.15, 16
• Transfer Credits, p.16
• Withdrawal Refund Policy, p.17
• Withdrawal or Suspension—Involuntary, p.18

MAT
• Admission Requirements, p.20
• Admission Procedures, p.21
• Admission Procedures for International Applicants, p.22
• Admission Status, p.23
• Calendar for 2012-2013, p.27-29
• Candidacy, p.29
• Certification, 29
• Course Deadlines and Incompletes, p.30
• Course Descriptions, p.31-33
• Course Sequence Chart and Pre-requisites, p.33-37
• Degree Requirements, p.39
• Fees and Expenses, p.23, 24
• Financial Information, p.23
• Graduation, p.39
• Late Registration, p.19, 24, 26
• Payment Schedule, p.25
• Program Domain, Standards and Indicators, p.39-45
• Teacher Education Program, p.46-47

MED
• Admission Requirements, p.49
• Admission Procedures, p.50
• Admission Procedures for International Applicants, p.51
• Admission Status, p.52
• Calendar for 2012-2013, p.59, 60
• Abbreviated Calendars, p. 60, 61
• Candidacy, p.61
• Certification, 61
• Course Completion Dates, p.62
• Course Deadlines and Incompletes, p.63
• Course Descriptions, p.65-69
• Course Sequence Chart and Pre-requisites, p.70
• Covenant Fellows Program, p.72
• Deferment Status, p.9, 53
• Degree Requirements, p.72
• Educational Leadership Specialization, p.75
• Fees and Expenses, p.54
• Financial Information, p.53
• General Academic Information, p.59, 60
• Graduate Record Exam, p.49, 51, 73
• Graduation, p.74
• Housing, p.11, 54-56, 69, 72, 74
• Integrated Curriculum & Instruction, p.66, 70, 76
• Late Registration, p.48, 54, 56, 59, 63
• Meals, p.74
• Mission, p.74
• Norman Harper Scholarship, p.57
• Payment Schedule, p.55
• Program Outcomes, p.75
• Robert B. Ashlock Award, p.57
• Tuition Reduction, p.57, 58

APPENDICES
• Campus Map, p.84
• College Hymn, p.80
• Covenant College Motto, Thistle Logo & Tartan, p.82
• Statement of Purpose, p.77