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## History

Covenant College, operating under 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 knowledge, skills, and values that equip students to serve effectively and live responsibly in a rapidly changing world.

Covenant offers 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 learn to live as active, reforming members of a complex society. In 1956 Covenant College moved to St. Louis, Missouri. The first property purchased in St. Louis, from Millstone 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 nearby 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, and Covenant Seminary remains at the original campus.

Covenant has had six presidents: Dr. Robert Rayburn, Dr. Marion Barnes, Dr. Martin Essenburg, Dr. Frank Brock, Dr. Niel Nielson, and Dr. Derek Halvorson, who began serving July, 2012.

## Graduate School of Education

The Master of Education began in 1991 and accreditation at the master's level was granted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOS) December 15, 1993. The Master of Arts in Teaching was added and began in 2011, at which time the Graduate School of Education was created. In 2021, the Graduate Certificate in Christian Education was added.

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

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. In the on-campus session, students share their lives, their thoughts, and their plans resulting 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 (MAT) is a 34-credit hour program in the following academic areas (grade levels of certification in parentheses):

- *Art (P-12)*
- *Biblical Studies (6-12; ACSI only; state certification not available)*
- *Biology (6-12)*
- *Chemistry (6-12)*
- *Computer Science (P-12)*
- *Drama (P-12)*
- *Economics (6-12)*
- *English (6-12)*
- *French (P-12)*
- *German (P-12)*
- *History (6-12)*
- *Mathematics (6-12)*
- *Music (P-12)*
- *Physics (6-12)*
- *Political Science (6-12)*
- *Spanish (P-12)*
- *Middle grades level (grades 4-8) certification is available with any two specializations in:*
  - *Language Arts*
  - *Mathematics*
  - *Science*
  - *Social Studies*

Students with undergraduate degrees in other content areas may be eligible for the MAT and should contact the graduate school office for details.

The MAT program is an eleven-month, pedagogy-only, initial teaching certification program in multiple content areas. Students in the Chattanooga area can attend all of their classes on campus, but the hybrid option allows students with teaching jobs in other locations to enroll, taking their fall and spring semester evening classes online synchronistically with students on campus.

The program emphasizes:

1. **Certification and Workable Schedule.** The MAT allows candidates to complete a degree in one year, obtain the Induction Certificate from the GaPSC, and become eligible for a certificate from the Association of Christian Schools International in their desired teaching area. Summer classes are taught in a three-week session M-F 8:30 am - 5:00 pm, while classes are held in the evening during fall

and spring semesters with clinical practice during daytime hours. It is possible for current teachers who desire state certification and a master's degree to complete the program while employed full or part time.

2. **Clinical Practice.** MAT students complete about 1000 hours of clinical practice during the fall and spring semesters.
3. **Collaboration.** The MAT benefits from partnerships with area schools and collaboration with colleagues from other academic departments in the college. Content specialists in other disciplines work with the Education Department in transcript review, remediation plans as needed, collaboration, and supervision of clinical practice.
4. **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-reflection and self-evaluation as they conduct action research through various courses.
5. **Theory and Practice.** Theory and practice are integrated in the program with a combination of on-campus classes combined with field practicum activities in area schools. On-campus coursework is presented by a faculty that has both practical and research experience. All candidates complete a full year of clinical practice (fall and spring semesters) in P-12 classrooms under the supervision and mentorship of experienced classroom teachers and Covenant faculty. Candidates gain experience working with students at different grade levels from different socioeconomic, racial/ethnic and linguistic backgrounds, and students with exceptionalities.

For most students, the MAT will be completed in one year with six credit hours in the summer term, 15 credit hours in the fall term, and 13 credit hours in the spring term. Students can choose to complete the MAT as a two-year course of study. The degree must be completed within six years.

## Master of Education Program

The Master of Education (MEd) is a 30 credit hour program with two specializations: Educational Leadership (EL) and Integrated Curriculum and Instruction (ICI). Upon completion of either specialization, candidates are eligible for a certificate from the Association of Christian Schools International (ACSI). Additional information about certification may be found in the MEd certification section of this catalog.

The MEd requires three weeks on campus for two summers. Each course consists of three sessions: pre-campus, on-campus, and post-campus.

**Pre-campus session:** The pre-campus session begins with registration (February-April) and includes significant coursework within a variety of assignments: reading of texts and articles, writing, analysis, data gathering, and reflection using independent directed study. The intent of the pre-campus work is to give background to and prepare students for the on-campus session.

**On-campus session (summer):** The on-campus session consists of one week on campus per course during which instructional activities are widely varied. This session occurs for three weeks late June through mid-July. Classes meet 8:30 am to 5:00 pm, Monday through Friday.

**Post-campus session:** The post-campus session consists of projects, exams, research, or papers in which students apply what they are learning to their own school settings. This session begins at the conclusion of the summer session and ends December 15.

EDU 785 (EL) and EDU 790 (ICI) are capstone courses and conclude March 1 of the final year in the MEd.

The two-year program follows this schedule:

**Semester 1:** Summer and Fall

- 3 classes consisting of pre-campus, on-campus, and post-campus components
- 1 online class

Total: 12 credit hours

**Semester 2:** Spring

- 2 online classes

Total: 6 credit hours

**Semester 3:** Summer and Fall

- 3 classes consisting of pre-campus, on-campus, and post-campus components
- 1 Capstone Course

Total: 12 credit hours

It is possible to extend the program beyond two 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.

## **Graduate Certificate in Christian Education**

The Graduate Certificate in Christian Education is offered by The Graduate School of Education for K-12 educators desiring in-depth study of the biblical principles that guide a faith-informed pedagogy. Students pursuing this certificate already have at least a B.A. degree, and will complete 9 hours of graduate work in the existing Master of Education program at Covenant.

# **Purpose and Standards of Teacher Education Program**

*Revised August 2016*

## **Covenant College Teacher Education Program Purpose Statement:**

*Learning, Serving, Transforming*

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.

## **Graduate School of Education General Learning Outcomes:**

Graduate educators will:

1. Apply a Reformed theological framework to educational theory and practice. This framework includes:
  - TF1. Christ is preeminent in all things. His life, death, resurrection, and exaltation inaugurated the new age in which Christ is King.
  - TF2. The Bible is God's Word. It provides the grand narrative (creation, fall, redemption) that defines this life, the life to come, provides light to our personal lives, and guides institutional and societal life.
  - TF3. Humans are multi-dimensional beings made in God's image, fearfully, wonderfully, and differently made.
  - TF4. Creation is inherently meaningful and educators are called and providentially guided to unfold its potentialities to the glory of God and the good of humankind.
  - TF5. All creation is adversely affected by the fall into sin. The battle between the kingdom of God and the kingdom of darkness affects all people, institutions, and cultures.
  - TF6. God in his grace provides to both believers and unbelievers legitimate insights into the created order, including ways to overcome the effects of the fall across all the domains of life.
  - TF7. Educators are to be faithful stewards of the gifts, abilities, and interests that God gives us.
  - TF8. Educators look hopefully to the return of Christ. Living, loving, learning, celebrating, working, worshipping, and serving are shaped today by God's call to give witness to Jesus Christ.
2. Conduct, apply, and evaluate educational research to improve practice.
3. Describe the role of schools in society over time.
4. Facilitate needed change in practice to close the gap between the current situation (the "is") and the desired situation (the "ought").
5. Demonstrate intellectual maturity.
6. Collaborate with stakeholders to build a just and inclusive school community.

# **Standards for Teacher Candidates**

## **Learner and Learning**

1. Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Learning Environments. The teacher works with others to create environments that support individuals and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.
5. Application of Content Knowledge. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

6. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

9. Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

# **General Information for the Graduate School**

## **Accreditation and State Authorization**

Covenant College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, and masters degrees. Questions about the accreditation of Covenant College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org))

NOTICE: Covenant College operates in compliance with the official complaint policy of the Southern Association of Colleges and Schools Commission on Colleges as revised in December 2019. All written complaints from students concerning the status of the College with respect to its standing with the Commission on Colleges or allegations of significant non-compliance with the Criteria for Accreditation may be forwarded to the Southern Association of Colleges and Schools Commission on Colleges, at the above address.

Since Covenant College operates under the authority of the State of Georgia, complaints may be filed with the Georgia Nonpublic Postsecondary Education Commission via <https://gnpec.georgia.gov/student-resources/student-complaints>. The Georgia Nonpublic Postsecondary Education Commission may also be reached at 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084-5305, or by calling 770-414-3300.

## **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.

## **Authorization by the State of Georgia**

Covenant College is authorized to operate educational programs beyond secondary education, including programs that lead to a degree or a certificate by executive order of the governor of the State of Georgia. The Office of Inspector General is designated as the state agency responsible for receiving complaints made by students enrolled in private post-secondary education.

## **Catastrophic Event Policy**

In the case of catastrophic events, the college will implement procedures in the Emergency Operations Plan, the Disaster Recovery Plan, and Virtual Server Disaster Recovery Plan. In the case of a catastrophic event that interrupts the regular delivery of distance instruction for more than a brief period of time, the college will either offer refunds of tuition or an alternative method of completing the courses for which

students are registered. Since no program of the college is offered completely online, arrangements may include replacement of instruction with face-to-face instruction on the college campus.

## Conduct, Discipline Procedures and Appeals

The following general regulations regarding student conduct 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.

## Costs

It is the desire of Covenant College, within the limits of its available funds, to offer its educational opportunities to all who qualify for admission, regardless of individual economic circumstances.

The cost of an education at Covenant is only partly covered by tuition charges; the balance is paid from contributions made by friends and alumni of the College. Because of increasing costs, the Covenant College Board of Trustees reserves the right to make changes at any time in the tuition charges and other general and special fees as needed.

**All account balances are due in full at the start of the term.** If the account balance is not paid in full, a finance charge will be assessed at the end of each month on the unpaid balance. To avoid late payments, students should check their account balance on-line. Accounts must be fully paid each term before a student can register for a subsequent term, view grades, or receive a transcript.

Tuition and fees for MAT and MEd are listed under those sections of the catalog.

## Credit Hour Definition

Consistent with industry best practices, Covenant has established a credit hour to be the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. *Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time.*
2. *One credit hour will be awarded for no less than every two hours of other academic activities as established by the instruction including laboratory work, practica, studio work, and other academic work leading to the awarding of credit hours, or the equivalent amount of work over a different amount of time.*

## Disability Accommodation

Covenant College offers students reasonable accommodations for disabilities in accordance with the guidelines of the Americans with Disabilities Act. A student must provide current documentation of the disability from a licensed professional and complete the Disability Accommodation Application. Once an accommodation has been approved, the student must contact the Center for Student Success at the beginning of each semester for which accommodation is requested. Approved accommodations will be made within a reasonable time period after receiving a written request. Students who are receiving disability accommodations are encouraged to establish a relationship with the Director of Academic Support to receive additional training and assistance in working with disabilities as a college student.

### Disability Accommodation - Extended Time for Testing

Students who have on file in the Center for Student Success a psychological evaluation completed within the last three years that recommends extended time for testing shall be granted that accommodation on a case-by-case basis at the recommendation of the Director of Academic Support. Students who provide verification that their primary language is not English may also be granted that accommodation on a case-by-case basis when the Director of Academic Support determines that extended time for testing is warranted. Typically, extended time for testing would apply to all in-class assessments including tests and quizzes, and will entail 1.5 times the normal test period. The Director of Academic Support can make recommendation for additional accommodations on a case-by-case basis. If the professor cannot make arrangements to provide the additional proctoring, the Director of Academic Support should be contacted for assistance. Despite the accommodation regarding the administration of tests and quizzes, all other assignments to be completed outside of class and during labs will be due according to the announced dates.

## Faculty and Personnel

(Year in parenthesis indicates date of joining faculty.)

**Amy H. Bagby**, Associate Professor of Education (2009), *Ph.D., Mercer University; M.Ed., University of Tennessee at Chattanooga; B.A., Covenant College.*

**Jack E. Beckman**, Professor of Education (2004), *Ph.D. and M.Phil., University of Cambridge; M.Ed., Covenant College; B.S., Georgia State University.*

**William Davis**, Professor of Philosophy (1997), *Ph.D. and M.A., University of Notre Dame; M.A., Westminster Theological Seminary; B.A., Covenant College.*

**James L. Drexler**, Dean of the Graduate School of Education and Coordinator of the Educational Leadership Specialization (2004), *Ph.D., Saint Louis University; M.Ed., University of Missouri; M.Div., Covenant Theological Seminary; B.A., Covenant College.*

**Lindsey Fain**, Associate Dean of the Graduate School of Education (2018) and Certification Official, *M.Ed. and B.A., Covenant College.*

**John W. Ferguson, Jr.**, Headmaster Grace Community School (2015), *Ph.D., Dallas Baptist University; M.Ed., Covenant College; Juris Doctor, Texas Tech University; B.A., Baylor University.*

**Jay D. Green**, Professor of History (1998), *Ph.D., Kent State University; M.A., Trinity Evangelical Divinity School; B.A., Taylor University.*

**Stephen R. Kaufmann**, Emeritus Professor of Education (1982), *Ph.D. and M.A., University of Iowa; B.A., Covenant College.*

**Barrett L. Mosbacher**, Head of School Westminster Christian Academy (2006), *Ed.D., University of North Carolina; M.Ed., Covenant College; B.A., Cedarville College.*

**Rebecca E. Pennington**, 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.*

**Elaine T. Tinholt**, Associate Professor of Education (2020), *Ed.D., George Fox University; Ed.S., Lincoln Memorial University; M.Ed., Covenant College; B.S., University of West Georgia.*

**Bruce R. Young**, Professor of Education (2004), *Ed.D., University of San Francisco; M.Ed., Holy Names University; B.A., Covenant College.*

## **Financial Aid**

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

Financial aid information is included on the graduate website and 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 coursework. 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 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 for Course Incompletes:**

- *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 summer/fall term must be completed by April 1*
- *Incomplete received in MEd spring term must be completed by August 1*

An Incomplete Grade Request Form must be completed and submitted 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. Students may not register for additional coursework with more than one incomplete course grade.

### **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 and completion of the degree.

Covenant does not offer noncredit coursework and does not accept noncredit coursework to fulfill degree requirements and awarding of degrees.

## **Graduate Certificate in Christian Education**

The Graduate Certificate in Christian Education is offered by The Graduate School of Education for K-12 educators desiring in-depth study of the biblical principles that guide a faith-informed pedagogy. Students pursuing this certificate already have at least a B.A. degree, and will complete 9 hours of graduate work in the existing Master of Education program at Covenant.

Graduate Certificate students apply as a Special Student to the Master of Education programs which includes the application form, statement of faith, transcripts, and a letter of cooperation from the applicant's current school since some assignments may need to be completed in a school setting.

### **Required Course**

- EDU 610 Foundations for Curriculum Development (Core Course) 3 hours

### **Elective Courses:** choose 2 from the following:

- EDU 630 Learning Theory Applied to Teaching (Core Course) 3 hours
- EDU 712 Shaping School Curriculum, K-12 (Core Course) 3 hours
- EDU 725 Development of Personnel 3 hours
- EDU 730 Implementing Instructional Strategies 3 hours
- EDU 735 Integrative Approaches to Curriculum 3 hours
- EDU 740 Supervision of Instruction (Core Course) 3 hours
- EDU 745 School Law, Standards and Policy 3 hours
- EDU 750 The Nature of Knowledge and Curriculum Integration (Core Course) 3 hours
- EDU 760 School Business Management 3 hours
- EDU 765 Educational Assessment 3 hours

## **Graduation and Awarding of Degrees**

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, August, and December.

## **Grievance Policy**

### **Academic Grievances**

Students wishing to file grievances on academic issues should submit written appeals to the Dean of the Graduate School of Education following attempts to resolve the problem with the faculty member.

Academic grievances concerning a faculty member should be directed initially to that faculty member, then to the Dean of the Graduate School of Education. Grievances may also be filed with the use of the Academic Affairs Grievance Form, on covenant.edu: [https://portal.covenant.edu/forms?form\\_id=31](https://portal.covenant.edu/forms?form_id=31)

### **General Grievances**

All general grievances, not of an academic nature, should be written and directed to the Dean of the Graduate School of Education. Procedure for reporting grievances:

1. All student grievances must be submitted in writing to the proper college official.

2. The college official will then review the complaint and decide whether the complaint merits official action.
3. The appropriate official will then provide the student with a response to the complaint once a decision is made.
4. The student may appeal the decision in writing; appeals must be submitted within forty-eight hours to the Vice President for Academic Affairs and the Graduate Council.

## **International Applicants**

Covenant College defines international students as anyone who is not a citizen of the United States of America. International applicants must submit the following in addition to standard admissions requirements:

**A.** The International Student Certification of Finances form prior to, or along with, submitting the application for admission. The form can be found online at [www.grad.covenant.edu](http://www.grad.covenant.edu). The certification form must be supported with a copy of a bank statement or letter from a bank confirming the availability of financial resources to pay for educational expenses. If a third-party sponsor or organization will be providing resources for the student, a similar confirmation of resources from an individual or a letter from an organization should be included.

One to two months should be allowed for processing certification of finances and two months minimum should be allowed to obtain a student visa. Please note the names of the form below and choose the appropriate one for your program. A link to these forms is provided on our website: [www.grad.covenant.edu](http://www.grad.covenant.edu)

International Student Certification of Finances- MAT Applicants

International Certification of Finances - MEd Applicants

**B.** Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) - required for international students whose native language is not English. A minimum score of 577 (paper-based exam) or 233 (computer-based exam) or 90 (internet-based exam) is required for the TOEFL, and a minimum of 7 is required for the IELTS. An official score report should be submitted to Covenant College (code 6124).

- Information about the TOEFL may be obtained from:

Educational Testing Service, Box 899, Princeton, NJ 08540, USA  
[www.ets.org/toefl](http://www.ets.org/toefl)

- Information about the IELTS may be obtained from:

[www.ielts.org](http://www.ielts.org)

**C.** International transcripts submitted for admission must be evaluated and authenticated. The following organizations are reputable, and as such, Covenant College will accept a course evaluation and a degree confirmation. All are well established and have different fee structures and timelines of services so the applicant may select the organization they prefer to utilize.

International Education Evaluations, Inc.  
<http://www.foreigntranscripts.com>  
Charlotte, NC | 704.772.0109

Educational Credential Evaluators  
<https://www.ece.org/>  
Milwaukee, WI | 414.289.3400

Foreign Credentials Service of America  
<https://www.foreigncredentials.org>  
Austin, TX | 512.469.4565

Global Credential Evaluators, Inc.  
<http://gceus.com/>  
Offices in Texas, Mississippi and Virginia  
800.707.0979

Josef Silny & Associates  
<http://www.jsilny.com/>  
Miami, FL | 305.273.1616

Transcript Research  
<http://transcriptresearch.com/>  
Offices in Lancaster, PA and Dallas, TX  
214.810.1124

**D.** A copy of the biographical page of applicant's passport.

**E.** Note: college credits taken in the home country may not apply toward any Covenant master's degree program.

## Library Services

The Anna E. Kresge Memorial Library performs an essential role in the educational process and institutional purpose of the College by affording facilities that enhance learning for students and faculty; by providing a curated collection of resources that support the academic program; and by offering research and instructional services to promote their effective use within a biblical frame of reference in the Reformed tradition.

The Kresge Memorial Library offers seating for approximately 175 individuals on two floors. The first floor contains reading tables, individual study carrels, soft seating, and a lounge area. The second floor provides a quiet study area housing carrels and semi-private group study rooms. Also housed on the second floor are a classroom, the campus Art Gallery, the Writing Center, the Center for Student Success, the College Archives, and a multi-purpose room which accommodates library instruction, receptions, and other special events. The Library supplies wired network connectivity through public computers appropriately equipped for research and writing, as well as wireless access to the campus network.

Collections include print and electronic books; print and electronic subscriptions to journals, magazines and newspapers; electronic and print back files of periodicals; streaming audio and video databases; films on DVD and Blu-Ray; and over 200 general and subject-specific research databases.

By using a web-scale, cloud-based, integrated, single-search box online catalog, WorldCat Discovery Services, library users may explore, identify, and access print and electronic resources held in the Kresge Library as well as those located in thousands of other libraries worldwide. Students may connect to the Library's electronic resources from off-campus locations with appropriate campus network authentication. Through its membership in OCLC, the world's largest provider of bibliographic services, the Library networks with thousands of other institutions worldwide to provide interlibrary loan and document delivery services.

The library's web site, <https://library.covenant.edu>, provides more detailed information on collections, discipline-specific resource guides, policies, and other services.

## Plagiarism and Cheating

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

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

- 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* (7<sup>th</sup> 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* [11<sup>th</sup> 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* (7<sup>th</sup> 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
- Handing in one's own work to satisfy more than one assignment without the permission of all instructors.

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* (7<sup>th</sup> ed.; 2009; print; p. 61) suggests:

- making a list of the writers and viewpoints you discovered in your research and using this list to double-check the presentation of material in your paper
- keeping the following three categories distinct in your notes: your ideas, your summaries of others' materials, and exact wording you copy
- identifying the sources of all material you borrow-exact wording, paraphrases, ideas, arguments, and facts
- checking with your instructor when you are uncertain about your use of sources

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

#### Procedures and Penalties for Violations of Academic Integrity

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

1. An instructor who finds evidence of plagiarism or any violation of academic integrity will first 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 prerogative to fail the student in the course or to recommend to the Dean of the Graduate School of Education that a student be dismissed from the graduate program.
2. After discussing the evidence with a student, an instructor should notify a student of any sanction for the plagiarism or cheating. Initial notification may be verbal, but should also be accompanied by written and electronic confirmation. A copy of this penalty policy, along with specific information needed for an appeal, should accompany the written and electronic notifications to the student.
3. Regardless of any other actions, once an instructor determines a student has committed the intentional plagiarism or cheating, the instructor must document and notify the Office of Academic Affairs of the

incident. The Office of Academic Affairs will keep record of all incidents and will report multiple violations by the same student to the Academic Standards Committee for review and possible further action.

4. After being sent notification of a sanction, a student may appeal within two business days to the Vice President for Academic Affairs. The Vice President will normally either uphold or deny the appeal; in rare instances, and after consultation with the instructor and student involved, the Vice President may suggest an alternate sanction for the instructor to impose.

## Privacy Rights of Students

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records.

These rights include:

1. *The right to inspect and review the student's educational records within 45 days of the day Covenant receives a request for access. A student should submit to the Office of Records or other appropriate official, a written request that identifies the records the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected.*
2. *The right to request the amendment of the student's educational records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to request Covenant to amend a record should write the appropriate official clearly identifying the part of the record the student wants changed, and specify why it should be changed. If Covenant decides not to amend the record as requested, Covenant will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.*

Covenant discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A Covenant official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. A Covenant official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Covenant has contracted as its agent to provide a service instead of using Covenant employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Covenant designates the following categories of student information as public or "directory information." Such information may be disclosed by the institution for any purpose at its discretion:

- **Biographical:** *Name, address, telephone number, email address, photograph and video*
- **Enrollment:** *Dates of attendance, enrollment status, class, previous institution(s) attended, major field of study, awards, honors, degrees conferred (including dates).*
- **Athletic:** *Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.*

Currently enrolled students may withhold disclosure of directory information under FERPA by submitting a written request to withhold disclosure. Contact the Office of Records.

3. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

Please direct any questions regarding privacy rights to the Office of Records at Records@covenant.edu or call 706.419.1190.

## **Programming that Leads to State Licensure**

Covenant College offers two academic programs that lead to State Licensure in Teacher Education: Elementary Education and a Master of Arts in Teaching (pedagogy only) in various content areas that lead to K-12, 4-8, or 6-12 certification depending on the content. These programs are approved by the Georgia Professional Standards Commission (GaPSC) and lead to licensure in the State of Georgia only. Although students may take a portion of the courses for these programs via distance instruction while residing in other states, more than 50% of the instruction is offered in person and will not lead to licensure in any other state. Covenant College has not made a determination that its curriculum meets the state educational requirements for licensure or certification in any State but Georgia. Of course, students may apply directly to any other state for licensure within that state and the education department of Covenant College will provide whatever assistance it can. However, the burden of obtaining licensure in any state other than Georgia rests with the graduates of the programs.

States in which Covenant College has not made a determination that its curriculum meets the state educational requirements for licensure or certification in education:

- Alabama, Alaska, Arizona, Arkansas
- California, Colorado, Connecticut
- Delaware
- Florida
- Hawaii
- Idaho, Illinois, Indiana, Iowa
- Kansas, Kentucky
- Louisiana
- Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana
- Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota
- Ohio, Oklahoma, Oregon
- Pennsylvania
- Rhode Island
- South Carolina, South Dakota
- Tennessee, Texas
- Utah
- Vermont, Virginia
- Washington, West Virginia, Wisconsin, Wyoming

## **Statement of Student Rights**

Every member of the Covenant College community has committed to live together in a manner worthy of the gospel of Jesus Christ. This is to be a totally unique learning culture and environment. Covenant students have several rights that are elaborated upon further within this catalog. In summary those rights include:

- Right to inspection and review of student records
- Right to procedural fairness in the administration of student discipline
- Right to an environment free from harassment
- Right to file a grievance and have it addressed in a timely manner

## **Technology Services**

Technology available to Covenant graduate students consists of computer laboratories, email, printers, and wifi network across campus.

Google's G Suite for Education is the platform in place at Covenant College. Additionally, Word, PowerPoint, and Excel of Microsoft Office are available. Canvas is the course learning management system faculty employ at their discretion. Graduate students are expected to be familiar with these software packages and have access to the Internet and email.

Wireless Internet access is available throughout the college campus. It is based on the 802.11AC/b/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.

Email is the primary means of communication while a student at Covenant College. Personal email accounts are required of all graduate students to communicate with faculty, personnel, and fellow students. A student's primary email 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, Banner ID, and Covenant email account. The Covenant email account, rather than a primary personal account, is used for communication while enrolled at Covenant. The Covenant student Banner account is the vehicle used for posting e-bills, financial aid, and records information.

Detailed technology support information is available at <http://techsupport.covenant.edu>.

## **Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS)**

TOEFL or IELTS is required for international applicants whose native language is not English. A minimum score of 577 (paper-based exam), 233 (computer-based exam), or 90 (Internet-based exam) is required for TOEFL, and a minimum of 7 is required for the IELTS.

For additional information:

- TOEFL [www.ets.org/toefl](http://www.ets.org/toefl)
- IELTS [www.ielts.org](http://www.ielts.org)

An official score report should be submitted to Covenant College (Code 6124).

Covenant defines an international student as one who is not a citizen of the United States of America.

## **Title IX and Violence Against Women Reauthorization Act of 2013**

In addition to the Clery Act which requires annual reporting of statistics for various criminal offenses, forcible and non-forcible sex offenses, and aggravated assault, the VAWA's SaVE Act provision adds the following:

Domestic violence, dating violence, and stalking to the categories that, if the incident was reported to a campus security authority or local police agency, must be reported under Clery.

Information regarding the investigation process and options for assistance is located in the Covenant College Title IX policy and procedure at <http://www.covenant.edu/sexualmisconduct>.

### **The Wetterling Act - Sexually Violent Offender Registration Act**

The Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act (Wetterling Act) requires the state to distribute information about sex offenders already required to register in a state, as required under state law, to each institution of higher education in that state at which the person is employed, carried on a vocation, or is a student. The state must then notify the institution "promptly."

The College is required to advise the campus that this national registry information is at <http://services.georgia.gov/gbi/gbisor/SORSearch.jsp>. The Director of Safety and Security will serve as the first contact for the state. If there are any questions about the Wetterling Act, please contact the Safety and Security office at 706-419-1209.

### **Sexual Harassment Policy**

Covenant College will not allow any form of sexual harassment or any such conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive living, work or classroom environment.

Covenant College considers a position against sexual harassment to be thoroughly consistent with the overall mission of the College and its long-standing commitment to traditional Christian values as presented in the Holy Scriptures. Sexual harassment transgresses holy law and, in addition, is a form of illegal discrimination that is abhorrent to the College. Consequently, it is the obligation of each member of the Covenant College community-administrators, faculty, staff, and students - to adhere to this anti-harassment policy.

Sexual harassment is defined to include but not limited to: any unwelcome sexual advance either verbal or physical where submission to the advance is either an explicit or implicit term or condition of employment or enrollment, submission to or rejection of the advance is used as the basis for making employment or enrollment decisions, or such conduct as interferes with an individual's work performance or creates an intimidating, hostile, or offensive work or classroom environment. Examples of sexual harassment are: explicit or implicit promise of career advancement, training, awards, lax time-keeping, or acceptance of lower standards of performance in return for sexual favors; explicit or implicit threats that if sexual conduct is rejected, the employee or student will not be promoted, will receive a poor employment evaluation or grade, or will be assigned to a less desirable position/location; or deliberate, repeated, unsolicited verbal comments, gestures, or physical actions of a sexual nature (e.g., hostile or offensive) thus creating an

intimidating working or classroom atmosphere for the employee or student. Sexual harassment as defined in this policy also includes visual forms of a sexual nature (e.g., signs, posters, and the like) unless part of the curriculum. Sexual harassment of any employee or student, whether in a supervisory or pedagogical relationship or not, is prohibited.

Should such conduct occur, be experienced or observed, it should be reported to the employee's immediate supervisor, the Director of Human Resources, or a senior administrator for faculty or staff. An investigation will be promptly initiated, and the findings reported to the senior administrator of the complainant. The College will do its utmost to respect the privacy of all parties involved in the investigation while taking the necessary steps to investigate and resolve the complaint.

Any sexual harassment is considered a major violation of College policy and will be dealt with accordingly by corrective counseling and/or suspension or termination depending upon the severity of the violation.

## **Transfer Credits**

Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for the MAT or MEd degrees 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. Covenant College does not offer noncredit courses and noncredit coursework is not accepted to fulfill degree requirements.
- Transfer coursework will be evaluated in terms of level, context, quality, comparability, and degree 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, on the website [www.grad.covenant.edu](http://www.grad.covenant.edu), 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.

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

The effective withdrawal date of a student who withdraws from the College through the Office of Records will be the date on which the student begins the withdrawal process, either orally or in writing, or the last date of attendance at an academically-related activity (e.g. attendance in class, clinical practice, exams). In cases where a student is unable to visit the office, the effective date will be the date the student makes

known their intent to withdraw with the Dean of Records: Rodney Miller, 706.419.1190 or [rodney.miller@covenant.edu](mailto:rodney.miller@covenant.edu).

When a student leaves the College without notice, or receives all F's or Incomplete grades for a semester, faculty will be contacted to determine the last date of academically-related activity and establish if the student unofficially withdrew. The college will look for evidence of course engagement or lack of course engagement (no response to course due dates) to help determine the effective date for both Title IV and institutional refund purposes. If an effective date cannot be accurately determined, the midpoint of the term will be used as the effective date. A different effective date may be used for refund purposes of institutional expenses compared to Title IV funds when there are differences between the dates the withdrawal was initiated compared to when the student completed the process.

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.

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.

## **Involuntary Withdrawal or Suspension**

Conditions for which a student may be dismissed are outlined under Conduct, Discipline Procedures and Appeals in this catalog.

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 of the financial aid pro rata percentage.

*Example: Following the example under Withdrawal Refund Policy above, a student who is involuntarily withdrawn on the 10th day would receive an 80 percent pro rata 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 Withdrawal Refund Policy.*

- \$10,000 Tuition Charges less \$4,000 refund ( $\$10,000 \times .40$ ) = \$6,000 Adjusted Tuition Charge
- \$6,000 Financial Aid less \$4,800 reduction ( $\$6,000 \times .80$ ) = \$1,200 Adjusted Available Aid
- \$4,800 Remaining Tuition Charge

# **Master of Arts in Teaching Degree**

## **Admissions**

An application packet may be completed online: <https://grad.covenant.edu/mat/admissions>, or requested by mail, email, or phone from the MAT office.

**Master of Arts in Teaching  
Graduate School of Education  
Covenant College  
14049 Scenic Highway  
Lookout Mountain, GA 30750  
mat@ covenant.edu  
www.grad.covenant.edu**

Application and accompanying documentation for admission must be submitted on or before February 1.

## **Admissions Calendar**

DEC-FEB 1	- Applications received
FEB 1-MAR 1	- Application for financial aid - Applicants notified of admissions decisions
APR 1-MAY 1	- Registration
MAY 2-MAY 16	- Late registration - Drop/Add period - \$100 late registration fee
MAY 26-AUG 1	- Summer term dates
MAY 27	- Tuition and fees assessed

*Individuals choosing to drop a course after May 16 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 and Procedures**

### **Regular Admission - Required For Degree Completion**

For admission as a regular student in the MAT, the following is required:

1. Hold a baccalaureate degree from a regionally accredited college or university. All successful applications will ordinarily have an undergraduate degree in the content area for which they seek a teaching license through the MAT, or at least 15 earned credit hours for middle grades certification in

the content area of choice, or 21 credit hours for P-12 and 6-12 content certifications. Please contact the Graduate School offices with questions.

2. Minimum cumulative undergraduate GPA of 3.0. Applicants with a cumulative undergraduate GPA between 2.5 and 2.99 may receive provisional admission.
3. Passing scores on GACE Program Admissions Assessment (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. Written statement of faith in Jesus Christ.
6. Two references.
7. Completion of a course in educational psychology from a regionally accredited college or university.
8. Completion of a course in introduction to teaching from a regionally accredited college or university. The course should include fieldwork/observation in K-12 classrooms. Consideration will be given to applicants with documented teaching experience in a classroom.
9. Completion of a course in special education from a regionally accredited college or university.
10. 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.
11. International applicants, see additional requirements: International Applicants section of this catalog.

### **Admission Procedures**

Application and supporting materials are accepted through February 1 in the graduate office. Application packets may be completed online from the MAT website: [www.mat.covenant.edu](http://www.mat.covenant.edu), or requested by mail, email, or phone from the MAT office.

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, non-refundable.
3. Written profession of faith in Jesus Christ as Lord and Savior; at least one page in length, typed.
4. Official transcripts of all undergraduate and graduate coursework.
5. Official score report of GACE Program Admissions Assessment. If exempt, submit official score report verifying qualifying exemption scores on SAT, ACT, or GRE. GACE website: [www.gace.ets.org](http://www.gace.ets.org). Exemption scores are as follows:

- For SAT Score Reports dated prior to 7/1/2019:  
1000 on Verbal/Critical Reading, and Math OR  
1000 on Evidence based Reading/Writing and Math
- For SAT Score reports dated on or after 7/1/2019:  
1080 on Evidence based Reading/Writing AND Math
- ACT 43 combined on English and math
- GRE 297 combined on verbal and quantitative

Additional information is provided in the application packet.

6. Official score report of GACE Content Assessment. GACE website: [www.gace.ets.org](http://www.gace.ets.org). Additional information is provided in the application packet.
7. Two completed reference forms from educators.
8. Completion of the following courses from an accredited college or university:
  - Educational Psychology
  - Introduction to Teaching
  - Exceptional Education – *Effective July 1, 2019, a student must earn a "B" or better on the Exceptional Education course in order to obtain Georgia certification.*
9. Letter of cooperation from the head of school if applicant is employed as a teacher and wishes to use employment towards clinical practice requirements.

## **Admission Status**

### **Regular 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.

### **Provisional Student Status**

An applicant not having fully met admissions criteria may be considered for provisional admission. The student will be informed of unmet criteria to be satisfied to obtain regular student status. The status of a provisional student is reviewed after six hours of coursework; 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 - 2022-2023 Academic Year

### Tuition

- \$697** Tuition--per term per hour (1-11 hours)
- \$4182** Tuition--summer term (6 hours)
- \$8364** Tuition--per term fall and spring (12-16 hours)

### Fees

- \$50** Application fee (non-refundable, payable with application)
- \$500** 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
- \$200** I-901 annual fee for International students. Fee subject to change.
- \$160** DS-160 Visa Application (Visa)
- \$6** EDU 550 History and Philosophy fee
- \$15** EDU 580 Clinical Practice I fee, PAGE membership
- \$160** EDU 595 Clinical Practice II, Graduation fee
- \$15** ID card fee
- \$25** Parking fee, yearly fee payable fall term
- \$36** Student Activity fee per course, summer term
- \$18** Student Activity fee per course, fall and spring terms
- \$28** Technology fee per course, summer term
- \$28** Technology fee per course, fall 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--2022-2023 Academic Year

#### 1. Summer Term--May 26-August 1, 2022

A. Tuition-6 hours: 6 x \$697	= \$4182
B. Student Activity Fee (\$36 per course): 3 x \$36	= \$108
C. Technology Fee (\$28 per course): 3 x \$28	= \$84
D. ID Card Fee	= \$15
<b>Total</b>	<b>= \$4389</b>

*Non-refundable Enrollment deposit due at registration: \$500*

*Amount remaining: \$3889*

**2. Fall Term--August 6-December 16, 2022**

A. Tuition 12-16 hours: 12 x \$697	= \$8364
B. EDU 550 History and Philosophy Fee	= \$6
C. EDU 580 Clinical Practice I fee: \$15 PAGE membership	= \$15
D. Parking fee	= \$25
E. Student Activity Fee (\$18 per course): 5 x \$18	= \$90
F. Technology Fee: (\$28 per course): 4 x \$28; (no fee for EDU 580 Clinical Practice I)	= \$112
<b>Total</b>	<b>= \$8612</b>

**3. Spring Term--January 8-May 4, 2023**

A. Tuition 12-16 hours: 12 x \$697	= \$8364
B. EDU 595 Clinical Practice II graduation fee	= \$160
C. Student Activity fee (per course): 2 x \$18; (no fee for EDU 585 Diversity Field Experience)	= \$36
<b>Total</b>	<b>= \$8560</b>

**Tuition/Fees Total MAT Degree: \$21,561**

**Payment Schedule and Information**

1. Submitted with application for admission: \$50 application fee.
2. Submitted with pre-registration for summer term only:
  - A. \$500 non-refundable enrollment deposit towards tuition
  - B. Application for financial aid, if applicable
3. An enrollment deposit is not required for fall and spring preregistration.
4. Covenant College accepts payment for student accounts from an e-check online, MasterCard, Discover, check or cash. A processing fee is assessed for online payment based on payment method and amount of payment. See Application and Registration form for complete details.
5. Details regarding payment are included in the registration packet.
6. Students are responsible to verify their account balance through their Banner account. Students receive a monthly electronic statement to their Covenant email. College offices will also communicate with students via their Covenant College email account.
7. Students are responsible for purchase of textbooks and supplies. Included with the registration packet is a list of textbooks and required course materials.

## Registration Schedule

### Summer Term--May 26-August 1

<b>APR 1-MAY 1</b>	- Registration for summer term; materials available on website
<b>MAY 2-16</b>	- Late registration - Drop/Add period - \$100 late registration fee
<b>MAY 27</b>	- Tuition and fees assessed

*Individuals choosing to drop a course after May 16 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--August 6 - December 16

<b>Third week of summer term</b>	- Pre-registration for fall classes
<b>AUG 6</b>	- Tuition and fees assessed

### Spring Term--January 8 - May 4

<b>NOV 15-17</b>	- Pre-registration for spring classes
<b>JAN 5</b>	- 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 course. Appeals may be submitted in writing to the Dean of the Graduate School 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.

## **MAT Calendar for 2022-2023**

### **Summer Term, 2022**

<b>MAY 26-AUG 1</b>	Summer term dates
<b>MAY 26</b>	MAT pre-campus summer coursework begins; approval to enter the Teacher Education Program and TPMS entry
<b>May 27</b>	Tuition & fees assessed
<b>JUNE 26</b>	Convocation
<b>JUNE 27-July 1</b>	EDU 510 Foundations for Curriculum Development - classes meet 8:30-5:00 M-F
<b>JULY 4-8</b>	EDU 520 Introduction to Research - classes meet 8:30-5:00 M-F
<b>JULY 11-15</b>	EDU 540 Nature and Needs of Adolescent Learners - classes meet 8:30-5:00 M-F Orientation for Clinical Practice I TBD Pre-registration for fall term
<b>AUG 1</b>	End term date for summer session
<b>AUG 15</b>	Completion deadline for incomplete coursework for summer term

### **MAT Fall Term, 2022**

<b>AUG 3</b>	Registration for fall term
<b>AUG 4</b>	Approval for Clinical Practice
<b>AUG 6</b>	Tuition/fees assessed
<b>AUG 6 - DEC 16</b>	Fall term dates EDU 530 Content Area Literacy for Adolescents EDU 550 History and Philosophy of American Education EDU 560 Middle/Secondary Content and Methods EDU 570 Educational Assessment and Research EDU 580 Clinical Practice I - see MAT academic calendar for specific schedule
<b>NOV 15 - 17</b>	Pre-registration for spring term
<b>DEC 16</b>	End term date
<b>JAN 3</b>	Completion deadline for incomplete coursework for fall term

### **MAT Spring Term, 2023**

<b>JAN 8 - MAY 4</b>	Spring term dates
<b>JAN 5</b>	Registration for spring term; tuition/fees assessed
<b>JAN - APRIL</b>	EDU 590 Research Seminar - see MAT academic calendar for specific schedule EDU 595 Clinical Practice II, M-F, full-time clinical practice in the classroom.

<b>APRIL</b>	EDU 585 Diversity Field Experience, field placement and seminar one week only.
<b>MAY 4</b>	End term date for spring term
<b>MAY 6</b>	Commencement

### **The Stephen R. Kaufmann Teaching Prize**

Each year the faculty of the Master of Arts in Teaching selects a graduating MAT student to receive the Stephen R. Kaufmann Teaching Prize. This award recognizes Dr. Kaufmann who for 37 years served Covenant College and students preparing for a career in education by faithfully teaching and mentoring future educators. The award is given to a MAT student who exemplifies the mission of Covenant College through a clear call to teaching and diligent preparation for that work. Dr. Kaufmann is Professor Emeritus of Education.

## **Certification**

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

Graduates of the MAT are eligible to apply 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)**

The MAT was approved by the GaPSC in May, 2011.

The MAT is a state approved program by the Georgia Professional Standards Commission (GaPSC) and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). State approved status and accreditation are necessary for obtaining certification in any state. Graduates of the MAT are considered program completers of a state approved program and are eligible for a 5-Year Induction Certificate from the GaPSC upon completion of the degree and all GaPSC requirements.

Graduates hired by a school in a state other than Georgia may apply for certification in that state, and typically additional assessments are required.

MAT students are informed about certification procedures including establishing a My PSC account. For questions related to certification, please contact the Certification Official at [certification@covenant.edu](mailto:certification@covenant.edu) or 706.419.1407. Additional information about certification in Georgia may be found at [www.gapsc.com](http://www.gapsc.com).

## **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 completed 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 coursework with more than one incomplete course grade. An Incomplete Grade Request form must be submitted 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.

### **Degree Requirements**

A total of 34 semester hours of coursework 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 (with the exclusion of EDU 595 Clinical Practice II) will be applied to graduation requirements. All coursework applied toward the degree must be taken within six years of degree conferral.

Covenant does not offer noncredit courses and noncredit coursework is not accepted to fulfill degree requirements.

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

### **Master of Arts in Teaching (MAT) - Course Sequence**

The MAT 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 degree conferral.

#### **Summer**

- EDU 510 Foundations for Curriculum Development 2 hours
- EDU 520 Introduction to Research 2 hours
- EDU 540 Nature and Needs of Adolescent Learners 2 hours

#### **Fall**

- EDU 530 Content Area Literacy for Adolescents 3 hours
- EDU 550 History and Philosophy of American Education 3 hours
- EDU 551 Research in History & Philosophy of American Education 1 hours
- EDU 560 Middle/Secondary Content and Methods 3 hours
- EDU 570 Educational Assessment and Research 3 hours
- EDU 580 Clinical Practice I 3 hours

#### **Spring**

- EDU 585 Diversity Field Experience 1 hours
- EDU 590 Research Seminar 4 hours
- EDU 595 Clinical Practice II 8 hours

## **MAT Course Descriptions**

### **EDU 510 Foundations for Curriculum Development**

A study of various foundational principles that guide in the selection of goals, content, and materials in the curriculum. Students examine these principles from a Christian perspective, and choose those appropriate for evaluating and changing classroom practice in the schools. 2 hours

Format: Combined course with MEd; meets 1st week of summer session, M-F, 8:30-5:00

### **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. Prerequisite(s): EDU 510. 2 hours

Format: Meets 2nd week of summer session, M-F, 8:30-5:00

### **EDU 530 Content Area Literacy for Adolescents**

This course equips candidates with tools to promote content area literacy and disciplinary literacy, both key skills for student achievement. 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. Prerequisite(s): EDU 510. 3 hours

### **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 is 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. Prerequisite(s): EDU 510. 2 hours

Format: Meets 3rd week of summer session, M-F, 8:30-5:00

### **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 consider educational developments within their social, intellectual, and political contexts. \$6.00 fee. Prerequisite(s): EDU 510. This course is open to undergraduates with senior level and pre-MAT status. A minimum grade of B must be earned in order to receive graduate credit. 3 hours

### **EDU 551 Research in History & Philosophy of American Education**

A graduate course designed for those who have previously taken an undergraduate history and philosophy of American education course. Students will engage in historical research and write on a topic in the field of the history and philosophy of American education. The research area is to be mutually agreed on by the

student and the instructor and an oral presentation of research findings is given in class. Prerequisite(s): EDU 370 History and Philosophy of American Education. 1 hours

### **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. 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. Prerequisite(s): EDU 510. 3 hours

### **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 include the development of traditional, performance, and product assessment, writing assessment, affective assessment, standardized assessment, and evaluating classrooms through action research. Prerequisite(s): EDU 520. 3 hours

### **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 three days per week, under the direction of a mentor teacher and college supervisor. Candidates complete a Teacher Work Sample. \$15.00 fee for PAGE. Prerequisite(s): EDU 540 and approval for Clinical Practice. 3 hours

### **EDU 585 Diversity Field Experience**

This course gives candidates the opportunity to analyze best practices designed to meet the needs of diverse learners, including learning differences related to culture, language, gender, and ability. Candidates participate in a 40-hour field placement experience and attend seminar classes focusing on strategies for supporting diverse learners. Prerequisite(s): EDU 580. 1 hours

Format: April; dates to be determined

### **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 issues and concerns that clinical practice candidates encounter during their daily practice. These experiences enable candidates to become more reflective in their teaching practice. Prerequisite(s): EDU 570. 4 hours

Format: Meets 1 evening per week throughout the semester and occasionally on an additional evening.

### **EDU 595 Clinical Practice II**

The Spring Clinical Practicum is the culminating course in the MAT and requires integration and application of instructional, management, and professional knowledge and competencies in school settings. Candidates teach under the direction of a mentor teacher and college supervisor. Candidates must maintain a 3.0 GPA and cannot earn a course grade lower than a B in Clinical Practice II. Prerequisite: completion of all coursework and approval for clinical practice. \$160 graduation fee. Prerequisite(s): EDU 580. 8 hours

Format: Jan-April, M-F

## **Teacher Education Program**

The Teacher Education Program (TEP) at Covenant College is regulated by the Georgia Professional Standards Commission (GaPSC). MAT students are admitted to the TEP prior to Clinical Practice I. Many of the admission requirements for the MAT are also required for admission to the TEP. As of January 1, 2015, completion of the Georgia Educator Ethics Assessment (360) is required for admission to the TEP.

Following are requirements and process points which candidates must satisfy to remain in the TEP and successfully complete the MAT degree.

### **Approval to the TEP**

Approval to the TEP occurs May 27, prior to Clinical Practice I. Requirements are:

- a. Satisfaction of all admissions requirements to the Master of Arts in Teaching
- b. Completion of Georgia Educator Ethics Assessment (360)
- c. Minimum GPA of 3.0
- d. Application for the Pre-Service Certificate submitted to the Georgia Professional Standards Commission

**Note:** the Pre-Service Certificate is required in order to participate in Clinical Practice I and II. Upon approval to the TEP, MAT students become candidates in the Teacher Education Program.

### **Approval for Clinical Practice I - August 4**

The following are required for approval:

- a. Minimum GPA of 3.0
- b. Satisfactory Disposition Evaluations
- c. Awarding of Pre-Service Certificate

### **Application for the Pre-Service Certificate**

The application will be completed upon acceptance into the MAT and submitted to the Georgia Professional Standards Commission by the Certification Official of Covenant College. Candidates are required to hold this certificate for all field experiences.

The following is required to obtain the certificate:

- a. GaPSC Application for Pre-service certificate.
- b. Verification of Lawful Presence (VLP) affidavit.
- c. Copy of supporting documentation for VLP (such as valid driver's license).

Documents are submitted to the GaPSC by the college certification official, thus authorizing the GaPSC to conduct a criminal record check.

Please note:

- a. The candidate will be issued a Pre-Service certificate if the candidate responded "no" to all Personal Affirmation questions on the application and the criminal record check does not contradict those answers.
- b. If a Pre-Service Certificate is not obtained, the candidate will not be allowed to participate in field work.
- c. Each candidate must receive a Pre-Service Certificate prior to the start of Clinical Practice I.
- d. The Pre-Service Certificate will be issued through the candidate's MyPSC account.
- e. The Pre-Service Certificate is valid for five years.

## **Clinical Practice II**

The following are required for continuation in Clinical Practice II from Clinical Practice I:

- a. TEP Approval
- b. Pre-Service Certificate
- c. Minimum GPA of 3.0
- d. Satisfactory Clinical Evaluations
- e. Satisfactory Disposition Evaluations

## **Program Completion and Graduation**

- a. Minimum GPA of 3.0; only one course with the grade of C will be applied to graduation requirements, and no grade of less than B is acceptable for Clinical Practice II.
- b. Successful completion of all clinical practice and coursework
- c. Satisfactory Clinical Evaluations
- d. Satisfactory Disposition Evaluations
- e. Graduate Exit Survey
- f. Satisfactory completion of teacher work sample is required
- g. Induction Certificate is valid for 5 years

# Master of Education Degree

## Admissions

*An application packet may be obtained by contacting the MEd office or downloading a packet from <https://grad.covenant.edu/med/admissions>.*

**Master of Education**  
**Graduate School of Education**  
**Covenant College**  
**14049 Scenic Highway**  
**Lookout Mountain, GA 30750**  
**med@covenant.edu**  
**www.med.covenant.edu**

**Early Application Bonus-** The application fee is waived for all applications postmarked by February 1, 2022. To qualify for the waiver, the packet must include the application form, references, academic paper, and statement of faith.

Note the following dates for submission of application materials:

<b>DEC-APR 1</b>	Applications received and accepted
<b>FEB 15-APR 15</b>	Registration period
<b>MAR 1</b>	Priority deadline for submission of financial aid application for returning students
<b>APR 1</b>	Application deadline
	Priority financial aid awards for new students
<b>APR 15</b>	Registration deadline
<b>APR 16-MAY 1</b>	Late registration, \$100 fee Course drop/add period
<b>MAY 1</b>	Official start of pre-campus session for summer/fall courses Semester 1 Term start date; fees assessed

*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

For admission as a regular student in the Master of Education, the following is required:

1. Baccalaureate degree from a regionally-accredited college or university.
2. Grade point average of 3.0 or higher.
3. 15 semester hours of undergraduate coursework in education or evidence of five years of verified experience in professional education.

4. Experience as teacher or administrator in a P-12 setting 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. Credible written profession of faith in Jesus Christ as Lord and Savior.
6. Academic paper by the applicant which demonstrates academic capability. The paper may be previously written, 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. **Applicants who have already completed a master's degree are exempt from submitting an academic paper.**
7. Applicants not currently serving as administrator or teacher must submit a letter of cooperation from a school administrator stating that the applicant will have access to classroom or school situations where graduate coursework can be applied.
8. **International Candidates:** Covenant defines international students as anyone who is not a citizen of the United States of America. International applicants should refer to the international requirements located in the General Information section.

## Admission Procedures

Application and supporting materials are accepted through April 1 by the graduate office. Application packets may be completed online from the MEd website: <https://grad.covenant.edu/med/admissions>, or requested by mail, email, or phone.

### The Following Are Required For Admission:

1. A completed application form.
2. Payment of the application fee: \$50, non-refundable.  
**Early Application Bonus**-the application fee is waived for applications postmarked by February 1. Must include the application, references, academic paper, statement of faith.
3. A written profession of faith in Jesus Christ as Lord and Savior, one page in length, typed.
4. Official transcripts of all undergraduate and graduate coursework.
5. Two completed reference forms from educators.
6. Academic paper by the applicant which demonstrates academic capability. The paper may be previously written, must be a minimum of five pages, in academic form, and including appropriate citations. The paper will be examined for coherence of thought, organization, spelling, and punctuation. **Applicants who have already completed a master's degree are exempt from submitting an academic paper.**
7. Letter of Cooperation from a school administrator if applicant is not currently employed as a teacher or administrator in a K-12 setting, stating the applicant will have access to classroom or school situations where graduate coursework can be applied.
8. International applicants should refer to the international requirements located in the General Information section.

## Admission Procedures for Special Student Applicants

The following are required for admission as a special student:

1. A completed application form; payment of \$50 non-refundable application fee. The application fee is waived for all application packets postmarked by February 1.
2. Written statement of faith in Jesus Christ.
3. Official transcripts of all college and graduate coursework.
4. Letter of Cooperation from an administrator if the applicant is not working in a school situation.

5. Submit documents and \$50 application fee to the Master of Education, Covenant College.

## **Admission Status**

### **Regular Student Status**

An applicant meeting all admission requirements of the MEd is accepted as a regular student. Regular student status is required to complete the MEd degree.

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

### **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 coursework; 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. 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. 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, a Letter of Cooperation from a school administrator must be submitted assuring access to a school situation where graduate coursework 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 should the student apply for admission as a regular student in the MEd.

See admission procedures for special student admission.

## **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.

### **General Fees and Expenses:**

- \$50** Application fee (non-refundable, payable once only)
- \$500** Enrollment deposit, non-refundable, applied towards balance
- \$697** Tuition per term per credit hour
- \$16** Materials fee (per course)
- \$28** Technology fee (per course)
- \$36** Student activity fee (per on-campus course)

## **Housing:**

**\$155-366** Room per week (7 days, cost dependent upon housing type. See registration form for details)

## **Special Fees:**

- \$15** ID card, new and replacement
- \$100** Late registration fee
- \$160** Graduation fee, students enrolled in EDU 785 or EDU 790
- \$15** Course change fee (On May 1 and following, each course change is subject to fee.)
- \$500** Continuation fee (Applicable when program is extended beyond six year limit.)
- \$200** I-901 Annual fee for international students; subject to change
- \$160** DS-160 Visa Application

## **Payment Schedule**

1. Submitted with application for admission: \$50 application fee. The application fee will be waived for all applications postmarked by February 1. Note: application, references, academic paper, statement of faith must be submitted to qualify for fee waiver.
2. Submitted with registration form:
  - A. \$500 non-refundable enrollment deposit towards tuition
  - B. Application for financial aid, if applicable
3. Tuition and fees are assessed on May 1 for Semester 1 (summer/fall) and January 1 for Semester 2 (spring online). Interest will be added at the end of the following month 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 for student accounts from an e-check online, MasterCard, Discover, check or cash. A processing fee is assessed for online payment based on payment method and amount. See Application or Registration form for complete details.
7. Students are responsible to verify their account balance through their Banner account. Students receive a monthly electronic statement to their Covenant email. College offices will also communicate with students via their Covenant College email 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.

## **Housing**

Housing for the on-campus session is reserved as part of 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 for Semester 1 (summer/fall)**

On February 15, registration information opens to Master of Education students. Students may register through April 15 without penalty and through May 1 with late registration 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.

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.

## **Late Registration**

Registration from 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 selects a third-year student to receive the Robert B. Ashlock Award. This award is in memory of Dr. Ashlock as the organizing and first director of the Master of Education at Covenant College and as a published scholar in the field of elementary mathematics. The award is given to a MEd student who exemplifies the mission of Covenant College through scholarly academic performance.

## **The Norman Harper Scholarship**

Each year the faculty of the Master of Education selects a third-year student to receive the Norman Harper Scholarship. This honor is bestowed on a MEd 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 Grant Plan**

The Tuition Grant Plan offers an incentive for multiple educators from the same school to participate in the Master of Education. 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% grant for individuals when two MEd students are enrolled from the same school*
- 20% grant for individuals when three MEd students are enrolled from the same school*
- 25% grant for individuals when four or more MEd students are enrolled from the same school*

The grants do not include non-tuition fees. To apply for participation, the school administrator submits a letter listing participants in the Tuition Grant Plan from his/her school. This letter is requested by the student and is submitted each academic year for eligible applicants to receive tuition grant benefits. Upon receipt of registration forms and initial deposit, the tuition grant will be applied to participants.

*Submit letter to:*

Associate Dean Graduate School of Education  
Master of Education, Covenant College  
14049 Scenic Highway  
Lookout Mountain, GA 30750-9601  
med@covenant.edu

## **MED General Academic Information**

### **Academic Calendar for 2022-23**

May 1                    Official start of term, fees assessed  
                          Beginning of pre-campus session for summer courses

#### **On-Campus:**

June 26                Convocation Dinner for all students, faculty, personnel  
June 27-July 1        EDU 610 Foundations for Curriculum Development (Core Course)  
July 4-8               EDU 630 Learning Theory Applied to Teaching (Core Course)  
July 11-15            EDU 712 Shaping School Curriculum, K-12 (Core Course)

#### **Post-Campus and Fall:**

Sept - Dec.            EDU 620 Introduction to Research (Core Course) taken online  
                          Completion of summer courses  
Dec. 15                End of term

#### **Spring Online 2023:**

Jan- May              Two specialization courses taken online  
May 6, 2023           Commencement

#### **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 the Graduate School of Education for consideration by the graduate faculty.

### **Hybrid Program Calendar for 2022-2023**

<b>Summer 2022</b> June 27-July 15 (on campus)	<b>Fall 2022</b> (online)	<b>Spring 2023</b> (online)	<b>Summer 2023</b> June 26-July 14 (on campus)	<b>Fall 2023</b> (online capstone course)
Week 1 - EDU 610	EDU 620	EDU 760 (EL)	Week 1 - EDU 750	EDU 785 (EL) or
		EDU 745 (EL)		EDU 790 (ICI)
Week 2 - EDU 630		EDU 730 (ICI)	Week 2 - EDU 725 (EL) or EDU 735 (ICI)	
		EDU 765 (ICI)		
Week 3 - EDU 712			Week 3 - EDU 740	

# Abbreviated Calendars

## 2022-2023

Commencement: May 7, 2022  
Dinner and Convocation: June 26, 2022  
On-campus session: June 27-July 15

## 2023-2024

Commencement: May 6, 2023  
Dinner and Convocation: June 25, 2023  
On-campus session: June 26-July 14

## 2024-2025

Commencement: May 4, 2024  
Dinner and Convocation: June 23, 2024  
On-campus session: June 24-July 12, 2024

## Certification

### Association of Christian Schools International (ACSI)

Graduates of the MEd are eligible to apply for an ACSI certificate upon completion of the degree. The certificate is valid for five years. Student teaching or a minimum of two years of teaching or school leadership experience is required to qualify.

## Course Completion Dates

<i>EDU 610 Foundations for Curriculum Development (Core Course)</i>	Oct 30
<i>EDU 620 Introduction to Research (Core Course)</i>	Dec 15
<i>EDU 630 Learning Theory Applied to Teaching (Core Course)</i>	Nov 30
<i>EDU 712 Shaping School Curriculum, K-12 (Core Course)</i>	Dec 15
<i>EDU 725 Development of Personnel</i>	Nov 30
<i>EDU 730 Implementing Instructional Strategies</i>	Apr 30
<i>EDU 735 Integrative Approaches to Curriculum</i>	Nov 30
<i>EDU 740 Supervision of Instruction (Core Course)</i>	Dec 15
<i>EDU 745 School Law, Standards and Policy</i>	Apr 30
<i>EDU 750 The Nature of Knowledge and Curriculum Integration (Core Course)</i>	Oct 30
<i>EDU 760 School Business Management</i>	Apr 30
<i>EDU 765 Educational Assessment</i>	Apr 30
<i>EDU 785 Field Experience in Educational Leadership</i>	Mar 1
<i>EDU 790 Project in Integrated Curriculum and Instruction</i>	Mar 1

## **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 agreed to and completed 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.

*Incomplete received must be completed by April 1*

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

## **Degree Requirements**

A total of 30 semester hours of coursework is required for completion of the Master of Education: 18 hours of core courses and 12 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 degree conferral.

*If a student is unable to complete the degree 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.*

Covenant does not offer noncredit courses and noncredit coursework is not accepted to fulfill degree requirements.

## **Housing and Meals, On-Campus Session**

On-campus housing is available for the on-campus session. Housing requests are included with registration and housing arrangements are finalized after registration concludes. Full payment for housing is due at the beginning of the on-campus session.

MEd students are ordinarily housed in Maclellan and Rymer Halls. These facilities consist of suites incorporating two rooms and a bathroom. 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 meal schedule varies greatly 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 and May packets.

## Covenant Fellows Program

Graduates of the MEd may enroll in up to six hours per year of MEd 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 MEd specialization.

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.

Fellows are limited to two courses per semester and a maximum of 12 hours per year for undergraduate students and/or six hours per year of graduate courses. 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 not eligible for other institutional financial assistance and no refund of tuition is issued from a withdrawal.

## 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 the Graduate School of Education.

### **Mission:**

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

## ***Educational Leadership Specialization Standards***

### **Professional Standards of Educational Leadership (PSEL)**

- 1. Mission, vision, and core values.** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- 2. Ethics and Professional Norms.** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
- 3. Equity and Cultural Responsiveness.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- 4. Curriculum, Instruction, and Assessment.** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

**5. Community of Care and Support for Students.** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

**6. Professional Capacity of School Personnel.** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

**7. Professional Community for Teachers and Staff.** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

**8. Meaningful Engagement of Families and Community.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

**9. Operations and Management.** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

**10. School Improvement.** Effective educational leaders act as agents of continuous improvements to promote each student's academic success and well-being.

**11. Evidence Based Practice.** Evaluate, conduct, and apply educational research to improve practice.

### ***Integrated Curriculum and Instruction Specialization Standards***

The integrated curriculum and instruction specialization provides graduate instruction which enables students to:

**1. Curriculum Design:** Develop integrative instruction for solving problems, making connections within and between subject areas, and with the everyday world.

**2. Nature of Knowledge:** Use the structure of knowledge as a basis for integrating the curriculum.

**3. Content:** Demonstrate advanced depth and breadth of knowledge and skills in their academic disciplines and pedagogy.

**4. Learner Characteristics:** Evaluate and apply learning theory to meet the needs of learners as multi-dimensional image-bearers.

**5. Assessment:** Demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.

**6. Evaluate,** conduct, and apply educational research to improve practice.

Last updated May 2018.

## **Programs and Courses**

### **M.Ed. Educational Leadership Specialization**

**Core Courses:** All MED students are required to complete the core:

- EDU 610 Foundations for Curriculum Development (Core Course) 3 hours
- EDU 620 Introduction to Research (Core Course) 3 hours
- EDU 630 Learning Theory Applied to Teaching (Core Course) 3 hours
- EDU 712 Shaping School Curriculum, K-12 (Core Course) 3 hours
- EDU 740 Supervision of Instruction (Core Course) 3 hours
- EDU 750 The Nature of Knowledge and Curriculum Integration (Core Course) 3 hours

**Educational Leadership Specialization Courses:**

- EDU 725 Development of Personnel 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

### **M.Ed. Integrated Curriculum and Instruction Specialization**

**Core Courses:** All MEd students are required to complete the core:

- EDU 610 Foundations for Curriculum Development (Core Course) 3 hours
- EDU 620 Introduction to Research (Core Course) 3 hours
- EDU 630 Learning Theory Applied to Teaching (Core Course) 3 hours
- EDU 712 Shaping School Curriculum, K-12 (Core Course) 3 hours
- EDU 740 Supervision of Instruction (Core Course) 3 hours
- EDU 750 The Nature of Knowledge and Curriculum Integration (Core Course) 3 hours

**Integrated Curriculum and Instruction Specialization Courses:**

- EDU 730 Implementing Instructional Strategies 3 hours
- EDU 735 Integrative Approaches to Curriculum 3 hours
- EDU 765 Educational Assessment 3 hours
- EDU 790 Project in Integrated Curriculum and Instruction 3 hours

## **Course Descriptions**

### **EDU 610 Foundations for Curriculum Development (Core Course)**

A study of various foundational principles that guide in the selection of goals, content, and materials in the curriculum. Students examine these principles from a Christian perspective, and choose those appropriate for evaluating and changing classroom practice in the schools. 3 hours

### **EDU 620 Introduction to Research (Core Course)**

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. Students design and implement research projects in their own school settings. 3 hours

### **EDU 630 Learning Theory Applied to Teaching (Core Course)**

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. Prerequisite(s): EDU 610. 3 hours

### **EDU 712 Shaping School Curriculum, K-12 (Core Course)**

An application of a biblical world view to the processes and products of curriculum development and assessment for the K-12 school or school system. The course examines 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 are addressed. Criteria is developed for the evaluation of textbooks and other curriculum materials. Prerequisite(s): EDU 610. 3 hours

### **EDU 725 Development of Personnel (EL)**

A study of the instructional 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, the promotion of change, new teacher induction, and professional learning communities. 3 hours

### **EDU 730 Implementing Instructional Strategies (ICI)**

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 endeavors to embody a biblical view of learners, teachers, curriculum, and the global community in which they all interact. Prerequisite(s): EDU 630. 3 hours

### **EDU 735 Integrative Approaches to Curriculum (ICI)**

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 world view, resulting in instruction that enables classroom teachers to engage their students and help them remember and apply the concepts they learn. Prerequisite(s): EDU 610, EDU 630. 3 hours

## **EDU 740 Supervision of Instruction (Core Course)**

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 are 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. 3 hours

## **EDU 745 School Law, Standards and Policy (EL)**

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. 3 hours

## **EDU 750 The Nature of Knowledge and Curriculum Integration (Core Course)**

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. Prerequisite(s): EDU 610, or approval of the ICI coordinator. 3 hours

## **EDU 760 School Business Management (EL)**

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. As a context for specific professional practice, students study external forces that affect their schools, e.g. globalization, the digital revolution, and other socio-economic trends. The implications of these forces for professional practice are studied and applied to strategic, instructional, and technology planning, budgeting and finance, compensation, purchasing, facilities capitalization, the strategic allocation of resources, time management, and board relations. To give students direct experience on how technology can contribute to the learning process and can leverage scarce resources and increase ROI, portions of this course are blended with online collaboration tools. 3 hours

## **EDU 765 Educational Assessment (ICI)**

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 curriculum. 3 hours

## **EDU 785 Field Experience in Educational Leadership (EL)**

Capstone course taken during the final year; however, students begin the work in previous courses. In this course 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 coursework to the school setting, providing real-life learning and a critical link between theory and practice. The set of planned experiences involves at least 250 clock hours of participation. Students are required to begin field work during their first year of the program. The requirements for this capstone course include taking the GACE Educational Leadership Assessment during the final year in the program, and producing a 20-25 page scholarly paper which includes a literature review. The final notebook for this

course is due March 1 of the semester the student intends to graduate. This course is taken as an independent study, and students register for EDU 785 during their final year of study in the program. \$160 Graduation Fee. 3 hours

### **EDU 790 Project in Integrated Curriculum and Instruction (ICI)**

Capstone course taken during the final year; however, students begin the work in previous courses. In this course, a major project links research to practice within school settings. Projects typically build on plans for integrated curriculum and instruction developed in EDU 735. In EDU 790, those plans are implemented within an appropriate action research framework. EDU 790 constitutes a capstone culminating performance for the ICI specialization and incorporates content and integrates insights from all coursework throughout the program. This course is taken as an independent study in the last year of the program, and the project research is evaluated by two graduate professors. \$160 Graduation Fee. Prerequisite(s): EDU 620, EDU 735. 3 hours

# 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 nontraditional 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 enchanted 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.

### **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 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 in the College shield. 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. The Covenant tartan is used in the Covenant graduate hood.

*(Excerpted from "The Covenant College Motto and Logo," Covenant College Catalog)*

**Graduate School of Education (GSE) Hybrid Program Chart**  
**Cohort 2022**

<b>Summer 2022 (on campus)</b>	<b>Fall 2022 (online)</b>	<b>Spring 2023 (online)</b>	<b>Summer 2023 (on campus)</b>	<b>Fall 2023 (online capstone course)</b>
<b>Week 1</b> (June 27-July 1): <b>EDU 610-Foundations for Curriculum Development (3 hrs)</b>	<b>EDU 620-Intro to Research (3 hrs)</b>	<b>EDU 760-School Business Management (3 hrs) and EDU 745-School Law, Standards, and Policy (3 hrs)</b>	<b>Week 1</b> (June 26-June 30): <b>EDU 750-The Nature of Knowledge and Curriculum Integration (3 hrs)</b>	<b>EDU 785-Field Experience in Educational Leadership (3 hrs)</b>
<b>Week 2</b> (July 4-8): <b>EDU 630-Learning Theory Applied to Teaching (3 hrs)</b>		<b>EDU 730- Implementing Instructional Strategies (3 hrs) and EDU 765- Educational Assessment (3 hrs)</b>	<b>Week 2</b> (July 3-7): <b>EDU 725- Development of Personnel (3 hrs)</b> <b>or</b> <b>EDU 735- Integrative Approaches to Curriculum (3 hrs)</b>	<b>EDU 790-Project in Integrative Curriculum and Instruction (3 hrs)</b>
<b>Week 3</b> (July 11-15): <b>EDU 712-Shaping School Curriculum K-12 (3 hrs)</b>			<b>Week 3</b> (July 10-14): <b>EDU 740-Supervision of Instruction (3 hrs)</b>	

Key: **Core course**; **Educational Leadership**; **Integrated Curriculum & Instruction**