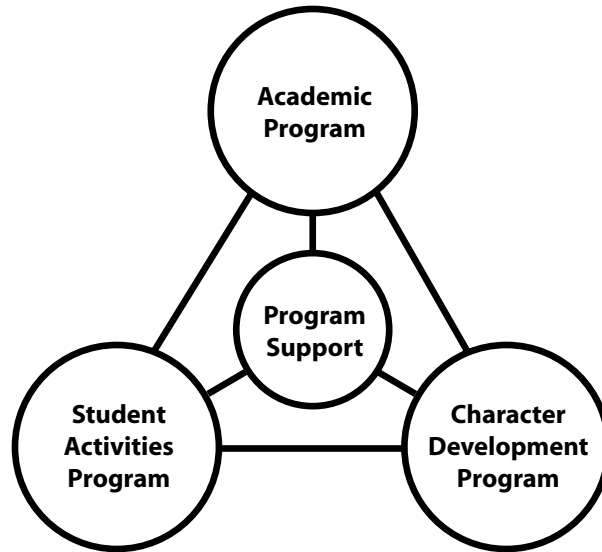




What is University-Model Schooling?



University-Model Schooling (UMS) is an educational alternative which combines a university type of schedule and learning techniques with parental involvement.

University-model education takes the best aspects of traditional public and private schools, as well as home schools, and molds them into one model. **UMS** uses a university-style schedule adapted to the elementary, junior, and senior high levels. Professional teachers teaching in their areas of expertise conduct central classroom instruction. Elementary students attend classes on Tuesday and Thursday while middle school students attend classes on Tuesday, Thursday, and Friday. Students spend alternative days at home where parents continue their instruction or monitor student progress. Teachers provide parents with detailed instructions for days spent at home. Low student/teacher ratios provide for greater instructional effectiveness and thus better use of limited classroom time. The recommended maximum student/teacher ration limits for a **UMS** are set at 16:1 for Elementary; 18:1 for Middle School classes.

Though off-campus parental roles are clearly defined and required in the model, **UMS** should not be equated with home schooling or home schooling cooperatives. Nor should **UMS** be understood as traditional classroom education that has simply reduced classroom time. Its significance lies in its ability to effectively partner parents with highly qualified teachers to gain better academic results, especially among average students. This partnership is facilitated by using a university-type schedule and administrative system, while requiring a strong work ethic. The **UMS** model has proved to be one of the best preparations for students planning on attending college.

For more information about **University-Model Schooling**, contact the National Association of University-Model Schools at www.naums.net.



University-Model School® Guiding Principles

- 1. Love and Glorify God as He is revealed in the Holy Bible.** "Jesus replied: 'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment" (Matt. 22:37-38). "And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him" (Col. 3:17). "So whether you eat or drink or whatever you do, do it all for the glory of God" (1 Cor. 10:31). The Holy Bible is our standard of truth and final authority for faith and practice in all matters relating to this ministry. *Our chief aim is to love and glorify God through everything we do.*
- 2. Help Fulfill the Great Commission** (Matt. 28:18-20). The governing imperative verb of Christ's Great Commission in Matthew's gospel is "disciple" or "make disciples." Members of Christ's churches, therefore, are commanded to make disciples among all peoples by "going, baptizing, and teaching." They are to do so in the confident assurance that all authority is given to Christ and that always he will be with them. This ministry seeks to build up the body of Christ by cooperating with Christ's Great Commission purpose, encouraging all men, women, boys and girls to be both personal disciplined followers and public character witnesses of the Lord Jesus Christ everywhere they go.
- 3. Affirm and Encourage Parents in their God-given opportunities and responsibilities.** "Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." (Deut. 6:5-7) The first two instructions to God's people after the original giving of the Great Commandment was that they (1) keep God's commandments in their hearts and (2) teach those commandments in their homes. Parents are God's first plan and His single most effective agents for spreading the Gospel to children and disciplining young believers. The vast majority of Christians come to a "saving faith" in Christ when they are children, under the influence of their parents; furthermore, the successful sharing of a parent's faith and values is best facilitated when actively-involved parents take the time, make the opportunity, and employ the tools needed for developing close, loving, and nurturing relationships with their children. Whether the issue is instilling positive traits (e.g., respect for authority, personal integrity, honesty, dependability, loyalty, and commitment) or avoiding negative consequences (e.g., teenage suicide, substance abuse, adolescent violence, sexual promiscuity, and teenage pregnancy) parents must take their proper place on the front line. If the influence of parents ever breaks down, the cost will be measured in lost souls. The percentage of children who come to faith later in life is so small, and the consequences of a negative, neglected childhood are so great, that the positive influence of parents early in life must command our utmost attention and priority.



University-Model School® Guiding Principles

- 4. Educate with Excellence in a Christ-centered environment.** "Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving" (Col. 3:23-24). Children, like their Lord, are to keep "increasing in wisdom and stature, and in favor with God and man" (Luke 2:52). Likewise, "Blessed is the man who finds wisdom, the man who gains understanding" (Pro. 3:13). Also, "Instruct a wise man and he will be wiser still; instruct a righteous man and he will add to his learning" (Pro. 9:9). If we are to teach and instruct students "as working for the Lord," the standard of our performance can be nothing less than excellence.
- 5. Integrate Home and School in age-appropriate ways throughout the curriculum design and student activities.** A Christian University-Model School exists to assist parents with the modern-day difficulties of preparing their children for college while also recognizing and supporting the parents' unique role in communicating their faith and values. For parents to succeed in their all-important task of discipleship, it is essential for families to experience meaningful time together. Traditional school systems, by their very structure, tend to rob parents and students of this most precious commodity. UMS gives time and access back to parents in exchange for their commitment to be academically and relationally involved with their students outside of class according to the college-preparatory, curriculum design. Such involvement, when lovingly and joyfully administered, leads to greater opportunity for parents to succeed in teaching their most important "subjects" faith, hope, and love. This good-faith partnership between parents and teachers makes home and school integration for a family-strengthening, quality education both possible and practical.
- 6. Reach Out to Other Communities.** God's blessings are for the glory of His name and the enrichment of our world. If an educational approach, such as University-Model Schooling, can successfully demonstrate that a high quality, college-preparatory education can be provided in a manner that also protects and even enhances the roles of parents in the discipleship of their children, then it is right and proper to do everything possible to communicate that approach with anyone who needs and wants it. As this ministry experiences God's blessings, therefore, it will be about the business of sharing those blessings with "the world."



University-Model School® Educational Philosophy

UMS bases its educational philosophy on three main components: (1) a Biblical foundation, (2) preparing each student for life, and (3) emphasizing the parents' role.

1. **A Biblical Foundation:** All truth in education is God's truth. The Bible, as the infallible, inerrant, and inspired Word of God, is the foundation and guide for all knowledge and basic to all elements of education. Because God created, sustains, and will consummate all things through His Son, the Lord Jesus Christ, the universe and all life are dynamically related to Him and have the purpose of glorifying Him. This purpose is fundamental to Christian education and will permeate every aspect of our goals and objectives, our teaching methods, and our curriculum. All representatives of the school will strive to demonstrate and teach values, character, and "Christ-likeness" as well as facts.

2. **Preparing Each Student for Life:** The primary goal of all Christian education is to prepare each student to glorify and honor God in all that he does. We seek to fulfill this goal by:

- training and encouraging students to become committed disciples of Christ,
- supporting the family as the primary social and educational unit instituted by God,
- promoting personal responsibility for academic excellence and a strong work ethic, and
- integrating home and school for the development of life skills and strong Christian character in balance with academics and co-curricular activities.

Students will be encouraged to assume personal responsibility for learning as part of the maturation process. We expect Covenant Christian Academy students to be prepared for pursuing any chosen profession, through rigorous academic instruction and discipline, and be committed to a lifetime of learning and service to their families, their churches, and their communities through an intimate relationship with Jesus Christ.

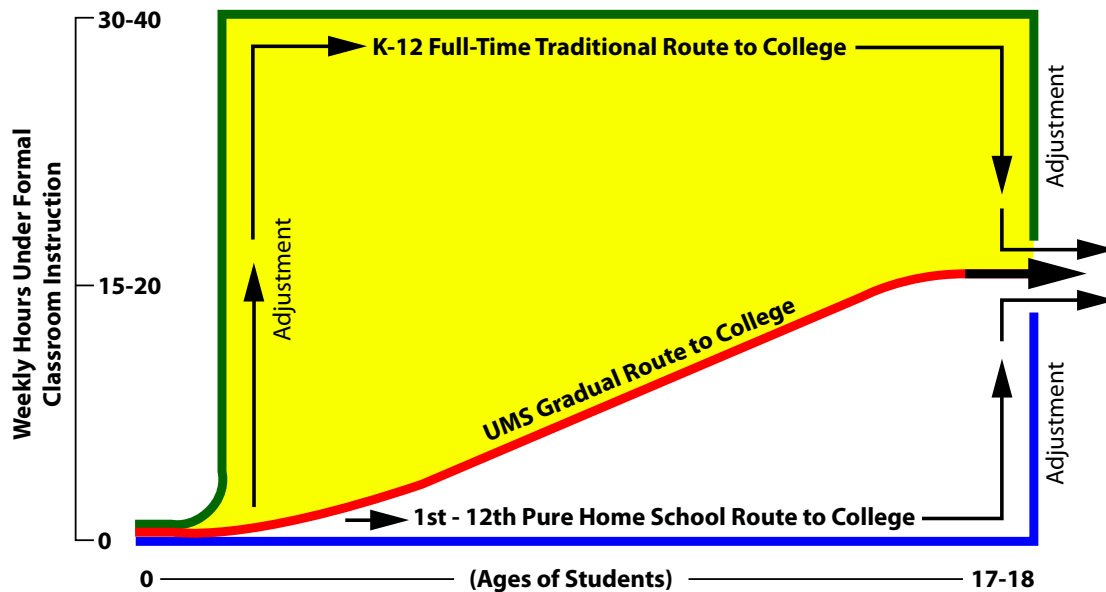
3. **The Role of Parents:** We recognize that parents are commanded to rear their children for God's glory by bringing them up in the nurture and discipline of the Lord (Deut. 6; Eph. 6:4). Covenant Christian Academy is designed to assist parents in fulfilling the Lord's commands for education and training of children for His glory. We will seek to provide parents with academic expertise, challenge, pacing, direction, and accountability in a way that enhances and assists the parents' efforts at teaching their children. The parents' role is to oversee their child's education and academic progress. Parents share joint responsibility with the school for properly placing students, for helping them build the character qualities and work ethic that lead to academic success (and success in general), and for encouraging students to accept increasing responsibility for the consequences of their actions. The parental teaching role ranges from direct instruction in cooperation with the classroom teacher to monitoring of student progress, as the student progresses from elementary to high school. We are committed to providing a vital learning experience for students that encourages and facilitates the parent/child relationship. Parents are the single most influential factor in a child's educational performance.



University-Model School® Design

University-Model Schooling (UMS) was developed as a result of two guiding concerns: to offer students the opportunity to acquire a high degree of academic achievement and to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. The structure in which these two concerns are brought together, University-Model Schooling, provides an academically challenging education while integrating the home and school in the common goal of discipling children.

A diagram of the UMS model, in contrast to traditional schools and home-schooling, is as follows:



Represented along the left side of this diagram are the different number of weekly hours students would encounter in a classroom setting guided by a professional teacher. Represented along the bottom, from left to right, are the ages of students up to 18, the typical age for high school graduation. The academic benefit of gradually preparing students for direct entrance into college vs. an approach that requires significant adjustments is evident.

More importantly, however, is the UMS goal of helping to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. According to information gathered by well-known pollster George Barna, the most critical period when 94% of all boys and girls come to a saving faith in Christ is before the age of 18; 90% before the age of 14! Only 6% will make that soul-saving decision between the age of 18 and their death. Since **parents are the most influential factor in this decision**, it is vital that models of education exist that recognize the significance of keeping parents involved with their children during the early, critical years of their children's education. Represented by the shaded portion of this diagram is an indication of the additional amount of time the UMS model, in contrast to the traditional model, strives to preserve for the influence of parents. Unfortunately, if there is a

University-Model School® Design continued...

breakdown in the preservation of parental influence during a child's educational years, then it will likely be measured in lost souls.

The key to success for the UMS model is the integration of a biblically based, parentally guided, Christian faith and a sound, teacher-facilitated, academic environment. The Bible gives parents authority and responsibility for raising their children with the goal of becoming disciples of Jesus Christ. In matters of education, that parental authority and responsibility, although not surrendered, may be shared with an educational institution when the parents consider it desirable or necessary. In such cases, a University-Model School will assist, and not supplant, parents in their work of training and educating their children.

Parents will retain the oversight of their children's educational progress and will determine the manner and extent to which they will be involved in the academic institution. Parents will help place each child in the proper stage of academic progress. Parents will also be involved in the out-of-class instructional responsibilities of their children's courses based upon each child's age and stage of academic development. In addition, parents will continue to build into their children those character qualities that reflect their own understanding of the Christian faith.

The University-Model School, on the other hand, will operate under the umbrella of parental authority by offering a challenging academic track in the context of Christian values. The school will unapologetically speak and teach in a manner consistent with the school's statement of faith, emphasizing the necessity of a personal relationship with Christ and growth in Christ-like character. The school will also help parents properly place each of their children in an appropriate stage of academic development. In addition, the school will develop and implement academically challenging, college-preparatory courses that integrate an appropriate level of parental involvement into each student's out-of-class study. The school will encourage and expect the student to learn the material assigned and will provide regular feedback to both the student and parents concerning the student's progress in each subject enrolled. Finally, the school will integrate the Christian faith and a biblical world-view into the context of the various subject areas offered, to the end that Christian character-building will receive support and enhancement outside the home.

University-Model Schooling is designed for those families in which parents take an active role in the oversight and implementation of their children's education. As the level of parental involvement progresses from being a private tutor in the elementary years to a guide for dependent study in Junior High to more of a course monitor in the Senior High courses, parents are expected to continue exercising loving and active responsibility for their children all the way through graduation. In partnership with these committed parents, the school is then able to integrate the home and school effectively toward the common goal of Christian character development and solid academic preparation for college.



University-Model Schooling “Is It For My Family?”

UMS is *not* for you if...

- you believe the professional educator is in charge of your child's education.
- you don't desire to be an active parent mentor to your child.
- you “equate sending kids to school with giving them an education.”¹
- you don't want to spend more time with your children.
- your family situation does not allow a parent or acting parent to be available to your child while studying at home.
- you believe that once a child is attending school they need you less.

UMS *is* for your family if...

- you believe you are your child's first and most important teacher.
- you believe that, as the parent, you are in charge of your child's education.
- you want to spend more time with your children.
- you believe that parents are to travel the journey called education with their children and you consider it a joy and privilege to do so.
- you have a need and desire to partner with gifted and professional teachers in a character-based academic environment, “appealing to student's hearts as well as their minds.”²
- you desire to intentionally position yourself toward your child and his/her educational needs, putting their needs over your own.
- you believe “schools are poor substitutes for parents.”³

¹Character Driven College Preparation: Parents & Teachers in Partnership Through University-Model Schooling, Dr. John Turner, Jr., p. 16 ²Character Driven College Preparation: Parents & Teachers in Partnership Through University-Model Schooling, Dr. John Turner, Jr., p. 10 ³Character Driven College Preparation: Parents & Teachers in Partnership Through University-Model Schooling, Dr. John Turner, Jr., p. 20

“The most important change in education in the last fifty years has not occurred in schools; it has occurred in the minds of parents who no longer take responsibility for their children's education.”

Right from Wrong: What You Need to Know to Help Youth Make Right Choices,
Josh McDowell and Bob Hostetler, p. 41

“University-Model Schools are successfully accessing the most powerful known single influence for reforming education in America: meaningfully involved parents!”

Character Driven College Preparation: Parents & Teachers in Partnership Through University-Model Schooling,
Dr. John Turner, Jr., p.13