



# Covenant University Admission Policy

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# **Covenant University Admission Policy**

## **Purpose**

The purpose of this policy is to outline principles, guidelines, and standards regarding admissions to undergraduate and postgraduate programs at Covenant University (CU).

## **Essence of the Policy**

This Admissions Policy aligns with CU's commitment to fostering an inclusive, transformative, innovative, and diverse environment, with a focus on future goals. It aims to support access and success for students from varied backgrounds. CU is dedicated to a fair, transparent, and reasonable admission process for all undergraduate and postgraduate applicants. Acknowledging the complexities of inequality within Nigeria, CU's policy considers multiple factors in its admissions, striving to address disparities and reduce unfair discrimination. The policy's ultimate aim is to welcome a diverse student population with the potential to excel and to promote academic excellence through this diversity.

## **Introduction**

1.1 This policy ensures CU upholds its responsibility to promote access to further education while addressing past inequalities and avoiding unfair discrimination.

1.2 As a private institution, CU contributes to national educational goals, such as increasing Nigeria's higher education participation rate.

1.3 CU upholds a commitment to academic excellence within the broader society.

1.4 CU's educational mission includes reducing inequalities and discrimination in higher education, addressing lingering effects of past injustices.

1.5 CU acknowledges its role in promoting equity in Nigeria.

1.6 The CU Council sets diversity targets to advance CU's vision as an inclusive and forward-thinking university.

1.7 Consequently, CU utilizes a nuanced set of indicators to evaluate and admit a diverse group of students with potential for success.

## **Policy Scope**

3.1 This policy applies to undergraduate program admissions, with similar principles applicable to postgraduate admissions.

3.2 The policy also covers international student admissions, though measures for addressing Nigeria's past inequalities apply solely to domestic applicants.

## **1. Definitions**

4.1 Diversity – Refers to factors like race, gender, disability, socio-economic status, and first-generation college status.

- 4.2 Equality of Rights – Ensuring equal rights are available to individuals and groups.
- 4.3 Equity and Fairness – Offering fair opportunities for accessing and succeeding in higher education.
- 4.4 First-Generation Status – Applies to students whose parents or guardians lack tertiary education.
- 4.5 Inclusivity – Ensuring no exclusion based on race, gender, socio-economic background, or disability.
- 4.6 Potential to Succeed – Students who show promise of success at the tertiary level based on academic achievements.
- 4.7 Reasonableness – Adopting socially fair and just practices.
- 4.11 Transparency – Clear communication and intentions in admissions processes.
- 4.12 Undergraduate and Postgraduate Programs – NUC-accredited courses offered by CU.

### **Policy Objectives**

- 5.1 To establish a fair, transparent, and reasonable admissions process for undergraduate and, where applicable, postgraduate programs.
- 5.2 To create an inclusive student community that values diversity.
- 5.3 To admit academically capable students.
- 5.4 To admit potential students likely to complete their programs successfully and grow into future leaders.
- 5.5 To ensure equal opportunity to potential student and address past disadvantages in access to education.
- 5.6 To provide faculties with criteria for undergraduate and postgraduate admissions.

### **Policy Principles**

- 6.1 This policy aligns with CU’s dedication to eliminating any form of discrimination that diminishes human potential.
- 6.2 Targets and measures are reviewed annually to reflect CU’s progress in overcoming past inequalities.
- 6.3 CU uses an educational model that helps students reach their academic goals and embody CU’s graduate attributes.
- 6.4 Admission decisions reflect CU’s principles of excellence, inclusivity, and diversity.
- 6.5 CU commits to admitting applicants with the potential to successfully complete their program.

6.6 Each faculty establishes minimum standards for admission to ensure academic readiness while maintaining program standards.

6.7 Academic performance in relevant subjects is the main criterion for success prediction.

6.8 CU recognizes gaps between its student demographics and qualified applicants, setting enrollment targets annually to address this.

6.9 CU adopts affirmative measures to address the effects of historical discrimination.

### **Policy Provisions Overview of the Admission Process**

7.1 Admissions are determined annually by the Board of Regents (BOR), which approves enrollment targets based on CU's composition and diversity goals.

7.2 The BOR defines the number of available spaces in each college and sets minimum standards for each program.

7.3 The Admissions Office provides management with a ranked list of applicants meeting minimum criteria.

7.4 Management, with BOR approval, admits top-ranked applicants based on academic performance without regard to ethnicity.

7.5 CU adheres to NUC's statutory requirements for degree and certificate programs.

7.6 The BOR annually reviews and approves admission standards, which may include academic and other relevant criteria.

7.7 Prospective students are required to complete the UTME and CU's Scholastic Aptitude Screening (CUSAS).

7.8 Applicants meeting academic and selection criteria are ranked by achievement and classified by ethnicity.

7.9 High achievers may receive early admission offers across categories.

7.10 Management, with BOR approval, admits the highest-achieving applicants based on academics, irrespective of ethnicity.

### **Economic Disadvantage**

8.0 CU aims to support students with academic potential but limited financial means.

8.1 Economic disadvantage is identified by family income or need-based scholarship status.

### **First-Generation Student Status**

9.1 First-generation applicants have parents or guardians without tertiary qualifications. 9.2 Criteria for first-generation status include the highest qualification of the parent or guardian, ranging from Grade 12 or below to university degree.

### **Sex, Gender, and Religious Belief**

10.1 CU respects gender equality based on biological classification.

10.2 CU's admissions process does not discriminate based on gender.

10.3 CU's admissions process does not discriminate based on religious belief.

### **Students with Disabilities**

11.1 This policy interacts with CU's guidelines for students with disabilities.

11.2 "Disability" includes physical, non-visible, and psychological limitations affecting daily activities.

11.3 CU strives to accommodate applicants with disabilities to the best of its ability, within academic and professional program requirements.

11.4 Applicants are responsible for disclosing their needs in detail when applying.

### **International Students**

12.1 International admissions support a diverse student body.

12.2 Selection for international students is based on academic achievement per CU's admission guidelines.