Covenant College

1982-83
CATALOG

In all things...Christ pre-eminent
Covenant College Catalog

This catalog is for informational purposes and does not constitute a contract.

Covenant College is a four-year liberal arts college, the trustees of which are elected by the Presbyterian Church in America. The college is a member of the Southern Association of Colleges and Schools.

Covenant College does not discriminate on the basis of race, color, national origin, or handicap. In accordance with the creedal commitment and ecclesiastical order of its sponsoring denomination, Covenant College regards men and women to be of equal value in the sight of God, created by God with distinctive roles as described in the Holy Scriptures.

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## Facts About Covenant College—1982

**Type of College:** 4-year liberal arts college with some vocationally related programs

**Church Affiliation:** Presbyterian Church in America

**Denominational Distribution:**
- Presby. Church in America: 48%
- Orthodox Presbyterian: 10%
- Other Presby. and Reformed: 7%
- Baptist: 12%
- Other: 23%

**Enrollment:**
- Men: 264
- Women: 265
- Total: 529

**Average SAT:**
- V: 486
- M: 502

**Calendar:** 2 Semesters, May Term

**Faculty:**
- 32
- Ph.D's: 60%

**Student-Faculty Ratio:** 16 to 1

**Majors:**
- Associate Degree (A.A.)
  - Basic Health Science
  - Biblical Studies
  - Business Administration
- Bachelor's Degree (B.A. or B. Mus.)
  - Accounting
  - Biblical Studies & Missions
  - Biology
  - Business Administration
  - Chemistry
  - Computer Science
  - Economics
  - Education (elementary, secondary: English, history, mathematics, music, science, physical, recreation)
  - English
  - History
  - Interdisciplinary Studies
  - Music
  - Applied Music
  - Natural Science (concentration in chemistry, mathematics, physics, pre-engineering)
  - Philosophy
  - Psychology
  - Sociology

**Special Programs:**
- Pre-nursing
- Pre-engineering (dual degree program with Georgia Institute of Technology)
- Pre-law
- Pre-medicine
- Pre-ministerial
- Teacher Education

**Athletics:**
- Intercollegiate sports
  - Men: soccer, basketball, cross-country, baseball
  - Women: volleyball, basketball
- Intramural sports
  - Men: tennis, basketball, table tennis, soccer, volleyball, flag football
  - Women: tennis, basketball, table tennis, soccer, softball, volleyball

**Student Life:** Variety of clubs and organizations (see page 11)

**Annual Expenses:**
- Tuition: $3,990
- Average Room and Board: $2,300
Calendar for 1982-1983

Fall Semester 1982
August 19-20  Faculty/Staff Fall Conference
August 21    Freshmen arrive
August 21-26 Academic Counseling and Orientation
August 23    Transfer students arrive
August 23    Placement examinations (1:00 p.m.)
August 25-26 Registration
August 27    First day of classes
August 27    Opening Convocation
September 10 Last day to add a course
October 1-2  Homecoming
October 14-18 Fall recess
October 18    Mid-semester marks due
October 19    Classes resume
October 29    Last day to drop a course, change to audit, or change to or from Pass/Fail
November 3   Pre-Registration (no morning classes)
November 10  Day of Prayer
November 25   Thanksgiving Holiday
December 10   Last day of classes
December 13-16 Final examinations

Spring Semester 1983
January 6    Registration
January 6    First day of classes
January 20   Last day to add a course
February 23  Day of Prayer
February 25   Mid-semester marks due
March 5-14   Spring recess
March 15    Classes resume
March 18    Last day to drop a course, change to audit, or change to or from Pass/Fail
April 6     Pre-Registration (no morning classes)
April 29    Last day of classes
May 2-6     Final examinations
May 7     Commencement

Summer Session 1983
May 9        First day of classes
May 27       Last day of classes
Statement of Purpose

Covenant College is a Christian institution of higher education, emphasizing liberal arts, operated by a board of trustees elected by the General Assembly of the Presbyterian Church in America. 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. We acknowledge Christ pre-eminent as the creator of all things, as the redeemer of men fallen into sin, as the touchstone of all truth and as the sovereign ruler over all areas of life.

The purpose of Covenant College is stated in its motto—"That in all things Christ might have the pre-eminence." (Colossians 1:18) To serve this end we seek to appropriate the mind of Christ so that we might characterize and respond to reality in accordance with Biblical teachings. In attempting to make a Biblically grounded frame of reference explicit and operative, we are dedicated to excellence in academic inquiry, and we desire to define all areas of the college's structure and program according to this understanding and purpose.

With these commitments in mind we seek to work together as a college community, responsibly striving, corporately and personally, to accomplish these 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 which 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 redirect it to the service of God and man, receiving the many valuable insights into the structure of reality provided by the good hand of God through men of learning in every age, and seeking to interpret and re-form such insights according to the Scriptures;
(4) to think as Christians about culture and endeavor to make it reflect our commitment to Christ in order to glorify God and promote the true advancement of men.

As an educational institution, Covenant College specifically directs its efforts toward the students who enroll. This is done in the following ways:

A. Students in on-campus programs are expected to become active participants in the general tasks outlined above. It is the college's purpose to help these students make significant progress toward maturity in the following areas:

(1) Identity in Christ. A Christian student is 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.

(2) Christian frame of reference. A Christian student should be acquiring the ability to orient his whole life by a perspective based on Biblical revelation. For realization of this goal the following are important:

(a) Scriptural knowledge. A Christian student should be acquiring a working knowledge of the Scriptures, rejoicing in their promises and allowing them to direct his thoughts and actions in every area of his life.

(b) Academic inquiry. A Christian student should be acquiring a broad appreciation of the various aspects of creation, becoming familiar with valid methods of inquiry into each area of study. He should be acquiring some depth in one or two academic disciplines.

(c) Analytical skills. A Christian student should be acquiring the capacity for incisive, critical and logical thinking.

(d) Communication skills. A Christian student should be acquiring the ability to communicate ideas clearly in both speaking and writing.

(3) Service which is Christian.

(a) A Christian student should be assuming his responsibilities within a local congregation as well as in the community of all believers. This implies that he should demonstrate a positive influence on others while at the same time accepting their loving concern for him.

(b) A Christian student should be assuming responsibilities in society as a servant of God. This involves his total life-calling to fulfill his covenental responsibilities as succinctly summarized in Genesis 1:28 and Matthew 28:18-20, including not only his specific vocation, but all other activities as well.

B. Covenant College considers that it has a responsibility to contribute to the intellectual, moral and spiritual development of persons who may not be able to become involved in on-campus degree programs. Furthermore, the college has a responsibility to provide certain educational services to the surrounding geographical community. It may, therefore, engage in certain continuing education and extension programs. Faculty in such programs are expected to teach on the basis of the college's commitment even though students may not be able to participate fully in the general tasks outlined in an earlier part of this statement.
General Information

Covenant College is a Christian, liberal arts college affiliated with the Presbyterian Church in America, and is committed to Jesus Christ and His Kingdom. Covenant seeks to help its students understand more fully the Scriptural implications of Christ’s pre-eminence as they study the natural creation, cultivate the arts and produce sound societal relationships in business, home, school and state. To accomplish these ends, Covenant bases its academic program on the Bible, the written Word of God.

Covenant College does not discriminate on the basis of race, color, national origin, or handicap. In accordance with the creational commitment and ecclesiastical order of its sponsoring denomination, Covenant College regards men and women to be of equal value in the sight of God, created by God with distinctive roles as described in the Holy Scriptures.

Accreditation
Covenant College is accredited by the Southern Association of Colleges and Schools.

Academic Program
The college, which has a two semester academic year and a summer program, awards Associate of Arts, Bachelor of Arts and Bachelor of Music degrees with 20 liberal arts majors and several pre-professional programs. (See page 12.)

Off-campus Study
Covenant students have the opportunity to get part of their education in interesting off-campus study projects. They can receive credit for study at L’Abri Fellowship, the Study Abroad Program of Christian Colleges, the American Institute of Holy Land Studies or for summer overseas mission work with World Presbyterian Missions. (See page 15.)

Campus
The college was founded in 1955 and established in 1964 on Lookout Mountain in the northwest corner of Georgia, overlooking the city of Chattanooga, Tennessee.

Anna E. Kresge Library
The library collection, including approximately 101,000 items, is housed in the Anna E. Kresge Library near the center of the campus. The building features a language laboratory, a center for curricular materials, an audio-visual center and individualized study carrels throughout the stack areas. Included in the library are the beginnings of the large Stanley S. and Dorothy McVittie Kresge Collection for Christian Learning, a gathering of books and other resources chosen specifically for their ability to help students integrate their own courses of study with their Christian commitment. Also included is the T. Stanley Soltau collection of books in Bible and missions.

Carter Hall
The administration offices, many classrooms, dining hall, book store and snack bar are all located here.

Residence Halls
Students are housed in two buildings on campus: Carter Hall and a men’s residence hall.

Dora Macelllan Brown Memorial Chapel/Fine Arts Building
This recently constructed facility provides an 800-seat auditorium, in addition to a smaller recital hall on one of the lower levels. A drama workroom and several faculty offices are also on the lower levels.

Other Facilities
The modern physical education center contains the college gymnasium, classrooms, recreation rooms and a weight room. Tennis courts are available on campus. The college’s large athletic field for soccer and baseball is near the campus, and the swimming pool is adjacent to Carter Hall. Other campus buildings include the art workshop/psychology lab and the music building.

Costs
It is the desire of Covenant College, within the limits of its available funds, to offer its Christian educational opportunities to all who qualify for admission, regardless of individual economic circumstances. Over three-fourths of the student body receive financial aid—either in scholarships, grants, loans or work study. While not all qualify, students who are eligible receive an average of $3000.00 per year toward the cost of their education (See page 7 for more information on financial aid.)

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 Board of Trustees reserves the right to make changes at any time in the tuition charges and other general and special fees.

The college requires that each student have sufficient funds at registration to cover the expenses of the semester. Students must also make provisions for their own sources or they may participate in the Student Billing Program administered by the Bank Card Center of the American National Bank and Trust Company of Chattanooga, TN.

Students using the Student Billing Program must pay at least the minimum payment for each billing. Students having an open account from a previous semester will not be permitted to register.

The office of Admissions and Records will not issue transcripts of academic credit for students with unpaid accounts or past due payments on National Direct Student Loans.

Fees and Expenses for 1982-1983

General
Application fee (payable only once)................. $ 15.00
Orientation fee, for all new students ................ 10.00
Tuition per semester (12-18 units) ............... 1995.00
Tuition for students taking less than
12 units, per unit .................................... 166.00
Tuition for units in excess of 18, per unit ...... 110.00
Student Activity fee, per semester ............... 40.00

Residence
Dormitory equipment fee (payable only once) ... 15.00
Key deposit .......................................... 5.00
Board, per semester
Full meal plan ..................................... 730.00
Lunch and dinner only .............................. 680.00

Continued
Room, per semester (includes linens)
4/room ........................................ 390.00
3/room ........................................ 390.00
2/room ........................................ 465.00
1/room ........................................ 500.00
The Barrows ................................ 485.00

Special
Room deposit (refundable) .................. 35.00
Advance deposit on fees (not refundable) .. 65.00
Late registration ............................. 15.00
Change in courses ............................ 10.00
Late placement tests, each ................... 10.00
Examinations at unscheduled hours ........ 5.00
Transcripts, after first, each ................ 2.00
Graduation fee ............................... 25.00
Transportation to and from terminals ....... to be announced
Chorale fee, per year ........................ 3.00
Auditing fee (for part-time students),
per unit ...................................... 20.00
Health Insurance fee, per semester .......... 45.00
Health Care fee, per semester ................ 6.00
Course fees in science, physical education,
psychology, education and art (see
course descriptions)

Music
Fees for private instruction per semester
For full-time students with a major or minor in Music:
One half-hour lesson weekly ................. 50.00
Two half-hour lessons weekly ................ 100.00
(Higher fees are charged for private lessons for non-
music majors or minors. Students should consult with a
member of the music department.)

To determine a total budget for the semester, a student may
add the following estimated expenses to tuition, fees, room
and board (these costs will, of course, vary depending on
courses taken, distance of a student’s home from the college,
and personal spending habits):
Books and supplies ................................ 125.00
Transportation .................................. 155.00
Personal ........................................ 185.00

Board and Room
All junior, sophomore, and freshman students, unless
twenty-one years of age or older, must live in the residence
halls unless specifically excused by the Dean of Students.
Seniors and students 21 years of age and older may apply for
permission to live off campus. Application forms are avail¬
able in the Student Development Office.
Meals are served beginning on registration day through
final examinations, with the exception of the fall and spring
recesses.
Rooms may be occupied without charge by returning
students on the day before registration and by new students
on the day the orientation and testing programs begin.
Students engaged in Education 422, 423, or 424: Teaching
Practicum follow the calendar of the school to which they are
assigned for their student teaching and therefore, if they
reside in the dormitories, are permitted to remain during the
college recesses for no extra room charges. They will provide
their own meals.
Linen service, including two single bed sheets, a pillow-
case and two towels, will be provided for students on a
weekly basis.

Practical Work Program
Christianity has established the dignity of labor, and the
Reformed faith in particular emphasizes the duty of man to
serve God in a variety of callings. At Covenant, students
engage in one to three hours of weekly practical work on
campus.

The practical work program has two purposes: it assists
the college in holding down operating costs, and it may help
those participating in it develop an attitude of servanthood.
Without the program, it would be necessary to hire addi¬
tional employees, which would divert resources from the
educational program and result in an increase in tuition
costs. Among other considerations, Christian leadership
calls for the attitude and posture of servanthood and for a
recognition of the dignity and value of work even in connec¬
tion with menial tasks. Therefore, objectives we hope to
accomplish in our practical work program are:

1) to provide the means and environment in which the
members of the student body can share with the
Covenant community our calling to serve one
another in love. Practical work is a service to every
member of the college family.

2) to help students gain an appreciation both for the
value of working under the leadership of others and
for the dignity of work itself as image-bearers of God.

Students have opportunities to work in many different
areas and are encouraged to choose areas that are closest to
their interests or career goals, especially during their
sophomore and junior years.

Full-time students (taking 12 or more academic hours),
excluding seniors and married students, participate in the
practical work program.

Mr. Graham.
Admissions

A student is admitted to Covenant College by certificate from his secondary school, by transfer, or by examination in special cases. The admissions committee seeks to attract students who give evidence of those qualities of mind and purpose which an education in a Christian liberal arts college requires and whose personal qualifications give assurance that they will be responsible and contributing members of the college community. Applicants are asked to offer a credible profession of faith in Jesus Christ as Savior and Lord. Those who have not themselves made a profession of faith in Christ but who are children of a believing parent or parents will also be considered for admission.

Covenant College is accredited by the Southern Association of Colleges and Schools. The college was approved for nonimmigrant students on September 23, 1956, by the District Director of the Immigration and Naturalization Service. Covenant is also approved for the training of ex-service personnel under public laws, and the college meets the criteria established by the United States Office of Education for listing in its higher education directory. The teacher education programs of Covenant College are approved by the State of Georgia Department of Education.

Application for Admission

To apply, students should obtain an application from the Admissions Counseling office and return the completed application form with a $15 application fee. An official transcript from the student’s high school and any post-secondary school should be sent to: Admissions Counseling, Covenant College, Lookout Mountain, Tennessee 37350.

Scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) should also be sent. Covenant’s code number is 6124 for the SAT and 3951 for the ACT.

Once all necessary information has been received, the application will be acted upon. To confirm acceptance to the college, the student should send a $100 deposit ($65 non-refundable) to be applied toward tuition and room for the first semester at Covenant.

Each student must also submit a health questionnaire furnished by the college.

Admission from a Secondary School

A candidate for admission should be a graduate of an approved secondary school. The student should have at least 15 units, each unit representing one year of satisfactory work in a subject. It is recommended that the units be distributed as follows:

- English ...........................................3 or 4
- Mathematics (algebra, trigonometry, geometry) ........2
- One foreign language ..................................2
- History and social studies .................................2
- Natural science .............................................2
- Electives .................................................3 or 4

Candidates for admission should present marks of A, B or C in secondary school subjects and a combined score of 800 or higher in the SAT or a composite score of 17 or higher in the ACT.

Since the primary concern is evidence that a student is prepared to carry on college work, the Admissions Committee is willing to consider the applications of students whose preparation may vary from the usual pattern. For instance, students may be admitted if they have equivalent education representing a normal four-year course of study, provided they present above average marks and national test scores.

Applicants who attain a satisfactory score on the General Education Development Test may also be admitted.

Advanced Placement

Testing Program

During the orientation period in the fall, all entering freshmen who wish to bypass core courses must take Covenant’s placement tests.

Educational Testing Service

Students enrolled in the Educational Testing Service’s college-level Advanced Placement Program courses in secondary schools will be given credit for courses in which they earn scores of 4 or 5 on the Advanced Placement Examinations, and may bypass courses in which they earn a score of 3.

College Level Examination Program

A maximum of 30 units of credit may be earned in the College Level Examination Program (CLEP) sponsored by the College Entrance Examination Board. Credit will be given for general examinations and subject examinations on the basis of qualifying scores recommended by the American Council on Education. Credit in the same area of study will not be given for both the general and the subject examinations.

Further information about CLEP examinations approved for credit and minimum scores required may be obtained from the Office of Admissions and Records. Such credits are placed on the student’s Covenant College record after he has successfully completed 12 units of credit at the college. Credit by examination will not be given for courses for which the student has already earned college credit.

Admission of Transfer Students

Students from other colleges or educational institutions of approved standing will for courses completed with a mark of C or better ordinarily be granted transfer credit, provided the courses apply toward the selected Covenant program. More than 70 units may be transferred from a junior college. Students accepted from nonaccredited schools will initially be given conditional credit; full credit will be given after the student demonstrates ability to do satisfactory work at Covenant College. The Admissions Committee will also consider admitting a few transfer students each year who are on current academic probation or suspension in other institutions, provided there is ample evidence that a second academic opportunity is warranted.

Transfer students may, with the consent of the department chairman of the parallel academic area, be excused from certain required courses for which they have had equivalent general subject matter. No more than 16 units of credit will be granted for courses taken by correspondence. Seniors planning to graduate at the end of the spring semester must have completed any correspondence courses by April 1.

No student admitted from another institution will be eligible for graduation from Covenant College until he has completed a minimum of 30 academic units (not including summer sessions) in this institution.

Special Students

The college will on a limited basis admit as special students
mature persons who do not wish to work for a degree because of personal objectives or because of irregularities in qualifications. The Admissions Committee may also admit as special students for a single semester, persons who have appealed their academic suspension status and desire one more opportunity to demonstrate their ability to do college work. Special students will not receive college credit unless their status is changed to regular standing. They will be required to pay the regular tuition fees.

Auditors
Persons who do not wish to register for credit or as special students may be permitted to register as auditors under the following conditions: that they (1) pay the tuition charges for the courses in which they seek enrollment and the regular fees (no additional fee for students registered for a full-time credit load); (2) obtain the consent of the instructor and (3) audit only courses for which there are adequate classroom and laboratory facilities. Graduates of Covenant College may audit courses in the regular fall and spring semesters without tuition charge. All permissions and registrations for auditing courses shall be filed in the Registrar's Office.

Payment of College Charges
The student should be prepared to pay all charges on registration day. The charges will include tuition, room, board, student activity fee and any other special fees related to his program. (See pages 4 and 5.)

All students that are not prepared to pay the full amount must participate in the Student Billing Program which is administered by the Bank Card Center of the American National Bank and Trust Company of Chattanooga. This is not a regular credit card account. Under this program there are 25 days in which to pay the bill in full without incurring a carrying charge. After that, interest is charged on the daily average balance at the rate of 1 1/2% per month. The repayment schedule is based on three equal payments.

Students with outstanding accounts at the end of the semester will not receive grades or transcripts for their academic work and will not be allowed to register for additional studies.

Budget Estimate for a College Year
It is suggested that each student prepare in advance an estimate of his expenses for a college year (two semesters). In addition to the charges itemized under Fees and Expenses, the student should include in such an estimate his travel expenses, clothing, laundry, cleaning and incidental personal expenses. Books and supplies will normally cost $120.00 to $130.00 a semester. Students provide their own blankets (for single beds) although other linens are supplied as described under Board and Room. It is customary for roommates to consult each other after arrival about the color scheme for bedspreads and any other room accessories they desire.

Financial Aid
Inquiries concerning financial aid should be addressed to the Director of Student Financial Aid. Application for financial assistance must include a Covenant College Student Financial Aid Data Sheet and a Financial Aid Form (FAF). These forms are sent to all prospective students when their application for admission to the college is received. The FAF is to be filed with the College Scholarship Service, Box 2700, Princeton, NJ 08541 or Box 380, Berkeley, CA 94701. The Covenant College code number is 6124.

Inasmuch as information for the forms is based on family income of the preceding calendar year, the required forms should not be filed until after January 1. Applications received by March 31 will be given first consideration. In general the awarding of financial aid is not made automatically to students who may be eligible. The awarding of aid is limited by the funds budgeted for this purpose. Additional information concerning the policies for financial aid are included in the Student Financial Aid Manual available in the Financial Aid Office at the college.

I. Aid Directly Administered by Covenant College from Nongovernment Sources.
In order to ensure consideration for any forms of financial aid described below, a student should complete the Covenant College Student Financial Aid Data Sheet and a Financial Aid Form (FAF).

1. Academic Scholarships
These awards are based on academic achievement and are renewable if the student maintains the prescribed grade point average as a full-time student.

2. Athletic Grants
These awards are given to supplement other sources of aid for students capable of making a significant contribution to the varsity sports program at Covenant. Individuals should contact the coach for information.

3. Music Scholarships
Music awards are given to students in music upon recommendation of the Music Department. Recipients of these awards must be outstanding performers or show unusual performance potential. Interested students should contact the Chairman of the Music Department. Students who are unable to come to the campus for an audition may be requested to send a tape recording.

In addition to the above awards, four annual music grants of $200 each are given to students who show serious and active involvement in the playing of an orchestral in-
This scholarship is a major award based on academic achievement and financial need. The donor has designated that it be given each year to a student majoring in biology, chemistry, computer science, natural science, or pre-engineering, with preference given to a student planning a career in Christian ministry, missions, or teaching. Candidates are nominated by the faculty.

6. Virginia Price Scholarship
This scholarship is similar to the Ralph A. Price Scholarship, but is to be given each year to a student majoring in Biblical studies and missions, elementary education, English, history, music, or philosophy, with preference given to a student planning a career in Christian ministry, missions, or teaching. Candidates are nominated by the faculty.

7. The Jim Luikart Art Award has been established by Mr. and Mrs. Max Luikart for a student in the art program with demonstrated financial need. The scholarship recipient must be recommended by the Chairman of the Art Department.

8. The Barrows Endowment Fund, established by Mr. and Mrs. Fred C. Barrows of Lookout Mountain, provides tuition assistance for a freshman student from Georgia, Alabama or Tennessee.

9. The Donald Andrew Mouritzen Memorial Athletic Award has been established by the family of Donald Mouritzen, a Covenant student in 1964-65 who entered the armed services of the United States and was killed in action in Vietnam in 1967. The annual $25.00 prize is awarded to an upperclassman who has made a significant contribution to the athletic program of the college.

10. The Clara Belle Dinkle Memorial, established by Captain and Mrs. Martinus Uding in memory of Mrs. Uding’s aunt, is a loan fund designated for the assistance of students seeking a nursing education. If such students are not available, this loan fund is to be used for assistance to children of missionaries.

11. The Daniel Ashley Jewell, Jr. Scholarship Fund, established by Mrs. Vera Jewell of Lookout Mountain in honor of her husband who pioneered as a businessman in the textile industry of North Georgia, has been designated to provide scholarship assistance primarily to students majoring in the field of Business Administration and Economics. The scholarship recipient must be recommended by the Chairman of the Department of Business Administration. Applications are available from the Director of Student Financial Aid.

12. The Mina Grundish Simpson Scholarship Fund has been established by her husband, H. C. Simpson, to provide financial assistance to students whose major is music or a pre-seminary education. Application for these grants or loans must be made by requesting an application from the Director of Student Financial Aid. Academic proficiency, talent, and financial need are specifically considered. The awards are made by recommendation of the academic department head through the Director of Student Financial Aid.

13. The Gaily (Memorial) Scholarship Fund was established through the generosity of Mr. Don Gally, Christian businessman and philanthropist of Knoxville, Tennessee. These scholarships are for students who are working to defray a substantial part of their college expenses, who are maintaining an average or better set of grades and who need this assistance in order to continue in school. The scholarships may be awarded to an individual successively for the several years that he or she continues to make good progress in school. Candidates for these scholarships must be recommended to the Student Financial Aid Officer by the Dean of Students.

14. Editors of Bagpipe and Tartan and Student Senate President are awarded partial tuition grants.

II. Federally Funded Programs administered by Covenant College

1. National Direct Student Loans (NDSL)
These are low interest loans repayable after the student leaves college.

2. Supplemental Educational Opportunity Grants (SEOG)
These are direct grants which need not be repaid, designed for students in families with low incomes.

3. Pell Grants (formerly BEOG)
Application for these nonrepayable grants is made by completing specified items on the Financial Aid Form. The student will receive a Student Aid Report (SAR) which must be sent to the Director of Student Financial Aid at Covenant in order for the grant to be awarded.

4. College Work Study Program
This program provides work opportunities for deserving students. Students who meet the financial requirements will be assigned work in one of the departments of the college at a standard hourly rate of pay for a minimum of ten hours per week. A monthly check will be issued to the student after work hours are completed.

III. Financial Aid Available from Other Sources Outside Covenant College

1. Federally Insured, State Insured, and USAF Loans (Guaranteed Student Loans)
This program enables students to borrow money directly from banks or state loan corporations. Applications are available from local banks or in some situations from the college. The maximum loan for an academic year is $2500 and the interest rate is 9%. Further information may be obtained from a local bank, Student Financial Aid Office, or from the appropriate Office of Higher Education.

2. Georgia Tuition Grant
This is a state aid program providing a grant of $675.00 to all eligible students attending approved private colleges in Georgia. Eligibility requires that the student be a legal resident of Georgia for a minimum of 12 months and be classified as a “full-time” undergraduate student. Applications for the grant are mailed from Covenant to all Georgia residents who apply for enrollment for the following term.

3. Georgia Incentive Scholarship
Students who have been legal residents of Georgia for a minimum of 12 months may apply for this scholarship aid. The awards range from $150 to $450 a year and since funds are limited, early application is encouraged. Applications are
available from high school counselors or from the Student Financial Aid Office. It is necessary to complete an FAF and list the Georgia Higher Education Assistance Authority on the designated line in order for GHEAA to receive a copy of the need analysis. The code number is 0472.

4. State Grants and Scholarships

Some states have programs which provide aid directly to students living outside the state. Pennsylvania, Vermont, and Massachusetts are among such states. High school counselors may provide further information about such awards, or the Office of Higher Education in the state in which the student lives may be contacted.

5. Ty Cobb Educational Scholarships

Students are eligible to apply for this scholarship if they are residents of Georgia, not married, and have completed at least one year of B quality or higher in an accredited college. The scholarships are awarded in the amount of $450.00 to $1000 to students who have financial need. Applications may be requested from:

Ty Cobb Educational Foundation
P.O. Box 725
Forest Park, Georgia 30297

6. Veterans' Loans

The Veterans' Administration makes educational loans available to veterans who are in attendance at an educational institution on at least a half-time basis. Applications and further information may be obtained from the Student Financial Aid Office.

Refunds

Compulsory Withdrawal

When a student is requested to withdraw because of unsatisfactory academic work, failure to comply with regulations of the college or personal conduct considered to be injurious to the maintenance of wholesome campus life, no tuition fees will be refunded to the student. Board will be refunded on a prorated basis.

Schedule

Refunds are granted only upon written application to the Business Office of the College when a student has withdrawn formally through the office of the Dean of Students. The college will normally adjust accounts on tuition and fees. The following policy will prevail:

If the student leaves during the first two weeks, a refund on tuition and fees of 80%; during the third week, 60%; during the fourth week, 40%; during the fifth and sixth weeks, 20%; after the sixth week, no refunds. When a student has used Financial Aid resources, the same percentages will be used to determine the refund due to the Financial Aid source unless otherwise stipulated in the regulations of that program.

Board refund will be prorated on days remaining in the semester. No refund is allowed on a late registration fee. Due to the nature of commitments concerning dormitory room availability, room charges are not refundable.

Veterans

The refund policy of Covenant College for veterans receiving educational benefits shall be in accordance with the regulations of the Veterans Administration, Section 254, Public Law 550, that is, it shall maintain "a policy for the refund of the unused portion of tuition, fees, and other charges in the event a veteran fails to enter the course or withdraws or is discontinued therefore at any time prior to completion and such policy provides that the amount charged to the veteran for tuition, fees, and other charges for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length."

Part-Time Employment

Part-time employment is available to many students in the nearby communities. Some students earn only a few dollars under the part-time work program, while other students earn a significant part of their college expenses. The college cannot guarantee off-campus employment to any of its students, but offers assistance in obtaining part-time jobs. A student who needs to earn part or all of his college expenses must have his work plans approved in advance and arrange his academic load in special conference with his adviser.

Insurance

All students not completing an insurance waiver form will be required to participate in the student medical insurance program sponsored by the college. Details on coverage and cost are available upon request from the Student Development Office.

All students desiring to participate in the college's intercollegiate athletic program should participate in the student medical insurance program.

Registration

Orientation

During the first week of the fall term, new students arrive on campus ahead of upperclassmen for a special program of orientation. In this period, they take placement tests, attend lectures on student life and traditions, become acquainted with campus facilities, receive pre-registration counseling, participate in social gatherings and complete their registration.

Registration Rules

All students will be expected to register during the regular registration periods at the beginning of each semester. Late registration will entail a fee of $15.00. A student is not considered fully registered until he has paid the entire amount of his semester's charges. The tenth day of classes in each semester is the last day it is possible to register for full credit in any course. All work missed must be made up.

Course Load

Regularly enrolled students will be expected to carry 15 credit units per semester. Students will not be allowed to register for more than 19 units without special permission. Those students whose class work is below standard, or who find it necessary to be employed for more than 20 hours of work each week, may be required to reduce their programs of study. Students who carry 12 or more units are considered full-time students.

Dropping or Changing Courses

A student who wishes to withdraw from an individual course, or to change his enrollment from one course to another, must have the expressed permission of the registrar. Students withdrawing from a course after the last day to drop a course (following distribution of mid-semester grade reports) will receive the mark WP if at the time of withdrawal their average mark in the course is passing, or the mark WF if their average mark is failing. No student will be allowed to
change courses after the tenth day of classes in any semester. A fee will be charged for all class changes unless the circumstances requiring the change are beyond the control of the student.

**Withdrawal from the College**

Students desiring to withdraw from school before the end of a semester must notify the Dean of Students and process an official Withdrawal Clearance Form available in his office. For refunds see page 9.

**Privacy Rights of Students**

**Notice to Students**

The Family Educational Rights and Privacy Act of 1974, with which the college intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the college to comply with the Act.

The college’s Institutional Policy Concerning Privacy Rights of Students explains in detail the procedures to be used by the college for compliance with the provisions of the Act. Copies of the policy can be secured in the Office of Admissions and Records. This office also maintains a Directory of Records which lists all education records maintained on students by the college. Questions concerning the Family Education Rights and Privacy Act may be referred to the Office of Admissions and Records.

**Notice Designating Directory Information**

Covenant College 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.

- **Category I** Name, address, telephone number, dates of attendance, class.
- **Category II** Previous institution(s) attended, major field of study, awards, honors, degrees conferred (including dates).
- **Category III** 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 any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of Admissions and Records prior to September 15 each year, or February 1 for students entering the college in the spring semester. Forms requesting the withholding of "Directory Information" are available in the Office of Admissions and Records.

Covenant College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

**Student Development**

Recognizing the importance of social, emotional, spiritual and physical development along with intellectual development, Covenant provides programs, services and structure designed for a proper balance of challenge and support to its students. Some important aspects of the Student Development Program are indicated here.

**Residence Hall Life**

**Resident Directors**—The residence hall program is under the direction of two professionally trained and experienced staff members who live on campus.

**Residence Hall Staff**—Fourteen students (Resident Assistants), who have demonstrated special concern and desire to serve, have been chosen to assist the Resident Directors in developing an atmosphere in residence halls conducive to growth and learning. Each Resident Assistant works with a unit of approximately 25 students.

**Facilities**—The upper floors of Carter Hall, Covenant’s main building, and an additional nearby residence hall provide housing for almost all of Covenant’s students. Carter Hall is currently undergoing the first stages of a projected five million dollar renovation which, when completed, will provide excellent rooms for all students. Almost all student rooms are for double occupancy and all rooms in Carter Hall have private baths. Lounge areas, laundry facilities, a game room and a television viewing area are available for residents’ use.

**Room Personalization**—"Making yourself at home" is more than just an empty phrase at Covenant. Residents are encouraged to create their own unique environments by selecting their own paint, designing wall murals or supergraphics, constructing lofts, or adding personal furnishings. A Room Personalization Committee coordinates the program. In addition, halls and lounges take on individualized identity as units compete with each other in creating their own special area.

**Room Assignments**—Room assignments are made by the Student Development staff. Preferences for roommates may be indicated and are honored wherever possible.

**Freshmen Hours**—In order to encourage the settings of patterns for use of time at the outset of college life, freshmen men and women are required to be in their residence hall areas after the following hours unless previous permission has been granted by the residence hall staff:

- Sunday-Thursday 12:00 midnight
- Friday & Saturday 1:00 a.m.

**Signing Out**—In order to reply to inquiries from parents, friends, or others who are attempting to locate students, all students are encouraged to inform their Resident Assistant if they plan to be out overnight. All freshmen who plan to be away from the residence halls overnight are to sign out with their Resident Assistant.

**Linen Service**—Linens will be provided as a part of the room fee. Every week, two sheets, two bath towels and a
pillowcase will be available for each student to pick up. After the first week, soiled linen must be turned in before clean linen will be issued. Days and time of linen pickup will be posted.

**Off-Campus Housing**—The Student Development Office will assist in locating off-campus housing for married students. All single students under 21, except seniors, are required to live in the residence halls on campus. Students who are seniors or who are 21 years of age or older may apply for permission to live off-campus. Application forms are available in the Student Development Office. Those students living off-campus must abide by the Standards of Conduct stated in this section.

Further details concerning housing policies and regulations may be found in the Student Handbook and the Residence Hall Living Handbook.

**Counseling and Placement**

Students desiring assistance in selecting majors and information concerning careers and in dealing with personal problems from a Christian perspective, may find it helpful to receive counseling and testing from the Student Development staff. The major aim of the counseling program is to help persons develop increased awareness of their talents and resources and the effective use of them.

Career exploration and guidance are available to students through individual counseling, workshops and a life/career planning course taught by Student Development staff members which focuses on career self-awareness, career sources of information, career interest testing and career decision making.

Our counseling program also maintains a career resource center which contains information concerning a variety of careers, other colleges and graduate schools, and job opportunities.

Placement services are available to assist graduating seniors and alumni in locating employment.

**Chapel**

Daily half-hour chapel services have been a feature of Covenant College life since its conception. A committee of faculty and students gives direction to the effort to make these services times of joyful worship, edification and challenge geared toward specific needs or opportunities faced by the college. A variety of speakers, musical groups, etc., from both on and off campus, are utilized. Opportunities are provided for small special interest groups to meet together on occasion. Attendance at chapel services is required with provision made for a certain number of unexcused absences.

**Outreach Ministries**

Students are encouraged to put into practice the classroom and campus emphasis on service and servanthood by becoming involved in a variety of outreach ministries. The Director of Covenant’s Outreach Ministries coordinates a program of identifying opportunities for service and encouraging student participation. There are opportunities for prison ministry, inner-city youth counseling and tutoring, Sunday school teaching, youth ministries, musical ministries in churches and teaching English to refugees from other countries who have settled in the Chattanooga area.

**Health Services**

Student Health Services seek to aid students in establishing lifestyles and habits consistent with health, to recognize ways to prevent illness or injury and to promote a high level of wellness. This is met through health education programs and individual health counseling, as well as assistance in care of health problems and instruction in self-care.

Students are provided routine health and first aid care by the college health staff. A health and accident insurance policy is required of all students, unless the student provides proof prior to registration of other adequate coverage.

The college health facilities include a clinic and waiting area. General health problems and consultations are handled by the nurse during daily clinic hours. Medical care is arranged by appointment with private physicians in the Chattanooga area. The residence hall staff is trained to assist in emergencies and will make arrangements if someone needs medical attention when the clinic is closed.

Each student should have his own supply of simple nonprescription items such as aspirin, Tylenol, band-aids, etc. Generally, students should not come to the clinic for such items.

**Student Activities**

**Student Association**—The Student Association is made up of all students who pay the Student Activity Fee. Through its two components, the Student Senate and the Campus Activities Board, students have a significant role in setting policies and planning activities for their benefit.

**Student Senate**—The Student Senate is composed of two senators from each class, a nonvoting representative from the Campus Activities Board and two advisors, one from the faculty and one from the administration. It has standing committees to deal with the constitution, with research, and with particular matters concerning commuter students. It also selects the representatives to serve on college-wide planning commissions such as the Facilities Development Task Team, the Student Development Task Team, and the Curriculum Committee. The Student Senate also supervises the three student publications.

**Campus Activities Board**—The Campus Activities Board is composed of six students, two administrators and three faculty members. Its chairman, secretary and treasurer are all elected by the Student Association. The chairman of the three committees which function under its direction — the Social Committee, the Cultural Affairs Committee, and the Spiritual Affairs Committee — all serve as members of the Campus Activities Board. Its purpose is to plan, coordinate, promote and encourage a wide variety of activities for the benefit of the entire Covenant College community.

**Social Committee**—The Social Committee is in charge of college-wide social functions.

**Cultural Affairs Committee**—The Cultural Affairs Committee provides both entertainment and culturally stimulating programs in such media as films, lectures, drama and music.

**Spiritual Affairs Committee**—The Spiritual Affairs Committee presents and encourages means and opportunities for Christian service through the Christian Service Council, the Student Missions Fellowship and the Proto-Ministerial Club.

**Proto-Ministerial Club**—The Proto-Ministerial Club is an association of students who plan to enter theological seminary upon graduation from college. It meets for informative sessions dealing with opportunities, fields of service, and challenges available to those interested in the ordained ministry of the Church.

**Intercollegiate Athletics**—The intercollegiate sports
program at Covenant College includes soccer, basketball, cross-country and baseball for men. Women participate in volleyball and basketball. There is also a very active intercollegiate Tennis Club.

Intramural Athletics—Intramural programs and a wide variety of sports are directed by the Student Development Office. All students, faculty, and staff are encouraged to participate in at least one sport each semester. Intramural sports may include tennis, basketball, table tennis, soccer, volleyball, flag football and softball. Other intramural sports are available according to student interest.

Outdoor Club—A group of specially selected students, experienced in such outdoor activities as rapelling, white water canoeing, back packing, who train other students in special skills, and plan and supervise activities where these skills are further developed.

Standards of Conduct
Covenant has adopted a "layered" Standard of Conduct which differentiates between (1) Biblical directives which are stated here to remind us that we are all subject to them at all times, (2) college rules which represent specific standards which we believe it best to apply to enrolled students and (3) areas of personal discretion where no prohibition is made but the need for careful consideration is encouraged.

Biblical Directives. Anything clearly spelled out in the moral law of God is binding on Christians everywhere, so the practices which the Bible says are morally wrong are unacceptable for the Covenant community. Among these activities are drunkenness, stealing, gossip and slanderous talk, all types of dishonesty and sexual sins. Scripture also condemns certain attitudes such as bitterness, greed, pride, jealousy and an unforgiving spirit. We all carry a responsibility to encourage, exhort and, when necessary, admonish one another in meekness concerning sins such as these.

College Rules. There are certain practices which many Christians view as harmful, if not actually sinful. Other equally committed Christians may argue that prohibitions against them are unnecessary and overly legalistic. The college recognizes this difference of opinion but, after careful consideration, have concluded that, in our situation, it is best to prohibit some practices to all students while enrolled at Covenant College.

Currently enrolled students are required to abide by the college rules. Students who remain on campus or who are participating in college activities during stated vacation periods are expected to maintain the standards of college conduct; otherwise, students on vacation are responsible to their parents and/or their local churches.

College rules prohibit:
- The possession or use of alcoholic beverages.
- The possession or use of tobacco.
- The nonmedicinal use of narcotics, hallucinogenic drugs, or marijuana.
- Gambling.
- Social dancing, with the exception of some forms of folk and classical dancing. Before an activity consisting of any of these forms of dancing can be scheduled, it must be approved by the Dean of Students, who will also authorize supervision of the event.

Areas of Personal Discretion. Students are expected to exercise discretion and wisdom in several other areas such as the choice of television programs, movies, theatre, music, literature, and other art forms; the choice of non-college organizations with which they associate; intimacy in dating relationships; and modesty and cleanliness in dress and appearance. The Vice President for Academic and Student Affairs or the Disciplinary Board will counsel or take disciplinary action when there is irresponsible behavior in these areas.

For more information on Covenant's Standards of Conduct, see the Student Handbook.
6. No grades below C— in the major and the minor.
7. A residence of one year and the completion of the last 30 units at Covenant College, with the exception that students in residence for three semesters or more may complete 9 of the 30 units at other approved colleges.
8. Completion of comprehensive examinations in the major.
9. The payment of all bills, the return of all equipment and library books, and the completion of all practical work.

**The Bachelor of Music Degree.** Upon recommendation of the faculty and approval of the Board of Trustees, a student may receive the degree of Bachelor of Music by meeting the following requirements for graduation:
1. A minimum of 126 credit units.
2. A grade-point average of 2.0.
3. Compliance with the requirements established by the department.
4. No grades below C— in the major field.
5. A residence of one year and the completion of the last 30 units at Covenant College, with the exception that students in residence for three semesters or more may complete 9 of the 30 units at other approved colleges.
6. Completion of comprehensive examinations in the major.
7. The payment of all bills, the return of all equipment and library books, and the completion of all practical work.

**Core and Distribution Requirements**

**For Baccalaureate Degrees**
Because the faculty believes that a liberal arts education should be broad and inclusive, introducing the student to ideas and values of continuing concern and providing him with historical and spiritual perspectives on the complex problems of our society, the college has set a number of basic requirements for graduation.

All students who are candidates for a baccalaureate degree, except those in certain special programs (e.g., teacher certification), are required to take courses, or demonstrate competency, in each of the following areas:

**The Biblical Basis**
Old Testament ........................................... 4
New Testament ........................................... 4
(Normally taken fall and spring of freshman year.)
Christian Doctrine ....................................... 4
(Normally taken sophomore year.)

**Perspectives on Learning**
Foundations for Learning ................................ 4
(Normally taken fall of freshman year.)
Philosophy of Culture ................................... 2
(Normally taken spring of junior year.)

**Tools for Learning**
English Composition I .................................. 2
English Composition II ................................ 2
(Normally taken freshman year. Students who demonstrate superior writing skills may be allowed to bypass English I.)
Logic .................................................... 2
Speech Communication ................................... 2
(Students in teacher certification substitute a 4-unit mathematics course for Logic and Speech.)
Language .................................................. 8
(This requirement may be met by taking two foreign language courses or two language-option courses. The language-option courses are: Eng 210, Classical Literature, Eng 211, European Literature in English Translation, Eng 220, Modern Drama, Eng 235, Introduction to Linguistics, and Phil 310, Philosophy of Language. Certain major programs require courses in a specific language; a few programs require no language. Students who score well enough on a foreign language test administered during registration week in the fall to bypass two years of college language study will be allowed to bypass all of the language requirement.)

**Human Culture**

**Social and Behavioral Science** ...................... 4
(A course in economics, political science, psychology, or sociology.)

**The Arts** ............................................ 4
(A course in art, literature, or music.)

**History** ............................................. 4
(U.S. History I or II, Contemporary Global History, or Recent American History.)

Courses in the major or minor used for core requirements may also be used for credit in the major or minor unless otherwise specified by the appropriate department.

**Majors and Minors**
Covenant College seeks to provide a liberal arts education that includes not only the broad and inclusive core curriculum but areas of greater specialization as well. This is the reason that every student pursuing a baccalaureate degree must meet the requirements of a major-minor program or of a single major.

**Major-Minor Program.** This program involves a major of at least 24 hours and a minor of at least 12 hours, for a total of at least 36 hours of courses approved by the departments named as the major and minor subjects. A student must take at least 12 units of his major at Covenant College and at least 6 units of his minor. As an option, a student can concentrate entirely in a single major without any minor. Variations in the requirements for the different major programs, in addition to the possibility of bypassing certain parts of the core, make the number of units available for free electives range from 0 up to 52.

**Senior Integration Project** 492. The student will be expected to prepare a written thesis or project, which will provide an opportunity to explore and analyze a problem in the student's major field in the light of Christian philosophy. Some departments will have an alternative requirement. In all cases, the student should contact the appropriate department chairman for specific information. Two units.

Majors in natural sciences and in the music programs, as well as the programs in education and nursing, call for careful planning as early as the freshman year in order to assure fulfillment of all requirements and prerequisites. Be sure to see the specific requirements under the appropriate departments.
Major Programs
Accounting
Applied Music
Biblical Studies and Missions
Biology
Business Administration
Chemistry
Computer Science
Economics
Elementary Education
English
History
Interdisciplinary Studies
Music
Music Education
Natural Science
Philosophy
Physical Education
Psychology
Recreation Education
Sociology

Minor Programs
Accounting
Art
Biblical Studies
Biology
Business Administration
Chemistry
Computer Science
Economics
Education
English
French
History
Mathematics
Missions
Music
Philosophy
Physical Education
Physics
Psychology
Recreation Education
Sociology
Spanish

Special Programs. Courses preparatory to professional training are available in the following fields:
Medical Technology
Nursing Education
Pre-engineering (see Dual Degree
Program under Engineering)
Pre-law
Pre-medical (consult with Dr. Lothers)
Pre-ministerial
Teacher Education, Elementary and Secondary

Graduation Requirements for
Associate Degrees
Students are personally responsible to plan their programs to meet graduation requirements.
The Associate of Arts Degree. Upon recommendation of the faculty and approval by the Board of Trustees, the degree of Associate of Arts is conferred upon students who have met the following requirements for graduation:
1. A minimum of 62 credit units.
2. A grade-point average of 2.0.
3. The fulfillment of all basic requirements.
4. Compliance with all requirements in the area of concentration.
5. No marks below C– in the area of concentration.
6. A residence of one year and the completion of 26 of the last 30 units at Covenant College.
7. The payment of all bills, the return of all equipment and library books, and the completion of all practical work.

Core Curriculum for Associate Degrees
Perspectives
ID 31. Foundations for Learning.................................................4
Bib 111 or 129. Old Testament.................................................4
Bib 142 or 148. New Testament.................................................4

Written Communication
Eng 11-12. English Composition I and II .................................2, 4
(Students who demonstrate superior writing skills may be allowed to bypass English Composition I.)

Natural Creation
Laboratory Science .........................................................................4
(Bio 101 or 106 or Nat Sci 105 are recommended for students in non-science programs.)

Human Culture
Social and Behavioral Science ..................................................3, 4
(A course in psychology, sociology, political science or economics.)
The Arts .........................................................................................4
(A course in art, literature, or music.)
History .........................................................................................4
(U.S. History I or II, Contemporary Global History, or Recent American History.)

Physical Education
PE 51-52. Physical Education ......................................................2
Total core units ...........................................................................31-34

Area of Concentration
The specific requirements in the Area of Concentration are listed under the individual departments. Currently, associate degrees are offered in Biblical Studies, Business Administration, Early Childhood Education and Basic Health Sciences. Please see Accounting, Biblical Studies, Education, Natural Science and Nursing Education.

The units in the Associate of Arts degree program are distributed as follows:
Core Curriculum ...........................................................................31-34
Area of Concentration ..................................................................27-28
Elective Units ...............................................................................4-0
Total units ....................................................................................62

Summer Offerings
A variety of courses are offered by Covenant College during the summer months. A three-week session immediately following commencement in May offers students the opportunity of earning three units of credit in a limited number of standard classroom courses, some of which meet core requirements. The Psychology Tour, a month-long travel-study program, offers students six units of psychology credit. During this tour, students visit many counseling centers, research centers and other institutions stretching as far west as California. Students may also earn credit by working as interns with a variety of organizations.
These offerings, in which tuition costs are less than during the academic year, provide the opportunity for students to make up deficiencies, earn extra credit or take required units in order to lighten their loads during the regular semesters. Students from other colleges are also welcomed to these special summer courses.

**Correspondence Studies**

Covenant College offers a variety of correspondence courses on a continuing basis. A list of the current offerings follows and descriptions of the courses may be found in this catalog. Units under the appropriate departments. No more than 16 units in correspondence studies may be credited toward a degree from Covenant College.

For further information on the correspondence studies program or to register for a correspondence course, contact Dr. A. Kenneth Austin, Director of Correspondence Studies, Covenant College, Lookout Mountain, TN 37350.

**Correspondence Courses**

- Bib c357. Hebrews 3 units. Mr. Anderson
- Bus c320. Personnel Administration 3 units. Mr. Kirms (Prerequisite: Bus 300.)
- Bus c335. Principles of Advertising 3 units. Mr. Kirms (Prerequisite: Bus 230.)
- Eng c220. Modern Drama 3 units. Mr. Hesselink
- His c204. American Government 3 units. Mr. Austin
- His c211. United States History to 1869 4 units. Mr. Austin
- His c212. United States History Since 1869 4 units. Mr. Austin
- His c213. History of Georgia 2 units. Mr. Austin
- His c303. Ancient Greece and Rome 3 units. Mr. Voskuil
- His c304. Medieval History 3 units. Mr. Voskuil
- His c311. History of the Christian Church 3 units. Mr. Voskuil
- ID c391. Philosophy of Culture 2 units. Mr. Anderson
- Mat c22. Basic Mathematics 4 units. Mr. Keister
- Mat c141. College Algebra 4 units. Mr. Keister
- Mat c142. College Algebra and Trigonometry 4 units. Mr. Keister
- Mat c145. Calculus With Analytic Geometry I 4 units. Mr. Keister
- Mat c146. Calculus With Analytic Geometry II 4 units. Mr. Keister
- Mat c247. Calculus With Analytic Geometry III 4 units. Mr. Keister
- Mus c371. Music History and Literature I 3 units. Mr. Parker
- Mus c372. Music History and Literature II 3 units. Mr. Parker
- Psy c201. Psychology Classics 1 to 4 units. Mr. Rulon
- Psy c303. Developmental Psychology 3 or 4 units. Mr. Rulon
- Soc c241. Social Problems 3 units. Mr. Muller
- Soc c244. Social Psychology 3 units. Mr. Muller

**Off-Campus Studies**

Special arrangements have been made to enable Covenant College students to earn credit while studying off-campus in connection with L'Abri Fellowship in Switzerland (enrollment at L'Abri subject to availability of space at L'Abri); the American Institute of Holy Land Studies on Mount Zion, Jerusalem, Israel; the American Studies Program of the Christian College Coalition, in Washington, D.C.; the Ausable Trails Institute, in Michigan; Covenant Circle in Berkeley, California; and the Study Abroad Program of Christian Colleges (SAPOCC) in France, Germany and Spain. Up to 12 semester units may be earned in connection with work at L'Abri or at Covenant Circle, and up to 16 semester units (24 quarter units) in the Holy Land. Ordinarily only juniors or second semester sophomores may apply, and certain qualifications must be met. Students may also receive up to three units of credit for work done in connection with a variety of summer service programs sponsored by Christian Training Inc. and World Presbyterian Missions. Details of each program, which vary, may be obtained from the Registrar.

Application should be made well in advance of the term to be spent off campus.

In addition to offering credit to its regular students for academic work taken at the other locations mentioned above, the college may on occasion offer off-campus courses designed primarily for other publics. For example, Biblical Studies 101. Introduction to Christian Living in Society is occasionally offered at the Walker County Correctional Institution not only to regular Covenant College students but also to Christian inmates of the correctional institution. Some off-campus courses offered at a great distance from the Covenant College campus may be taught by qualified instructors approved by the Dean of the Faculty.

A maximum of 16 semester units of credit from off-campus courses may be applied to a degree from Covenant College, and ordinarily only elective credit will be granted for off-campus courses (ordinarily no core or major requirements may be met in this way).

**Independent Study**

When possible, independent study will be arranged for students with a cumulative grade point average of 3.0 or above who are approved for such study by their department chairman. Ordinarily, such study will be in a student's major field and will involve a subject not otherwise offered at Covenant College. The student is expected to submit to the supervising faculty member an outline and a bibliography for the program he wishes to study. Further details may be obtained from the Registrar.

**Private Study**

Required courses, either core or major, not offered in a given semester, may be arranged on a private basis. Such an arrangement must be authorized by the Dean of the Faculty and the Registrar, and this authorization will ordinarily be granted only when a student needs a course that will not be offered again before his expected date of graduation. Such situations may arise when (a) a student received a grade of F in a required course, (b) a student changed majors late in his college career or (c) a student transfers to Covenant College.

**Credit Awarded by Examination**

Please see page 6 for information concerning credit through the College Level Examination Program (CLEP).

**Academic Standards**

One of the criteria for the granting of the Bachelor of Arts, the Bachelor of Music and the Associate of Arts degrees is the satisfactory completion of required courses with a grade point average of 2.0 in all subjects.

**The Credit and Grading System**
Grades are assigned as follows:
- A means SUPERIOR and carries 4 grade points per unit of credit.
- B means GOOD and carries 3 grade points per unit of credit.
- C means AVERAGE and carries 2 grade points per unit of credit.
- D means PASSING but inferior, and carries 1 grade point per unit of credit.
- F means FAILING and carries no grade point.
- R means REPEAT and removes the previous mark and its effect on the cumulative grade-point average.
- S means SATISFACTORY, and is given only as a mid-semester grade.
- U means UNSATISFACTORY, and is given only as a mid-semester grade.
- W means WITHDRAWN during the first half of the semester, except that for Independent Study, Private Study, Correspondence Courses, the time may at the instructor’s discretion be extended through the grace period for Incompletes. Units are not included in computing the grade-point average.
- WP means WITHDRAWN PASSING during the last half of the semester or during the grace period for Incompletes and indicates a passing average at the time the course was dropped; units are not included in computing the grade-point average.
- WF means WITHDRAWN FAILING during the last half of the semester or during the grace period for Incompletes and indicates a failing average at the time a course was dropped; units are not included in computing the grade-point average.
- INC means INCOMPLETE and indicates that part of the required work for the course has not been completed. An incomplete is granted at the discretion of the instructor. Incompletes in fall semester courses must be completed by the first day of the following fall semester, in spring semester or May-term courses by the first day of the following spring semester, and in summer courses by the first day of the next year’s fall semester. If the course remains Incomplete on the expiration date, the instructor will assign an appropriate mark.

Pass-Fail Option. Students with junior or senior standing and a cumulative grade point average of 2.70 or higher may take a total of twelve units toward graduation on a pass-fail basis in noncore courses and outside the departments of the student’s major and minor. Students may not change from pass-fail to regular credit or from regular credit to pass-fail after the tenth day of classes in any semester. Units so earned carry credit for graduation but are not considered in computing the student’s grade-point average. The objective of the pass-fail option is to encourage students to take some courses they might not otherwise take.

Eligibility for Extracurricular Activities
Students on academic or disciplinary probation may be restricted in their participation in extracurricular activities, including work. The student on probation has the responsibility for making an appointment with one of the members of the Student Development Office for the purpose of reviewing participation in extracurricular activities for that semester. This review must be accomplished within the first two weeks of the semester.
Class Absence and Tardiness
Each instructor is free and responsible to determine and enforce whatever policy he wishes concerning excessive absences in his course and will inform his students of such policy at the beginning of each semester. This policy will include provision for making up missed work. It is the student's responsibility to contact the instructor about such work, and the faculty member will exercise his right of judgment as to whether or not a penalty will be assessed and whether or not the work may be made up at all.

The Student Development Office will provide written statements for emergency absences and the nurse will write statements for cases of illness when requested by the student or the teacher. These statements are not excuses but are given to faculty members for their information.

Students should inform their instructors in advance of any school trips which will necessitate absence from class. Faculty members will report, each 15 days, the interruption of class attendance by any student receiving Veterans Administration educational benefits.

Classification of Students
Students who are accepted as degree candidates and who have fewer than 26 semester units are classified as FRESHMEN.

SOPHOMORES must have at least 26 semester units with a grade-point average of 1.5.

JUNIORS must have at least 58 semester units with a grade-point average of 1.8.

SENIORS must have at least 90 semester units with a grade-point average of 2.0.

Scholastic Honors
The Dean's List, which is announced at the close of each semester, contains the names of all students who have taken 12 or more hours (not including Pass/Fail units) with a grade-point average for the semester of 3.30, with no courses incomplete, and with no mark below C in any academic course.

Seniors who have been on the Dean's List each semester since entering college or whose cumulative grade-point average is 3.50 may be excused from most final examinations in their last academic semester. Such permission must be secured from the instructor of each course. Students must be in residence for a minimum of 60 units before their last academic semester to qualify.

Students who maintain a grade-point average of 3.50 throughout their Covenant College course will be graduated cum laude. Those who maintain an average of 3.75 will be graduated magna cum laude. Those who maintain an average of 3.90 will be graduated summa cum laude. Students must be in residence for a minimum of fifty units (not including courses the student has taken Pass/Fail) to qualify for graduation honors.

Numbering of Courses
The first digit of a course number indicates the class level of students to whom it is open, with the exception of core courses, which are designated by two-digit numbers.

Courses numbered in the 100s are open to freshmen, those in the 200s are open to sophomores, and so forth. Permission to take sophomore courses may be granted to freshmen provided they have met the prerequisites.

Junior and senior courses (numbered in the 300s and 400s) are upper-division courses. The college reserves the right to withdraw any course.

Many courses listed in the catalog are offered in alternate years. The schedule of classes in any given semester will be issued prior to registration.

It is not possible to announce at the publication date of this catalog all the courses (and their professors) which may be offered in the current year. Where possible, this information has been given.

Accounting, Business Administration, and Economics

Accounting, Business Administration, and Economics Department Goals
The Department of Accounting, Business Administration, and Economics offers a choice of three separate, yet interrelated four-year degrees designed to prepare students for careers in government, corporate industry, or small business ownership. These degrees also serve as preparation for additional study in graduate school.

Further, an Associate of Arts Degree in Business Administration is offered for students who want postsecondary training in business administration in order to prepare themselves for entry level management positions in the business world. This program also allows students to proceed to a Bachelor's Degree in Business Administration in a normal sequence.

Emphasis throughout all programs and subjects is placed on the integration and outworking of the Christian faith, so that this faith is applicable in the prospective work environment.

Requirements for Major in Accounting
Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391. Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>4</td>
</tr>
<tr>
<td>Eng 252. Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Phi 21. Logic</td>
<td>2</td>
</tr>
<tr>
<td>Language</td>
<td>8</td>
</tr>
<tr>
<td>PE 51. Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52. Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44. Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>ICS 100 or 120. Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>4</td>
</tr>
</tbody>
</table>

17
Major and Supporting Course Requirements

Courses in Accounting

**201-202. Principles of Accounting**
A study of the fundamental principles of accounting as they apply to modern business practices, including the theory of debit and credit, accounting records, simple balance sheets and income statements. Six units.

**203. Managerial Accounting**
A study of the functions and use of accounting information from the manager's perspective. Areas of study include: cost flow analysis, performance measurement and reporting, cost behavior patterns, capital investment decisions, cost control and income tax considerations. Prerequisite: Principles of Accounting I (Acc 201). Three units.

**300. Intermediate Accounting I**

**301. Intermediate Accounting II**
Special accounting problems peculiar to corporate organizations with attention to stockholder's equity and long-term debt sections of the balance sheet. Treatment of leases, pension plans, stock options, earnings per share and income tax allocation. Recognition of increasing impact of inflation on asset valuation. Standards of disclosure required on changes; effect of errors on financial statements; preparation of cash flow and funds flow; analysis of financial statements. Prerequisites: Principles of Accounting I & II, Int. Accounting I. Three units.

**302. Cost Accounting I**
The development of cost accounting systems as a means of planning, controlling, evaluating operations. Development of unit standard costs; job order and process costing; material and labor cost methods; responsibility accounting; operational and capital budgeting models and their data requirements. Prerequisites: Acc 201-202. Three units. (Not offered 1982-83)

**303. Cost Accounting II**
Cost accounting and the planning of profits, costs and sales. The cash budget and projected income statement, balance sheet. Cost behavior analysis and flexible budgets; controlling costs and profits; direct costing; marketing cost and profitability analysis; break-even and cost-volume-profit analysis; differential and comparative cost analysis. Prerequisites: Acc 201-202, 302. Three units. (Not offered 1982-83)

**304. Internal Audit**
The theory and practice of independent audits including the necessity of statements credibility; qualifications, standards, and the development of the auditor's report. Internal control systems; technical considerations in conducting the examination of financial statements; standards of reporting, short and long-form reports. Prerequisites: Acc 201-202, 300-301. Three units. (Not offered 1982-83)

**400. Advanced Accounting**
A study of special accounting problems. Topics include: accounting for partnerships, business combinations, consolidated financial statements, interim financial reporting by multinational businesses and accounting for not-for-profit entities. Prerequisites: Acc 201-202, 300-301. Three units.

**405. Tax Accounting I**
A study of income tax law and of tax cases to provide a basis for understanding both the law and the rate structure. Applications include problems and implications of income taxation for business decisions. Prerequisites: Acc 201-202, 300-301. Three units.

**406. Tax Accounting II**
A study of a variety of federal, state, and local payroll, excise, property, franchise taxes applicable to business firms and nonprofit organizations. Evaluation of taxes studied including impact on different types of firms. Prerequisites: Acc 201-202, 300-301, 405. Three units.

**409. CPA Problems**
A course designed to introduce the student to the nature and content of the “Uniform CPA Examination.” The course emphasizes problem-solving practice. Prerequisite: Permission of the instructor. (Not offered 1982-83)
### Core and Distribution Requirements

Students enrolled for a semester in the American Studies Program may be allowed 9 units upper division credit toward the major in Business Administration, and thereby excused from these 3 units upper division credit in Accounting/Economics and 6 units upper division credit in Business Administration/Finance. History credit may be earned in addition to these 9 units for this same semester.

### Requirements for Minor in Business Administration

### Requirements for Associate of Arts Degree in Business Administration

### Core Requirements (For details, see page 14.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>4</td>
</tr>
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</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>The Arts</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>PE 51-52. Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

### Elective Units

<table>
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<tr>
<th>Total Units</th>
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<tbody>
<tr>
<td>62</td>
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</tbody>
</table>

### Courses in Business Administration

#### 230. Principles of Marketing

The study of consumer and industrial markets and the formulation of marketing policies and strategies relating to product, price, channels of distribution and promotion are stressed. The course seeks to explore fashion and life cycles, consumer behavior as well as the legal and institutional environment of marketing. Three units. Mr. Kirms.

#### 300. Principles of Management

Contemporary concepts of management with an examination of the various presuppositions underlying the various theories. An analysis of the tasks of the business executive and his productive functions, scientific management and basic features of business administration. Prerequisite: Junior standing. Four units. Mr. Kirms.

#### 320. Personnel Administration

A study of the role and functions of the personnel department in the management of an organization. Emphasis is placed on current thought in the areas of the personnel environment as well as traditional personnel functions. Prerequisite: Bus 300. Three units. Mr. Kirms.

#### 327. Transportation Principles

A study of the history and development of the modes of transportation in the U. S. together with current transportation problems as they affect our modern industrialized society. Prerequisites: Bus 230, Eco 202, Bus 300. Three units. Mr. Kirms. (Not offered 1982-83)

#### 335. Principles of Advertising

A study of the role of advertising and promotional activities in today's business world. Topics include: advertising in our lives, marketing research, advertising agencies, forms and media for advertising and the creation of advertising. Prerequisite: Bus 230. Three units. Mr. Kirms. (Offered summers)

#### 336. Principles of Salesmanship

A study of the buying behavior of both industrial and consumer markets, the selling process, and the salesman's role within today's complex and multivariated society. Prerequisite: Bus 230. Three units. Mr. Kirms. (Offered summers)

#### 345. Business Law

An introductory course in the applied principles of business law, based on a case study of contracts, negotiable instruments, agency, sales, bailments, and the transfer of real and personal property...
individuals, partnerships and corporations. Three units.

400. Senior Integration Seminar in Business
A seminar limited to senior business students and designed to explore career business planning and business ethics principles and applications as they relate to the business environment of today. The course will include readings and discussions of these areas and will conclude with an oral presentation and a written Business Ethics Thesis on an applicable topic in the student’s specific field of interest. Five units. Mr. Kirms.

402. Quantitative Methods
This course is an introduction to the mathematical approach to managerial problems of planning and controlling the design and operation of business enterprises. The course is designed to discuss and explain the newer mathematical approaches in a language nonmathematicians can understand. The formulation of models of business problems and the use of statistical tools such as probability, hypothesis testing and correlation are investigated. Prerequisite: ICS 150 or Mat 141. Mr. Mitchell and Mr. Sizemore. (Not offered 1982-83)

427. Materials Management
A study of the functions of technical purchasing for industrialized organizations. Topics include: quality assurance, inventory management, price analysis, supplier selection and evaluation, make or buy decision-making, value analysis, negotiations, contract cancellations and other related topics. Prerequisites: Bus 230, Bus 300. Three units. Mr. Kirms.

430. Marketing Research and Administration
An analytic approach to the performance of marketing management. The elements of the marketing mix as the focus in decision-making are studied, employing the case method of instruction. An examination of the marketing research process and its role in aiding decision-making is undertaken. Prerequisite: Bus 230. Three units. Mr. Kirms. (Not offered 1982-83)

431. International Marketing
A study and an analysis of the marketing process in today’s multinational corporation environment. Differences between domestic and international marketing will be stressed. Current international business topics will be considered. Prerequisite: Bus 230.

490. Practicum
An independently conceived and executed field project of the student’s selection in the real business world. Offered during the summer only. Prerequisites: Junior standing and other departmental requirements. Three to six units. (Offered summers)

499. Selected Topics
The course content will depend upon opportunities for guest or visiting lecturers to conduct studies in advanced level of undergraduate management or a special course offering based on student demand. Prerequisite: Consent of instructor. Three units. (Offered summers)

Requirements for Major in Economics/Finance

Core and Distribution Requirements

Bib 111 or 129. Old Testament...............................4
Bib 142 or 148. New Testament...............................4
Bib 277-278. Christian Doctrine...............................1
ID 51. Foundations for Learning...............................1
ID 391. Philosophy of Culture...............................3
Eng 11-12. English Composition I, II.............................4
Eng 252. Speech Communication...............................2
Phl 21. Logic.....................................................2
Language.........................................................8
PE 51. Concepts in Physical Education...........................1

PE 52. Aerobics..................................................1
PE 30-44. Individual or Team Sport............................1
ICS 100 or 120. Computer Science.............................3
Laboratory Science..............................................1
Social and Behavioral Science.................................4
The Arts.........................................................4
History.........................................................4

Major and Supporting Course Requirements

Acc 201. Principles of Accounting............................3
Acc 203. Managerial Accounting...............................3
Bus 300. Principles of Management............................4
Eco 201. Principles of Economics I............................3
Eco 202. Principles of Economics II............................3
Eco 301. Intermediate Economics—Macro........................3
Eco 302. Intermediate Economics—Micro........................3
Eco 310. History of Economic Thought.........................3
Eco/Fin Electives (Upper Division).............................6
Fin 340. Business Finance.......................................3
Mat 142. College Algebra and Trigonometry...................3
Mat 145. Calculus with Analytical Geometry I..................4
Mat 251. Elementary Statistical Methods........................4

Comprehensive examination in Economics

Requirements for Minor in Economics

Eco 201-202. Principles of Economics........................6
Eco 301. Intermediate Economics — Macro.....................3
Eco 302. Intermediate Economics — Micro.....................3
One other upper-division economics course.....................3

Courses in Economics

201-202. Principles of Economics
A general course designed to explain the economic system, the institutions that make up the system and their functions, the relationships of these institutions to man, business and government. Economic concepts, scope, methods to the solution of economic problems and an examination of the goals of the economy are examined. The central problems of the production, distribution and consumption of economic goods and services and the impact of monetary and fiscal policies upon economic life are examined. Six units. Mr. Mitchell. (Offered every year)

301. Intermediate Economics — Macro
A more comprehensive exposition of the neo-Keynesian analysis explaining the determination of income, employment, prices, and the interest rate. Emphasis is placed upon the interaction of aggregate demand, as determined by consumption, investment, money and the government budget, with aggregate supply. Prerequisite: Eco 201. Three units. Mr. Mitchell. (Offered 1983-84)

302. Intermediate Economics — Micro
An advanced analysis of supply and demand as related to competition and monopoly; application of economic theory to product pricing and resource pricing. An in-depth study of consumer demand, production cost, and output is undertaken. Prerequisite: Eco 202. Three units. Mr. Mitchell. (Offered 1983-84)

310. History of Economic Thought
(Integration Seminar in Economics)
The development of economic thought and doctrine from the beginning of mercantilism to the present. The course emphasizes the interrelationships among various schools of thought as well as their differences. It traces the continuity of economic thinking between the older ideas and modern concepts. Prerequisite: Consent of the instructor. Three units. Mr. Mitchell. (Offered 1982-83)

400. Economics Policy Seminar
(Integration Seminar in Economics)
A course designed to integrate the concepts, principles and
Development and analysis of the American monetary system, the relation of business to the banking system; commercial banking, financial intermediaries and the development of the Federal Reserve System. The problems of money, money supply and the relationship of monetary policy to economic activity are reviewed in terms of existing theory. Prerequisite: Eco 201. Three units. Mr. Mitchell. (Offered 1982-83)

312. Principles of Investment

Functions of investment; basic elements of investment; how the market works; techniques of investment selection; Markowitz portfolio. Three units. Mr. Mitchell. (Offered 1982-83)

340. Business Finance

A survey of the general field of finance, including various types of business organization, capitalization, methods of obtaining capital; stocks, bonds, mortgages, consolidations, mergers, business failure and reorganization. Prerequisite: Acc 201-202 or Acc 203. Three units. Mr. Mitchell. (Offered every year)

446. Property and Liability Insurance

A study of the role of risk and insurance as it affects the modern business organization. Topics include: Fire, Automobile, Crime, Workman's Compensation and other types of insurance. Prerequisite: Bus 345. Mr. Kirms. (Not offered 1982-84)

Art

Art Department Goals

To increase students' understanding and appreciation of art and to encourage students in their development of artistic skills in a variety of media.

Achieving such understanding and skills is important to the pursuit within the Christian community of an art reflective of our commitment to Christ. In art, as in all human endeavors, Christ must be pre-eminent.

Requirements for Minor in Art

Art 111. Introduction to Art ................................................. 4
Art 301, 302, Art History .................................................. 6
Art elective ..................................................................... 3

Courses in Art

111. Introduction to Art

Lecture and studio course designed to develop art knowledge and judgment through studies of historic and contemporary examples of painting, sculpture, architecture, industrial and commercial design and crafts. One hour lecture. Four hours studio. Four units. Mr. Kellogg.

201. Drawing

Studio course in basic drawing including experimentation with a variety of media. Four hours studio. Two units. Mr. Kellogg. (Not offered 1982-83)

203. Printmaking I

Fundamental course in the basic relief printing processes involving studio work in linocut, woodcut and object prints. Four hours studio. Laboratory fee: $4.00. Two units. Mr. Kellogg. (Not offered 1982-83)
Biblical Studies

Biblical Studies Department Goals
To provide students the tools by which to gain an increasing knowledge of the message and content of the Bible, and to encourage them to structure their lives in obedience to its mandates.

To encourage students with apparent qualifications and gifts for the ministry of the Gospel to consider pursuing the possibility of such a calling.

To acquaint students with some of the problems connected with Biblical scholarship and the content of our Christian faith over against the belief-systems of the modern world. It is with reference to this context of unbelief that we attempt to equip students with a basis upon which to develop a consistent apologetic for the Christian faith and upon which to construct an effective means of communicating that faith in the contemporary scene.

To help students find in a Biblical faith-commitment the rationale for all their culture-related activities, beginning with their understanding and appreciation of education from the perspective of the Christian faith.

Requirements for Major in Biblical Studies and Missions

Concentration in Biblical Studies

Core and Distribution Requirements

ID 31. Foundations for Learning
Bib 111 or 129. Old Testament
Bib 142 or 148. New Testament
Bib 277-278. Christian Doctrine
ID 31. Foundations for Learning
ID 391. Philosophy of Culture
Eng 11-12. English Composition I, II
Eng 252. Speech Communication
Phi 21. Logic

Language

PE 51. Concepts in Physical Education
PE 52. Aerobics
PE 30-44. Individual or Team Sport
ICS 100 or 120. Computer Science
Laboratory Science
Social and Behavioral Science
The Arts
History

Major and Supporting Course Requirements

Bible “book study” courses (to be divided between the two testaments) 8-10
Bib 272. Hermeneutics
Bib 371. Ethics
Bib 383. History of the Christian Church or Bib 385. History of Dogma 3
Bib 376. Christian Apologetics
Mis 202. Theology of Missions
Electives 6
Bib 492. Senior Integration Project

Pre-seminarians are strongly urged to take the following additional courses:

A course in Philosophy
Appropriate courses in Psychology and/or Sociology
Eng 304. Advanced Composition

Requirements for Minor in Biblical Studies

Bib 272. Hermeneutics or Bib 371. Ethics or Bib 376. Christian Apologetics
Bible “book study” courses
Elective in Missions

Requirements for Associate of Arts Degree in Biblical Studies

Core Requirements (For details, see page 14.)

ID 31. Foundations for Learning
Bib 111 or 129. Old Testament
Bib 142 or 148. New Testament
Eng 11-12. English Composition I, II
Laboratory Science
Social and Behavioral Science
The Arts
History
PE 51-52. Physical Education

Area of Concentration

Bib 277-278. Christian Doctrine
Bib 272. Hermeneutics
Bib 376. Christian Apologetics or Bib 380. Evangelism
Bib 383. History of the Christian Church
Bible “book study” courses 8
Course in Missions

Elective Units

Total Units 62

Some credit may be earned off campus by qualified students in connection with L’Abri Fellowship in Switzerland and with the American Institute of Holy Land Studies in Israel. See the Department Chairman or Registrar for details.

Courses in Biblical and Theological Studies

100. Introduction to Christian Living in Society

A study of the Biblical principles of one’s relationship to God, both personal and corporate, and one’s relationship to his neighbor, both in society and in marriage. Taught at the Walker County Correctional Institution and open to both Covenant College students and Christian inmates of the correctional institution. (See Off-Campus Studies, page 15.) One unit. Mr. Krabbendam.

111. Pentateuchal and Historical Studies

This course provides foundational studies in basic Old Testament history. Although the historical framework is of primary concern, considerable attention is given to Old Testament theology, with emphasis on the nature and history of the Covenant. Some attention is also given to the inter-testamental period in preparation for New Testament studies. Four units. Mr. Clark, Mr. Krabbendam.

129. Prophets of Israel

A comprehensive study of the Old Testament books of prophecy with special attention given to the nature and task of the prophetic office and its place in and effect upon redemptive history. Open to students who give evidence of good knowledge of the history of Israel. Attention will also be given to the inter-testamental period in preparation for New Testament studies. Four units. Mr. Gilchrist.

142. Gospels and Acts

A comprehensive study of the four Gospels and the book of Acts in the New Testament, with special emphasis on the message and ministry of Christ, the synoptic concept of the Kingdom, and the growth of the early church. Four units. Mr. Clark.

148. Pauline Epistles

A study of the background and theology of the Pauline Epistles. Lectures will examine both the history of the inter-testamental period, devoting special attention to developments of significance to the Pauline era, and the structure of Pauline Theology. Reading assignments will cover special introduction to the various Pauline Epistles. Four units. Mr. Gilchrist.
272. Hermeneutics
A historical study of the ways in which the Church has interpreted its scriptures and a study of general hermeneutical principles with special attention drawn to the problem of the Kingdom and the hermeneutical situation that existed for the early Church. A paper is required. Four units. Mr. Clark, Mr. Lambert.

277-278. Christian Doctrine
An introduction to the historic doctrines of the Church, based on the Westminster Confession of Faith. Two semesters. Four units. Staff.

311. Pentateuchal and Historical Studies
The same course as 111 described previously, but designed for upper-division students who wish to take it as an elective. Extra reading assignments will be given. Four units. Mr. Clark, Mr. Lambert.

315. Genesis
An analysis of the book, with specific reference to the Mesopotamian backgrounds of the patriarchs of Israel, the critical problems regarding origins, as well as the matters of authorship, date and purpose. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Clark or Mr. Krabbendam.

322. Deuteronomy
A thorough study of the book comparing its background and form in the light of ancient international treaties, and showing how comprehensively it reveals the sovereign Lordship of God over his people in ancient times, with application to our own 20th century situation. The book of Deuteronomy is considered to be the most important for a complete understanding of the rest of the Old Testament. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Clark or Mr. Gilchrist.

327. Psalms
A study of selected Psalms of the Old Testament scriptures, showing the variety of themes and discussing the moods of the authors as affected by their historical situation. Different forms of poetic expressions in the Psalms will be examined. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Gilchrist.

329. Prophets of Israel
The same course as 129 described previously, but designed for upper-division students who wish to take it as an elective. Extra reading assignments will be given. Four units. Mr. Gilchrist.

334. Daniel and Revelation
A detailed study of the apocalyptic literature of the Bible, with comparisons to the same type of literature produced during the inter-testamental period, including the Dead Sea scrolls, and an examination of various interpretations as developed in recent years. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Gilchrist.

342. Gospels and Acts
The same course as 142 described previously, but designed for upper-division students who wish to take it as an elective. Extra reading assignments will be given. Four units. Mr. Clark.

346. Johanine Literature
Study of the authorship, date, purpose, historical background and application of the message of John to modern life and thought with emphasis on doctrinal and ethical teaching. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Clark.

348. Pauline Epistles
The same course as 148 described previously, but designed for upper-division students who wish to take it as an elective. Extra reading assignments will be given. Four units. Mr. Gilchrist.

349. Romans
A study of the doctrinal, spiritual and ethical values in Romans, designed to give the students an understanding of the divine plan of salvation. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Three units. Mr. Krabbendam. (Not offered 1982-83)

355. Ephesians and Colossians
Special emphasis will be placed on developing skills in Bible study methods as well as on the authenticity, authorship and content of the two epistles. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Two units. Mr. Anderson. (Not offered 1982-83)

360. James
An in-depth analysis of the structure and contents of the epistle of James. Special attention will be given to the distinctive elements of James' teachings and their relationship to other authors in the New Testament. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Two units. Mr. Krabbendam.

371. Ethics
A historical survey of approaches to Christian ethics, an exegetical study of the normative, situational and relational aspects of Christian ethics and a study of Biblical ethics in context with special emphasis on the Decalogue and the doctrine of sanctification. Concentration on the various sections may vary from year to year. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Krabbendam. (Not offered 1982-83)
376. Christian Apologetics
A survey of various systems of Christian apologetics including study of anti-theistic theories. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Krabbendam.

380. Evangelism
A study of the message and methods of evangelism, as well as the requirements for effectiveness. Special emphasis on field work. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Three units. Mr. Krabbendam. (Not offered 1982-83)

383. History of the Christian Church
A one-semester historical survey of the life and thought of the Christian Church in its political and social environment. Attention will be focused on critical periods of the church’s development such as in early formation within the Roman Empire, its role in Medieval civilization, the sixteenth-century reform, modern revivals and the like. Course work will stress source reading and short reports. Three units. A fourth unit of credit may be earned by the writing of an additional paper. Mr. Voskuil. See History 311.

385. History of Dogma
History of the development and formulation of major Christian dogmas from the early church to the present. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Three units. (Not offered 1982-83)

389. Seminar on Calvin’s Institutes
A study of the theology of John Calvin as presented in his Institutes of the Christian Religion. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Three units. Mr. Clark. (Not offered 1982-83)

399. Independent Study
See page 15, for requirements.

430. Isaiah
A study of the prophecy of Isaiah against its historical background with special consideration of the Messianic prophecies. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Lambert.

451. I Corinthians, II Corinthians
A comprehensive study of I Corinthians with special emphasis on Paul’s approach to ethical problems arising in a Hellenistic-Jewish congregation, as well as a study of II Corinthians with special emphasis upon the principles of spiritual leadership set forth in this epistle. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Krabbendam.

457. Hebrews
An analysis of the book as a whole, and a consideration of its theological teaching in relation to the fulfillment of the Old Testament types. A study of separatistic communities as part of the background of Hebrews will be included. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Anderson.

487. Modern Theology
A research seminar including survey of post-Kantian theologians introducing students to their methodologies and systems of thought. Certain theologians such as Barth, Brunner, Bultmann, Niebuhr, Tillich and others, will be studied in some detail. Research projects and papers will be required. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Four units. Mr. Anderson.

492. Senior Integration Project in Biblical Studies
See page 13.

493. Biblical Studies Seminar
A course designed to provide opportunity to apply research methods and to engage in intensive study on Biblical subjects under the supervision of one or more professors in the department. The subject matter will vary each year according to the particular interests and emphases of the professor or professors. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Two or four units. Staff.

495. Theological Studies Seminar
A course designed to provide opportunity to practice applying research methods and to engage in intensive study of theological subjects under the supervision of one or more professors in the department. The subject matter will vary each year according to the particular interests and emphases of the professor or professors. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Two or four units. Staff.

Note: For missions courses see page 43.

Biology

Biology Department Goals

For general education:
To help students perceive and emphasize phenomena built into nature by the sovereign God and evaluate concepts developed from atheistic presuppositions.
To develop an understanding of nature that would enhance appreciation of it as the work of the Creator and lead to better stewardship of it.

For the major field:
To provide more thorough development of the goals for general education.

To familiarize students with the modern concepts of biology. To help students learn a context and be able to incorporate new information into it.
To prepare students for satisfying areas of service, by preparing them for medical or graduate school and by helping them develop techniques and insight needed for employment.

Core and Distribution Requirements
Bib 111 or 129. Old Testament........................................4
Bib 142 or 148. New Testament........................................4
Bib 277-278. Christian Doctrine......................................4
ID 31. Foundations for Learning......................................4
ID 391. Philosophy of Culture ........................................... 2
Eng 11-12. English Composition I, II .................................. 2, 4
Eng 252. Speech Communication .................................... 2
Math ................................................................. 4
Language ......................................................... 8
PE 51. Concepts in Physical Education .......................... 1
PE 52. Aerobics ................................................... 1
PE 30-44. Individual or Team Sport .................................. 1
ICS 100 or 120. Computer Science .................................... 4
Laboratory Science .................................................. 4
Social and Behavioral Science ...................................... 4
The Arts ............................................................. 4
History ............................................................. 4

Major and Supporting Course Requirements*

1. General Professional Option
   - Bio 111-112. General Biology .................................. 8
   - Bio 218. Ecology .................................................. 4
   - Bio 313. Genetics .................................................. 4
   - Biology electives .................................................. 12
   - Mathematics through 142. College Algebra and
     Trigonometry (Mat 145. Calculus I required for those planning to
     go to graduate school. Mat 251. Elementary Statistical
     Methods is also strongly recommended)
   - Che 121-122. General Chemistry .................................... 8
   - Che 323-324. Organic Chemistry .................................. 8
   - Phy 131-132. General Physics ..................................... 8
   - Bio 492. Senior Integration Project ......................... 2
   - Comprehensive examination in Biology .................. 2

2. Pre-medical Option
   This option is the same as the General Professional Option
   except for:
   A. Substitute Biochemistry (Che 423) for Ecology (Bio 218)
   B. Biology Electives — choose 3 from the following: Bio 302,
      311, 312, 314, 317.

3. Environmental Option
   Covenant College is affiliated with the AuSable Trails Insti-
   tute of Environmental Studies in Michigan. By completing
   both their and our programs a student may earn an environ-
   mental certificate (environmental analyst, land resources
   analyst, water resources analyst). Covenant College will give
   credit for the following AuSable Institute courses: water re-
   sources, land resources, aquatic biology, systems ecology,
   field botany, natural resources practicum, directed individual
   study, and environmental chemistry. Fellowships and schol-
   arships are available. See Professor Wenger for further infor-
   mation and application papers.

   - Bio 111-112. General Biology .................................. 8
   - Bio 218. Ecology .................................................. 4
   - Bio 313. Genetics .................................................. 4
   - Biology electives .................................................. 12
   - (Choose 3 from the following: Bio 312, 316, 318,
     390 — Ornithology or Entomology)
   - Summer(s) at AuSable Trails Institute (3 courses) .......... 12
   - Mat 142. College Algebra and Trigonometry ................. 4
   - Mat 251. Elementary Statistical Methods .................... 4
   - Che 121-122. General Chemistry .................................... 8
   - Phy 131-132. General Physics ..................................... 8
   - Phy 131-132. General Physics ..................................... 8

4. Secondary School Option
   See Requirements for Georgia Secondary School Science Cer-
   tification (Grades 7-12), below.

   *These requirements may include enough units in chemistry for a
   chemistry minor. If an additional minor is desired, the total number
   of units taken may exceed the 126 needed for graduation.

   The biology major calls for early and extensive counseling of
   students in order that they may be properly informed of the re-
   quirements and aims of the program. A student entering this pro-
   gram will ordinarily have to make his decision earlier in his college
   career than is necessary for some of the other programs offered by
   the college.

Requirements for Minor in Biology

   Bio 111-112. General Biology .................................. 8
   - Biology electives .................................................. 12

   *If the core requirement in laboratory science is met by a 4-unit
   course in a science other than biology, this may be reduced to 8
   units.

Requirements for Georgia Secondary School Science Certification (Grades 7-12)

   Students interested in secondary-level certification should con-
   sult with the chairman of the Teacher Education Program.

General Education

   Bib 111 or 129. Old Testament ................................. 4
   Bib 142 or 148. New Testament .................................. 4
   Bib 277-278. Christian Doctrine .................................. 4
   ID 31. Foundations for Learning .................................. 4
   ID 391. Philosophy of Culture ................................... 2
   Eng 11-12. English Composition I, II .......................... 2
   PE 51. Concepts in Physical Education .......................... 1
   PE 52. Aerobics ................................................... 1
   PE 30-44. Individual or Team Sport .................................. 1
   Phy 131-132. General Physics ..................................... 8
   Mat 251. Elementary Statistical Methods .................... 8
   His 211 or 212. History of the U.S. or
   His 215. Contemporary Global History or
   His 316. Recent American History .................................. 4
   Social Science .................................................... 8
   Humanities ....................................................... 8

Teaching Field

   Bio 111-112. General Biology .................................. 8
   Bio 218. Ecology .................................................. 4
   Bio 313. Genetics .................................................. 4
   - Biology electives .................................................. 8
   - Mat 142. College Algebra and Trigonometry ................. 4
   - Che 121-122. General Chemistry .................................... 8
   *Che 323-324. Organic Chemistry .................................. 8
   Bio 492. Senior Integration Project ........................... 2
   *recommended

Professional Education

   Edu 211. Curriculum Materials .................................. 3
   Edu 221. Introduction to Education ......................... 4
   Edu 222. Educational Psychology .................................. 3
   Psy 303. Developmental Psychology ........................... 4
   Edu 361. Education of Exceptional Children .................. 3
   Edu 424. Teaching Practicum .................................... 10
   Edu 430. Curriculum Integration Workshop ................... 3

Courses in Biology

   Note: On-demand courses can be offered when five or more stu-
   dents desire them.

101. Elements of Biology

   A one-semester course designed for and limited primarily to
   Elementary Education majors. The cellular basis of life, organism
   biology, perpetuation of life and ecological problems will be dis-
   cussed. A selected critique of evolution may also be presented.
   Three hours lecture. Three hours laboratory. Laboratory fee: $10.00.
   Four units. Mr. Wenger.
106. Problems of Biological Science
An examination of issues in modern biology, emphasizing views of origin and including such topics as genetic manipulation and production of "test tube babies." An introduction to genetics is included and, in laboratory, some animal and plant groups are surveyed. Three hours lecture. Two hours laboratory. Laboratory fee: $10.00. Four units. Mr. Lothers.

111-112. General Biology
Basic principles of biology at molecular, cellular, organ system, organismic and community levels. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00 per semester. Designed for science majors and pre-nursing, pre-medical and pre-dental students. Eight units. Staff.

216-217. Human Anatomy and Physiology
The structure and functions of the human body. The students will study the body from the systems perspective. The cat is used for dissection purposes. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00 per semester. Eight units. Mr. Wenger.

218. Ecology
Relations of organisms to the physical and biological conditions under which they live. Three hours lecture. Three hours laboratory. Prerequisite: Biology 111-112 or equivalent. Laboratory fee: $10.00. Four units. Mr. Wenger.

219 (319). Nutrition
The course includes a study of the various types of nutrients, how they are digested, absorbed, and metabolized and how they function. Guidelines are given for amounts of the various nutrients needed to maintain good health and proper weight, and students are provided some experience in analyzing their own diets. Particular nutritional requirements for various groups in the population are studied. Laws regulating ingredients are examined. Extra work required for upper-division credit. Prerequisites: chemistry and biology, preferably college level, or permission of the instructor. One of these could be taken concurrently with the nutrition course. Three units. Mr. Lothers.

302. Microbiology
Life histories, morphology, physiology, identification, culture techniques, industrial microbiology, control, pathology and immunity. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four units. Mr. Lothers. (Not offered 1982-83)

311. Comparative Anatomy
Classification and comparison of typical chordate animals with emphasis on the vertebrates. Prerequisite: Biology 111-112 or equivalent. Two hours lecture. Six hours laboratory. Laboratory fee: $20.00. Four units. (Offered on demand)

312. Comparative Animal Physiology
A comparative study of functions of animal organ systems. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four units. Mr. Wenger.

313. Genetics
A study of the principles that govern heredity. The course includes a consideration of the principles of Mendelian inheritance and an analysis of the underlying mechanics of heredity. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Two hours laboratory. Laboratory fee: $10.00. Mr. Lothers.

314. Embryology
Development of vertebrate animals. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $10.00. Four units. Mr. Lothers.

316. Taxonomy of Higher Plants
Principles of classification and identification of vascular plants with emphasis on flowering plants. Paleobotany and some biochemical systematics will be included. Laboratory fee: $10.00. Four units. Mr. Lothers.

317. Animal Histology and Microtechnique
Tissues and organs of vertebrates. Training in the preparation and interpretation of animal tissues for microscopical study. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $10.00. Four units. Mr. Lothers.

318. Biology of Invertebrates
The study of invertebrate animals with emphasis on their structural, functional, ecological and behavioral adaptations. Phylogenetic theories are also discussed. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four units. Mr. Wenger. (Offered on demand)

390. Special Topics in Biology
This course explores topics of current interest in the department, not covered in other courses. Topics might include ornithology, entomology, limnology, vertebrate natural history, plant physiology, human genetics, and methods of biological research. Prerequisite: Biology 111-112 or equivalent. Repeatable. Two to four units. Staff. (Offered on demand)

411. Current Concepts in Biology
Historic development of current concepts with emphasis on the theory of evolution. Reports and discussion of the current literature. Coverage of areas in which the student may be weak, such as various biochemical topics and experimental design. Prerequisite: Four hours of 200 or 300 courses, preferably Genetics. Three hours lecture. Three units. Mr. Lothers. (Not offered 1982-83)

414 (214). Macroevolution and Microevolution
An examination of the theory of evolution including historical perspective, currently accepted mechanism, critical examination of the evidence and exploration of possible creationist alternatives. Students electing 414 will give one oral report. Those desiring to fulfill the laboratory science requirement with a course more challenging than 106 may take 214 plus lab from 106. Three units (four units with lab). Mr. Lothers. (Not offered 1982-83)

492. Senior Integration Project in Biology
See page 13.

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Business Administration

See Accounting, Business Administration, and Economics
Chemistry

Mr. McRae and student.

Chemistry Department Goals

For general education:
To present, through the general survey course, both information about and insight into the manner in which the creation is sustained by God and thereby to increase students’ appreciation of God’s glory in what He has made and to help equip students to be better stewards of creation.

For related fields:
To meet the needs of students with career interests in other natural sciences and the health care professions.

For the major field:
To provide some measure of technical expertise and grasp of the limitations and successful applications of chemistry as it relates to other callings.

Requirements for Major in Chemistry

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391. Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>2, 4</td>
</tr>
<tr>
<td>Eng 252. Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Phi 21. Logic</td>
<td>2</td>
</tr>
<tr>
<td>Language*</td>
<td>8</td>
</tr>
<tr>
<td>PE 51. Concepts in Physical Education</td>
<td>1</td>
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<tr>
<td>PE 52. Aerobics</td>
<td>1</td>
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<tr>
<td>PE 30-44. Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>ICS 100 or 120. Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
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<tr>
<td>Social and Behavioral Science</td>
<td>4</td>
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</tbody>
</table>

*It is recommended that this include at least elementary German.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Che 121-122. General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 323-324. Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 325-326. Analytical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 425-426. Physical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry elective</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics through 247. Calculus III</td>
<td>8</td>
</tr>
<tr>
<td>Phy 131-132. General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Phy 333. Principles of Electronics</td>
<td>3</td>
</tr>
<tr>
<td>Che 492. Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Comprehensive examination in Chemistry</td>
<td>*</td>
</tr>
</tbody>
</table>

*If a minor is desired this may be omitted.

Entering freshmen who plan to major in chemistry should plan to take calculus the first year. It is recommended, therefore, that they present mathematics through trigonometry from high school.

The chemistry major calls for early and extensive counseling of students in order that they be properly informed of the requirements and aims of the program. A student entering this program will ordinarily have to make his decisions earlier in his college career than is necessary for some of the other programs offered by the college.

Requirements for Minor in Chemistry

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Che 121-122. General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry electives</td>
<td>12*</td>
</tr>
</tbody>
</table>

*If the core requirement in laboratory science is met by an 8-unit sequence in a science other than chemistry this may be reduced to 8 units.

Dual Degree Program with Georgia Institute of Technology

This five-year program leads to a B.A. from Covenant and a B.S. in Chemistry from Georgia Tech, the latter degree approved by the American Chemical Society. The program includes three years at Covenant College and two years at Georgia Institute of Technology. Candidates who follow the program outlined below are eligible to seek the degree of Bachelor of Science in Chemistry from the General College of Georgia Institute of Technology. In the case of highly qualified students, the Georgia Institute of Technology degree may be at the master’s level.

Requirements for Major in Natural Science Concentration in Chemistry (Dual Degree Program)

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
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<tr>
<td>Bib 142 or 148. New Testament</td>
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</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391. Philosophy of Culture</td>
<td>2</td>
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<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>2, 4</td>
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<tr>
<td>Eng 252. Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Phi 21. Logic</td>
<td>2</td>
</tr>
<tr>
<td>Language*</td>
<td>8</td>
</tr>
<tr>
<td>PE 51. Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52. Aerobics</td>
<td>1</td>
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<td>PE 30-44. Individual or Team Sport</td>
<td>1</td>
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<tr>
<td>ICS 100 or 120. Computer Science</td>
<td>4</td>
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<tr>
<td>Laboratory Science</td>
<td>4</td>
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<td>Social and Behavioral Science</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>Social Science electives (to meet degree requirements of Georgia Institute of Technology)</td>
<td>4</td>
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</table>
**Major and Supporting Course Requirements**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>Che 121-122</td>
<td>General Chemistry</td>
<td>8</td>
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<tr>
<td>Phy 131-132</td>
<td>General Physics</td>
<td>8</td>
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<tr>
<td>Che 425</td>
<td>Physical Chemistry</td>
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<td>Che 323-324</td>
<td>Organic Chemistry</td>
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<td>Che 422</td>
<td>Advanced Organic Chemistry</td>
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<td>Mat 145-146</td>
<td>Calculus I, II</td>
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<td>Mat 247</td>
<td>Calculus III</td>
<td>4</td>
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<tr>
<td>Che 492</td>
<td>Senior Integration Project</td>
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**Requirements for Georgia Secondary School Science Certification (Grades 7-12)**

Students interested in secondary level certification should consult with the chairman of the Teacher Education Program.

**General Education**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Bib 111 or 129</td>
<td>Old Testament</td>
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<td>Foundations for Learning</td>
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<td>ID 391</td>
<td>Philosophy of Culture</td>
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<td>Eng 11-12</td>
<td>English Composition I, II</td>
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<td>PE 30-44</td>
<td>Individual or Team Sport</td>
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<td>Phy 131-132</td>
<td>General Physics</td>
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<td>Mat 251</td>
<td>Elementary Statistical Methods</td>
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<td>His 211 or 212</td>
<td>History of the U.S. or</td>
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<td>His 215</td>
<td>Contemporary Global History</td>
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<td>His 316</td>
<td>Recent American History</td>
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<td>Social Science</td>
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<td>Humanities</td>
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**Teaching Field**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Che 121-122</td>
<td>General Chemistry</td>
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<tr>
<td>Che 323-324</td>
<td>Organic Chemistry</td>
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<td>Che 325-326</td>
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<td>Che 425-426</td>
<td>Physical Chemistry</td>
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<td>Bio 111-112</td>
<td>General Biology</td>
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<td>Mat 145, 146, 247</td>
<td>Calculus With Analytic</td>
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<tr>
<td>Che 492</td>
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**Professional Education**

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<tr>
<td>Edu 211</td>
<td>Curriculum Materials</td>
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<tr>
<td>Edu 221</td>
<td>Introduction to Education</td>
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<td>Edu 222</td>
<td>Educational Psychology</td>
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<td>Psy 303</td>
<td>Developmental Psychology</td>
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<td>Edu 361</td>
<td>Education of Exceptional Children</td>
<td>3</td>
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<tr>
<td>Edu 424</td>
<td>Teaching Practicum</td>
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<tr>
<td>Edu 430</td>
<td>Curriculum Integration Workshop</td>
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</table>

**Courses in Chemistry**

**121-122. General Chemistry**

An introduction to the science of chemistry with special emphasis on fundamental chemical principles and their applications. Physical chemistry including modern atomic theory is presented in the first semester. Descriptive chemistry including basic organic chemistry is covered during the second semester. Qualitative analytical procedures are included in the laboratory second semester. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00 per semester. Refundable breakage deposit: $15.00 per year. Eight units. Staff.

**323-324. Organic Chemistry**

A study of the chemistry of carbon compounds. Methods of preparation and the characteristic properties and reactions of the important classes of organic compounds are considered. Reaction mechanisms and modern spectroscopic techniques are stressed. Prerequisite: Chemistry 121-122. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00 per semester. Refundable breakage deposit: $20.00 per year. Eight units. Mr. McRae.

**400. Independent Study**

Independent study in chemistry may be pursued by qualified students in accordance with established guidelines. See page 15 of this catalog. May include laboratory research. Two to four units.

**422. Advanced Organic Chemistry**

An intensive study of selected topics in organic chemistry. Laboratory work consists of purification and systematic identification of organic compounds. Three hours lecture. Six hours laboratory. Laboratory fee: $15.00 per semester. Refundable breakage deposit: $10.00 per year. Eight units. Mr. Donaldson. (Offered on demand)

**423. Biochemistry**

The study of the chemistry of living organisms and life processes, including the chemistry of fats, carbohydrates, proteins, vitamins and hormones. Prerequisite: Chemistry 323-324. Three hours lecture. Three units. Mr. McRae. (Offered on demand)

**425-426. Physical Chemistry**

A study of the gaseous, liquid and solid states, solutions, elementary thermo-dynamics, chemical equilibria, electrochemistry, chemical kinetics and quantum mechanics. Prerequisite: Physics 131-132, Mathematics 145-146 or consent of instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00 per semester. Refundable breakage deposit: $10.00 per year. Eight units. Mr. McRae. (Offered alternate years)

**492. Senior Integration Project in Chemistry**

See page 13.

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**Computer Science**

See Information and Computer Science
Economics

See Accounting, Business Administration, and Economics

Education

Requirements for Major in Elementary Education
(See Teacher Education Program.)

Bib 111 or 129. Old Testament.................................. 4
Bib 142 or 148. New Testament.................................. 4
His 211 or 212. History of the United States...................... 4
Eng 11-12. English Composition I, II.................................. 2, 4
Laboratory Science .................................................. 4
Psy 303. Developmental Psychology .................................. 4
PE 51. Concepts in Physical Education ................................ 1
PE 52. Aerobics...................................................... 1

Requirements for Non-Teaching Minor in Education

Edu 221. Introduction to Education................................. 4
Edu 222. Educational Psychology.................................. 3
Education electives................................................... 5

Requirements for Teaching Minor in Education
(See Teacher Education Program.)

Courses in Education
(See Teacher Education Program.)

Requirements for Associate of Arts Degree in Elementary Education (Ages 2-5)

This two-year program is intended to qualify individuals for teaching in pre-kindergarten nursery schools. Such a program responds to a growing need to provide Christian teachers and directors for early education centers. The Associate of Arts Early Childhood program will enable prospective teachers to learn about the issues of teaching young children within a Christian framework.

Core Requirements

ID 31. Foundations for Learning.................................. 4
Bib 111 or 129. Old Testament.................................. 4
Bib 142 or 148. New Testament.................................. 4
His 211 or 212. History of the United States...................... 4
Eng 11-12. English Composition I, II.................................. 2, 4
Laboratory Science .................................................. 4
Psy 303. Developmental Psychology .................................. 4
PE 51. Concepts in Physical Education ................................ 1
PE 52. Aerobics...................................................... 1

Area of Concentration ("E" designates early grades level)

Edu 211. Curriculum Materials............................................ 3
Edu 221. Introduction to Education................................. 4
Edu 222. Educational Psychology.................................. 3
Edu 201. Foundations of Early Childhood Education................ 2
Curriculum and Methods I
Edu 335-E. Physical Education in the Elementary School.................. 2
Edu 352-E. Music in the Elementary School........................... 2
Edu 394-E. Art for Children.......................................... 2
Edu 207. Early Childhood Curriculum.................................. 2
Edu 366-E. Literature for Children................................... 3
Edu 226. Teaching the Young Child.................................... 3
Soc 341. The Family (or approved social science course)............ 3
Edu 227. Practicum.................................................... 5

Engineering

In conjunction with Georgia Institute of Technology, Covenant College offers a dual degree program in engineering. The program includes three years at Covenant College and two years at Georgia Institute of Technology. Candidates who follow the program outlined below are eligible to seek any of the following degrees from the Engineering College of Georgia Institute of Technology:

Bachelor of Aerospace Engineering
Bachelor of Ceramic Engineering
Bachelor of Chemical Engineering
Bachelor of Civil Engineering
Bachelor of Electrical Engineering
Bachelor of Engineering Economic Systems
Bachelor of Engineering Science
Bachelor of Industrial Engineering
Bachelor of Mechanical Engineering
Bachelor of Nuclear Engineering
Bachelor of Science in Textile Chemistry
Bachelor of Science in Textiles
Bachelor of Textile Engineering
Bachelor of Science (Health Systems)

In the case of highly qualified students, the Georgia Institute of Technology degree may be at the master's level.

Requirements for Major in Natural Science

Concentration in Pre-engineering Studies

Core and Distribution Requirements

Bib 111 or 129. Old Testament.................................. 4
Bib 142 or 148. New Testament.................................. 4
Bib 277-278. Christian Doctrine.................................. 4
ID 31. Foundations for Learning.................................. 4
ID 391. Philosophy of Culture.................................... 2
Eng 11-12. English Composition I, II.................................. 2, 4
Eng 252. Speech Communication................................... 2
Phi 21. Logic....................................................... 2
Language............................................................... 8
PE 51. Concepts in Physical Education............................. 1
PE 52. Aerobics...................................................... 1
PE 30-44. Individual or Team Sport.................................. 1
ICS 120. Introduction to Computer Programming..................... 4
Laboratory Science.................................................. 4
Social and Behavioral Science........................................... 4
The Arts............................................................... 4
U.S. History.......................................................... 4
Social Science electives (to meet degree requirements of Georgia Institute of Technology)............................... 8
Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 121-122. General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Phy 131-132. General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Phy 332-A. Analytical Mechanics: Statistics</td>
<td>2</td>
</tr>
<tr>
<td>Phy 332-B. Analytical Mechanics: Dynamics</td>
<td>2</td>
</tr>
<tr>
<td>Phy 331. Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>Mat 145-146. Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>Mat 247. Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>Mat 248. Elementary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>Mat 492. Senior Integration Project</td>
<td>2</td>
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</tbody>
</table>

Pre-engineering Schedule

A typical three-year schedule at Covenant is as follows:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament</td>
<td>4</td>
<td>New Testament</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>English</td>
</tr>
<tr>
<td>Physical</td>
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<tr>
<td>Foundations</td>
<td>4</td>
<td>U.S. History</td>
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<tr>
<td>Calculus I</td>
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<td>Calculus II</td>
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<tr>
<td>General Physics</td>
<td>4</td>
<td>General Physics</td>
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<td></td>
<td>19</td>
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</table>

Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>Christian Doctrine</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
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<tr>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</table>

Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programming</td>
<td>4</td>
</tr>
<tr>
<td>Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Arts</td>
<td>4</td>
</tr>
<tr>
<td>Statics and Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

For additional information, see Mr. Keister.

English

English Department Goals

The Department of English seeks to help students understand, appreciate, and use responsibly God's gift of language. In its courses the department strives to develop a Christian awareness of the issues and problems in each area of language use and to work toward Christian answers. Specifically, it aims

1. in composition and speech courses to teach students how to generate, organize, and communicate ideas clearly, correctly, and effectively as well as how to analyze and evaluate the ideas of others;

2. in the study of linguistics to help students understand language as part of the God-given structure of reality and the relationship of language to other aspects of human life;

3. in literature courses to teach students how to approach and appreciate literary art forms, as products both of the creativity which is part of the image of God in man and of human beings living in particular cultures and employing particular literary techniques.

For general education:

For the general student the department provides the core courses in composition and the introductory course in literature, also the literature-in-translation courses and the course in linguistics which are part of the language option in the core. Interested and qualified students are encouraged to take advanced courses in composition and literature.

For the major field:

For English majors and minors the department offers a variety of courses in writing and literature. Writing courses focus on different types of communication through writing; literature courses cover literature of different types or genres, of different historical periods, and of several cultures. The curriculum is designed to enrich the lives of students and to prepare them for teaching English and language arts in elementary and secondary schools, for entering jobs where the ability to use language well is necessary (for example, journalism, advertising, editing, public relations), for undertaking graduate study in literature and related fields, and for entering professional schools such as seminaries or law schools. Students planning to go on to graduate school should consider taking the 36-hour major; those planning to enter professional schools should choose minors carefully.

English Courses Suggested for Meeting Core Requirement in the Arts

Eng 112. Introduction to Literature (recommended for students without a strong background in high school literature courses); Eng 201. Introduction to Literary Studies; Eng 203. American Literature; or Eng 308. The Novel (with permission of the instructor); Eng 210. Classical Literature; Eng 211. European Literature in English Translation; and Eng 220. Modern Drama are permitted to fulfill the core requirement in the arts only if they are not needed to fulfill the language requirement.

Requirements for Major in English

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391. Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>2, 4</td>
</tr>
<tr>
<td>Eng 252. Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Phi 21. Logic</td>
<td>2</td>
</tr>
<tr>
<td>Language</td>
<td>8</td>
</tr>
<tr>
<td>PE 51. Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52. Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44. Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>ICS 100 or 120. Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
</tbody>
</table>
Major and Supporting Course Requirements, 36-Unit Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 201</td>
<td>4</td>
</tr>
<tr>
<td>Eng 203</td>
<td>4</td>
</tr>
<tr>
<td>Eng 235</td>
<td>4</td>
</tr>
<tr>
<td>Eng 245, 252, 302, 304 (any combination totaling 4)</td>
<td>4</td>
</tr>
<tr>
<td>Eng 311, 318, or 331</td>
<td>4</td>
</tr>
<tr>
<td>Eng 334, 341, or 352</td>
<td>2 or 4</td>
</tr>
<tr>
<td>Eng 401</td>
<td>4</td>
</tr>
<tr>
<td>Eng 418</td>
<td>4</td>
</tr>
<tr>
<td>English electives, 200 level or above*</td>
<td>4</td>
</tr>
<tr>
<td>Eng 492, Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Comprehensive examination in English</td>
<td></td>
</tr>
</tbody>
</table>

*If a student desires a minor, the electives may be omitted for a 30- or 32-unit major.

Majors should consider as desirable elective courses in the fields of history and philosophy.

Requirements for Minor in English

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 201</td>
<td>4</td>
</tr>
<tr>
<td>English 235, 245, 252, 302, 304 (any combination totaling 4)</td>
<td>4</td>
</tr>
</tbody>
</table>

*At least 4 literature units must be 300-level or above; 418 is recommended.

Requirements for Georgia Secondary School Certification

Students interested in secondary level certification should consult with the chairman of the Teacher Education Program.

General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278</td>
<td>4</td>
</tr>
<tr>
<td>Bib 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391. Philosophy of Culture</td>
<td>4</td>
</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>2</td>
</tr>
<tr>
<td>PE 51. Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52. Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44. Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics (Logic, Computer Science do not meet this requirement)</td>
<td>4</td>
</tr>
<tr>
<td>His 211 or 212. History of the U.S. or</td>
<td>4</td>
</tr>
<tr>
<td>His 215. Contemporary Global History or</td>
<td>4</td>
</tr>
<tr>
<td>His 316. Recent American History</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>8</td>
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<tr>
<td>Humanities</td>
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Teaching Field

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 201. Introduction to Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>Eng 203. American Literature</td>
<td>4</td>
</tr>
<tr>
<td>Eng 235. Introduction to Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>Eng 252. Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Eng 304. Advanced Composition</td>
<td>2</td>
</tr>
<tr>
<td>Eng 311. Chaucer and the Middle Ages, or</td>
<td>4</td>
</tr>
<tr>
<td>Eng 318. The Renaissance, or</td>
<td></td>
</tr>
<tr>
<td>Eng 331. The Restoration and Eighteenth</td>
<td></td>
</tr>
<tr>
<td>Century, or</td>
<td></td>
</tr>
<tr>
<td>Eng 334. The Romantic Movement, or</td>
<td></td>
</tr>
<tr>
<td>Eng 341. The Victorian Era, or</td>
<td></td>
</tr>
<tr>
<td>Eng 352. Twentieth Century Literature</td>
<td></td>
</tr>
<tr>
<td>Eng 401. Special Topics in English II</td>
<td>2 or 4</td>
</tr>
<tr>
<td>Eng 418. Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>Edu 326. Advanced Reading</td>
<td>3</td>
</tr>
<tr>
<td>Eng 492. Senior Integration Project</td>
<td>2</td>
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</tbody>
</table>

Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 211. Curriculum Materials</td>
<td>3</td>
</tr>
<tr>
<td>Edu 221. Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>Edu 222. Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 303. Developmental Psychology</td>
<td>4</td>
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<tr>
<td>Edu 361. Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Edu 424. Teaching Practicum</td>
<td>10</td>
</tr>
<tr>
<td>Edu 430. Curriculum Integration Workshop</td>
<td>3</td>
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</tbody>
</table>

Courses in English

Courses in Writing and Speech

11. English Composition I

The student's goal in this course is to learn to write effective expository prose. There will be experiences for increasing language awareness, for building a fund of ideas, for organizing thought, for writing and rewriting, for analyzing and evaluating, and for sharing writing. Emphasis will be placed on gaining proficiency in the writing of sentences, paragraphs, and short essays. Fall and spring semesters. Two units.

12. English Composition II

A continuation of English I, with special emphasis on the writing of essays and the preparation of a library research paper. Students who score well on the English placement test will bypass English I and take only this course. Fall and spring semesters. Two units.

245. Journalism

An introductory course, designed to help students acquire and practice writing skills, and to encourage the development of a Christian perspective on news gathering and news writing. Fall semester. Two units. Mrs. Gallagher.

252. Speech Communication

An introduction to interpersonal communications and basic techniques of effective public speaking, prepared and extemporaneous speaking, dialogue and discussion. Spring semester. Two units.

302. Advanced Writing

A course in various forms of nonexpository composition, especially poetry. Prerequisites: exemption from English Composition, or English Composition with a grade of B or higher, and special permission of the instructor. Spring semester. Two units. Mr. Barker.

304. Advanced Composition

A course in the analysis and practice of prose composition. The emphasis will be on expository writing, such as the informal and formal essay, reviews and critiques. Enrollment limited to 15 students; ordinarily not open to freshmen; priority is given to students who have already shown competency in writing and to English majors who seek Georgia Secondary School Certification. Fall semester. Two units. (Offered 1983-84)

Courses in Language and Literature

112. Introduction to Literature

An introduction to the enjoyment and understanding of plays, poems, and works of fiction. Works studied will reflect human concerns and ideas in various cultures: special attention will be given to modern literature and a Christian understanding of our own culture. For students not majoring or minoring in English. Four units. Spring semester. Mr. Hesselink.

201. Introduction to Literary Studies

A study of representative masterworks from the literature of England. Designed especially for prospective English majors and minors, this course will introduce students to the major genres of literature, enhance their ability to read with enjoyment and understanding, and give them practice in analyzing and writing about works of literature. Four units. Fall semester. Mr. Hesselink.
203. American Literature
A survey of American literature from colonial times to the present, with special emphasis on nineteenth-century works. This literature will be studied in terms of cultural, social, and historical events and trends that helped to shape it. Spring semester. Four units. Mrs. Gallagher.

210. Classical Literature
A study of ancient Greek and Roman literature in English translation, with emphasis on the epic and the drama. Attention will be given to the development of Greek and Roman thought. A language-option course. Four units. (Not offered 1982-83)

211. European Literature in English Translation
The study of works from European literature since the classical era. The focus may be on a single major author (e.g., Dante, Cervantes, Goethe), on a national literature (French, Russian, etc.), on a particular form of literature (drama, novel, romance, etc.), or on a particular idea (the image of man, concepts of society, etc.). A language-option course. Fall semester. Four units. Mr. Hesselink.

220. Modern Drama
A study of European, English, and American masterpieces of drama from Ibsen to the present, and of the movements they represent. A language-option course. Four units. (Not offered 1982-83)

235. Introduction to Linguistics
An introduction to modern linguistics, especially structural and transformational-generative grammar. The course will also acquaint the student with geographic and social varieties of language, as well as the relation of language to other fields, such as education and sociology. Some attention will be given to the historical development of the English language. A language-option course. Spring semester. Four units. Mr. Hesselink.

299. Special Topics in English I
A sophomore-level study of material not treated elsewhere in the curriculum. Topics may include the following: C. S. Lewis and J. R. R. Tolkien, the mass media, literature and contemporary problems, drama workshop. Spring semester. Two units. (Not offered 1982-83)

308. The Novel
A study of the rise of the English novel in the eighteenth century and of its flourishing in the nineteenth century. Selected nineteenth-century American novels will also be studied. Prerequisite: Eng 112, 201, 203, or permission of the instructor. Spring semester. Four units. (Offered 1983-84)

311. Chaucer and the Middle Ages
A study of the art of Chaucer and his contemporaries, with some attention to the social and literary backgrounds of their work. The works of Chaucer will be read in Middle English, the other works in Modern English translations. Prerequisite: Eng 112, 201, or 203, or permission of the instructor. Spring semester. Four units. (Offered 1983-84)

318. The Renaissance
A study of the works of the important writers of the period, with special attention given to Spenser, Jonson, Donne, and Milton. Prerequisite: Eng 112, 201, or 203, or permission of the instructor. Fall semester. Four units. Mr. Barker.

331. The Restoration and Eighteenth Century
A study of major writers of the period, including Dryden, Swift, Pope, Johnson, and selected dramatists. Prerequisite: Eng 112, 201, or 203, or permission of the instructor. Spring semester. Four units. Mr. Hesselink.

334. The Romantic Movement
A study of the English Romantic writers from Blake to Keats. Prerequisite: Eng 112, 201, or 203, or permission of the instructor. Fall semester. Four units. (Offered 1983-84)

341. The Victorian Era
A study of major English writers from 1830 to the end of the century. Prerequisite: Eng 112, 201, or 203, or permission of the instructor. Spring semester. Four units. Mrs. Gallagher.

352. Twentieth Century Literature
A study of representative works of poetry and fiction in English and American literature from 1900 to the present. Prerequisite: Eng 112, 201 or 203, or permission of the instructor. Fall semester. Four units. Mrs. Gallagher.

366. Literature for Children
A course designed to explore the vast resources in children's literature and to show appropriate ways of making literature a delight at any age. May be taken for credit in either English or education. Spring semester. Three units.

399. Independent Study
Designed for the student who has demonstrated potential ability for independent study, this course allows him to choose and to explore, under the guidance of an instructor, an area of literature or language not fully covered in available courses. Credit to be determined in each case; maximum credit, three units per semester.

401. Special Topics in English II
This course offers opportunities for concentration in various topics of interest within the discipline. Topics that may be offered include specialized literary topics, literary criticism, and American studies, for two or four units. Prerequisite: open to English majors and minors with junior or senior standing, to others only with the permission of the instructor. Fall semester. Two or four units. Mrs. Gallagher.

418. Shakespeare
A study of Shakespeare's dramatic and literary art. Prerequisite: Eng 112, 201 or 203, or permission of the instructor. (Offered 1983-84)

492. Senior Integration Project in English
An independent study required of all students majoring in English. The student will explore and analyze a problem, related to the discipline of English, in the light of Christian philosophy. The study will ordinarily result in a written thesis, though other sorts of projects are permitted if approved by the student's first reader; and there will be a final oral examination when the thesis or project is completed. May be taken any semester. Two units.
Foreign Language

Foreign Language Department Goals
To aid students in
(1) gaining some knowledge and appreciation of languages other than English; that is, their linguistic structure, and the cultures and literatures that make use of these languages;
(2) developing some skill in using the foreign language as a tool for effective communication and/or research;
(3) reaching some understanding of language as:
a. an important aspect of man's being created in the image of God, and
b. a basic means of expressing God's love and salvation in a meaningful and personal way.

See French, German, Greek, Spanish

French

For departmental goals, see Foreign Language.

Core Requirement in Language
The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 13. The language requirements for specific major programs should be checked with the department involved.

All students who have already begun French in high school and who wish to fulfill the foreign language requirement in French will be placed by an examination given at the beginning of the semester.

Requirements for Minor in French
Fr 331. Advanced French Grammar and Composition.............3
Fr 332. French Phonetics and Diction ................................3
Fr 333. Advanced French Conversation and Reading Practice..3
Fr 334. Introduction to French Literature.........................3

Courses in French
61-62. Elementary French
An introduction to the French language, with extensive practice in pronunciation, simple conversation, aural comprehension, fundamentals of grammar and reading short passages. Basic sentence patterns and grammatical principles will be reinforced through a great many oral drills and written workbook exercises. Eight units.
Mr. Shaw. (Not offered 1982-83)

63-64. Intermediate French
Continued development of skills in speaking, understanding, reading, and writing French, through an extensive review of grammar, selected readings in French literature and culture, conversational practice, vocabulary development and guided writing of compositions. Eight units.
Mr. Shaw.

331. Advanced French Grammar and Composition
A study of fine points of grammar, with extensive writing practice on informal and formal topics, to develop facility in expressing oneself correctly in written form. Prerequisite: French 63-64 or equivalent. Three units.
Mr. Shaw. (Not offered 1982-83)

332. French Phonetics and Diction
A detailed study of fine points of pronunciation with extensive oral practice, to develop a more correct pronunciation and accent. Prerequisite or to be taken concurrently: French 63-64 or equivalent. Three units.
Mr. Shaw.

333. Advanced French Conversation and Reading Practice
Extensive conversational and vocabulary practice on a wide variety of topics, correlated with readings in current magazines and newspapers, to develop greater fluency and correctness in reading and in expressing oneself orally. Prerequisite or to be taken concurrently: French 63-64 or equivalent. Three units.
Mr. Shaw.

334. Introduction to French Literature
Reading of a selected series of literary works from a wide range of periods and authors, to begin to develop enjoyment in reading literature in the original language and appreciation for the richness and variety of the literature. Prerequisite: French 63-64 or equivalent. Three units.
Mr. Shaw. (Not offered 1982-83)

German

For departmental goals, see Foreign Language.

Core Requirement in Language
The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 13. The language requirements for specific major programs should be checked with the department involved.

All students who have already begun German in high school and who wish to fulfill the foreign language requirement in German will be placed by an examination given at the beginning of the semester.

Courses in German
71-72. Elementary German
An introduction to the German language, with extensive practice in pronunciation, simple conversation, aural comprehension, fundamentals of grammar and reading short passages. Basic sentence patterns and grammatical principles will be reinforced through a great many oral and tape-recorded drills. Eight units.
Mr. Dameron. (Not offered 1982-83)

73-74. Intermediate German
Continued development of skills in speaking, understanding, reading, and writing German, through an extensive review of grammar, selected readings in German short stories, conversational practice, vocabulary development and guided writing of compositions. Six units.
Staff.
Greek

For departmental goals, see Foreign Language.

Core Requirement in Language

The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 13. The language requirements for specific major programs should be checked with the department involved.

Courses in Greek

75-76. Elementary Greek
An introduction to Ancient Greek with an emphasis on word formation, vocabulary, and basic syntax. Materials from both the Classical and Koine periods are studied. Eight units. Mr. Krabbendam.

77-78. Intermediate Greek
Continued study of New Testament Greek. Emphasis is placed on vocabulary and syntax. Six units. Mr. Lambert.

Health Professions

See Natural Science: Requirements for Associate of Arts Degree in Basic Health Sciences

Historical Studies

Historical Studies Department Goals

The history department at Covenant College offers a major and minor in courses largely within the field of Western civilization. Courses in the history of the Christian Church, and of Far Eastern civilizations are available. For mature students independent study courses are available to cover areas of interest not offered in the classroom.

Believing that human culture is fundamentally an outworking of a faith commitment expressed in a pattern of ideas, beliefs, and values as embodied in a particular institutional system, Historical Studies at Covenant makes that focus the framework of its reconstruction and analysis of the past. Furthermore, a key aspect of this approach is centered in the concept of the unfolding or development of human culture. That study proceeds with the recognition that the Christian motifs of creation, fall and redemption culminating in the cross of Jesus Christ in history form a larger background within which the cultural response of man takes place.

For general education:

It is the aim of the history department to help each student who takes required history courses to understand the shape and the dynamics of his own society, and to think historically about the past according to the perspective outlined above.

For the major field:

Majors are further assisted to develop a deeper understanding of certain aspects of the past and to think critically about the issues and problems of teaching and writing history as Christians. To that end the courses in historiography and historical research are required for majors. Majors in history can lead to career opportunities in teaching, journalism, law, the gospel ministry and any field where a liberal arts education is desirable. For further information the student is urged to consult with the department of historical studies or the office for vocational counseling.

Requirements for Major in Historical Studies

Core and Distribution Requirements

One year of a foreign language is required of history majors as part of the language sequence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391. Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>2-4</td>
</tr>
<tr>
<td>Eng 252. Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Phi 21. Logic</td>
<td>2</td>
</tr>
<tr>
<td>Language</td>
<td>8</td>
</tr>
<tr>
<td>PE 51. Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52. Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44. Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>ICS 100 or 120. Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
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<tr>
<td>Social and Behavioral Science</td>
<td>4</td>
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<tr>
<td>The Arts</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
</tbody>
</table>

Major and Supporting Course Requirements

His 211, 212. History of the United States| 6     |
His 215. Contemporary Global History| 4     |
His 300, 301. Historiography and Research| 5    |
His 307. Europe, 1789 to the Present| 3     |
History electives (at least one seminar is recommended)| 15*   |
Comprehensive examination in Historical Studies

*For majors without a minor, 24 units are required.

Requirements for Minor in Historical Studies

His 212. History of the United States| 3     |
His 300. Historiography| 3     |
His 307. Europe Since 1789| 3     |
History electives (3 units must be upper division)| 6    |
Requirements for Georgia Secondary School Certification

Students interested in secondary level certification should consult with the chairman of the Teacher Education Program.

General Education

- Bib 111 or 129. Old Testament
- Bib 142 or 148. New Testament
- Bib 277-278. Christian Doctrine
- ID 51. Foundations for Learning
- ID 31. Philosophy of Culture
- Eng 11-12. English Composition I, II
- PE 51. Concepts in Physical Education
- PE 52. Aerobics
- PE 30-44. Individual or Team Sport
- Laboratory Science
- Mathematics (Logic, Computer Science do not meet)
- Social Science
- Humanities

Teaching Field

- His 211. United States History to 1865
- His 212. United States History Since 1865
- His 307. Europe Since 1789
- His 300. Historiography
- His 301. Historical Research
- His 303. Ancient Greece and Rome
- His 304. Medieval Civilization
- History electives
- Social Science—Political Science, Economics or Behavioral Science (twelve units in one area or six units in each of two areas)

Professional Education

- Edu 211. Curriculum Materials
- Edu 221. Introduction to Education
- Edu 222. Educational Psychology
- Psy 303. Developmental Psychology
- Edu 361. Education of Exceptional Children
- Edu 424. Teaching Practicum
- Edu 430. Curriculum Integration Workshop

Courses in Historical Studies

204. American Government

A study of the organization, functions, and services of the national government, with special consideration of its constitutional basis and current issues. Four units. Mr. Austin.

211, 212. History of the United States

A synthesis of the political, social, cultural, and religious phases of American life. First semester to 1865; second semester since 1865. Includes the history of Georgia. (These courses are offered every alternate year on campus and every summer by correspondence. The on-campus offerings emphasize an interpretive approach, whereas the summer correspondence courses are more factually oriented. Students should ascertain which approach would be more beneficial and select the appropriate offering.) Open to freshmen. Four units each semester. Mr. Austin. (Not offered 1982-83)

213. History of Georgia

A brief survey of Georgia history. Designed to meet Georgia teacher certification requirements. Two units. Mr. Austin.

215. Contemporary Global History

A study of the shape and forces of contemporary society from a global viewpoint. The course begins with the ending of European world dominance at the end of the nineteenth century and traces the rise of the United States and Russia as superpowers, the ideological struggle between Russia and the United States, the resurgence of Asia and Africa, and the various changes and problems arising from the growing global interdependence of contemporary history. Four units. Mr. Voskuil.

216-316. Recent American History

An in-depth study of twentieth century U.S. history with stress upon domestic problems and programs. Prerequisite: Historical Studies 212 or permission of the instructor. Four units. Mr. Austin.

300, 301. Historiography and Research

A course designed for historical studies majors in their junior year. The student is exposed to the problems of historiography with special attention given to the Christian approach to and interpretation of history. The course includes familiarization with the tools and techniques of historical research and requires their application in the form of a written presentation. Required of historical studies majors and interdisciplinary majors who select additional hours in historical studies. Three units first semester; two units second semester. Mr. Austin and Mr. Voskuil.

302. England Since 1485

A study of the formation of Anglicanism in its Tudor form, the struggle between the Stuarts and Parliament and the gradual secularization of Anglicanism in the eighteenth century. Victorian England is studied as a transition period to the twentieth century social and intellectual developments. Prerequisite: Historical Studies 102 or permission of the instructor. Three units. Mr. Voskuil.

303. Ancient Greece and Rome

A study of Bronze Age Greece, the rise and formation of the Greek city-state, the impact of Alexander the Great, and the institutions of the Hellenistic world. Attention will then shift to Rome, the rise and development of the Republic, the transition to Empire and its eventual disintegration. An attempt will be made to understand the character of classical humanism as it came to be expressed in the early Roman empire. Three units. Mr. Voskuil. (Not offered 1982-83)

304. Medieval Civilization

The medieval world is studied as a civilization in its own right, having its own particular values and institutional structure. The course begins with the Germanic invasions of the western Roman empire and ends with the decline of the church in the fourteenth century. Attention will focus on the development of the concept of a unified Christian society and the accompanying cultural differentiation. Three units. Mr. Voskuil.

305. The History of Political Theory

A one semester study of the major political theorists of the West, for example, Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli, Bodin, Locke, Rousseau, J. S. Mill, Burke, Marx. Representative figures will be studied rather than the entire tradition of western theory. Considerable attention will be devoted to the natural law tradition. Three units. A fourth unit of credit may be earned by the writing of an additional paper. Mr. Voskuil. (Not offered 1982-83)

306. Europe, 1400-1789

A topical study of European history. The emphasis will fall on trans-national developments such as secular humanism, church reform, state absolutism, the rise of science, Enlightenment rationalism, and the like. Prerequisite: Historical Studies 102 or the permission of the instructor. Three units. Mr. Voskuil. (Not offered
307. Europe Since 1789
A study of European history from the French Revolution to the present. Emphasis falls on the French Revolution and its European impact, the revolution in modern life created by the rise of industry and technology, the role of ideas in modern society, the nature of twentieth century totalitarian systems, and the shape of contemporary society. Three units. Mr. Voskuil.

308. Modern Russia
A study of Russia since Peter the Great. Emphasis will be on the structural character and the ideals of Tsarist Russia, the growing revolutionary movement and the development of Marxist society. Prerequisite: Historical Studies 102 or permission of the instructor. Three units. Mr. Voskuil.

309. Modern Germany
A study of the major themes of German history since the Protestant Reformation. The study will focus largely on those aspects of German history which will help the student to understand Germany's role in the twentieth century. Conducted largely as a reading tutorial. Prerequisite: Historical Studies 102 or permission of the instructor. Three units. Mr. Voskuil. (Not offered 1982-83)

311. History of the Christian Church
A one semester historical survey of the life and thought of the Christian Church in its political and social environment. Attention will be focused on critical periods of the church's development such as its early formation within the Roman Empire, its role in medieval civilization, the sixteenth century reform, modern revivals, and the like. Course work will stress source reading and short reports. Three units. A fourth unit of credit may be earned by the writing of an additional paper. Mr. Voskuil. (Not offered 1982-83)

313. Colonial America
A study of early American history with emphasis on the European settlement of North America and the social, political, and cultural development of the American colonies to 1763. Prerequisite: Historical Studies 211 or permission of the instructor. Three units. Mr. Austin. (Not offered 1982-83)

314. American Revolution and Early Republic
Provides a detailed analysis of the period from 1763 to 1800. Attention will be given to the political and military events leading up to and including the Revolutionary War, the Articles of Confederation, the Constitution, and the Federalist era. Four units. (Not offered 1982-83)

315. Nineteenth Century America
A detailed survey of the century in which America was transformed from an infant republic to a world power. Attention will be given to political, economic, and geographical development, the coming of the Civil War, and the post-war changes. Four units. Mr. Austin.

318. U.S. Constitutional History
A study of the origins of the political theory expressed in the constitution with special attention given to the constitutional convention and an examination of significant supreme court decisions which interpret the constitution. Four units. Mr. Austin. (Not offered 1982-83)

321 (221). History of American Presbyterianism
An historical analysis of the origins and development of American Presbyterianism with special attention paid to the events which led to the formation of such Reformed bodies as the Reformed Presbyterian Church, Evangelical Synod, the Presbyterian Church in America and the Orthodox Presbyterian Church. Students who are not history majors or do not need upper-division credit may elect 221, in which certain requirements are less demanding. Four units. (Not offered 1982-83)

322. History of the Modern Far East
A study of China, Korea, and Japan beginning with their nineteenth century interaction with the West. Brief consideration will be given to cultural background, but the major focus will be on the confrontation of the past two centuries with western ideology, western culture, and Christian thought and their formative influence on the modern societies of the Far East. Three units. (Not offered 1982-83)

350. Summer Reading Seminar
Guided readings in historical topics. Three units.

399. Directed Studies in U.S. History
Individually directed studies in one of the following areas in which the student will survey the literature in the field and deal with major historiographical and interpretive problems: (a) the South, (b) the West, (c) diplomacy, (d) religion, (e) war, (f) great American historical writings. Three or four units. Mr. Austin.

400. Independent Study
Independent study in history may be pursued by qualified students in accordance with established guidelines. See page 15.

401. Studies in U.S. History
Advanced studies in selected topics (e.g. the Federalist Era, Civil War, New Deal, etc.) in American history. This course is conducted as a seminar with a limited enrollment and consists of extensive reading accompanied by written and oral presentations by the student. The topic varies each year and the course may be taken more than once. Prerequisites: appropriate lower level courses in American history and permission of the instructor. May be taken for either three or four units. Mr. Austin.

409. Seminar in Modern Europe
Seminar on topics in European history, the emphasis of which will fall on the period since World War I. Prerequisite: Historical Studies 215 and six hours of upper level history study. May be taken for either three or four units. Mr. Voskuil. (Not offered 1982-83)

Also offered as Correspondence Courses:
204. Three units.
211. Four units.
212. Four units.
213. Two units.
303. Three units.
304. Three units.
311. Three units.
Information and Computer Science

Department Goals

The discipline of Computer Science is concerned with the examination of computation and its related applications. The field is relatively young. Being as young as it is, the discipline is experiencing the strain of rapid growth so typical of a new frontier of knowledge. The areas of concern in the discipline range from critical examination of computer architecture to business applications software. The Department of Information and Computer Science is committed to a balanced exploration of all major methodological and content areas.

The Department seeks to accomplish the following four major goals in offering a program in Information and Computer Science:

1. The development of “computer literacy” in all students enrolled at the college
2. The support of departments needing computational and data processing resources to augment other major program offerings
3. The support of department courses needed by other majors to enhance those programs
4. The offering of a complete major program in Information and Computer Science

The department is committed to an academically responsible presentation of the discipline of Information and Computer Science. Much interest is expressed by many students in this particular type of program. However, this discipline is not for every student. Students are welcome to the program but should be aware of the professional demands such a discipline makes on an individual. The student should enjoy working for long periods of time, enjoy fundamental problem solving and analysis and be comfortable in an environment where attention to detail is always present.

A unique feature of the program is the approach to the integrating of Information and Computer Science and faith and learning. The department achieves the integrative goal utilizing three basic strategies. First, content material is used throughout the four-year curriculum, beginning with material written by Dr. Donald Mackay. This material provides the student with an integrative foundation to build upon. Second, the faculty provide role models to follow as Christians engaged in professional activities in Information and Computer Science. Third, the student may be afforded an opportunity to apply the models and content learned by participating in a church or para-church practicum experience where skills in computer science would be used.

Requirements for Minor in Information and Computer Science

100. Introduction to Computer Science

This course is designed for the student desiring a general introduction to the discipline of computer science. Course content includes an introduction to the discipline, an elementary understanding of the BASIC programming language, the description and use of several applications from academic disciplines and professional career areas, and a consideration of the relationship of information and computer science to Christian faith and life. Speakers on various uses of the computer will be featured. Four units. Mr. Sizemore.

120. Introduction to Computer Programming

This course is designed for the student desiring to major in the Information and Computer Science program and for those students who are required to take a programming course as part of their major (e.g., business and psychology). Course content includes an introduction to the discipline, an elementary understanding of the BASIC programming language, software documentation, program organization techniques, and an examination of major applications in the student’s major. The course will emphasize a problem solution approach to programming. Consideration will be given to the relationship of a Christian world view and Information and Computer Science. Four units. Mr. Sizemore.

150. Data Structures with COBOL and BASIC

The use of data structures in storage and retrieval techniques with an emphasis on applications in COBOL and BASIC sequential and direct access file methods. Prerequisite: ICS 120. Four units. Mr. Sizemore.

200. Systems Analysis

An introduction to systems, systems concepts, and the basic tools of systems analysis. Topics include human decision-making, project planning and control, philosophical foundations, and selected applications of systems techniques. Data flow diagramming will be included as an analysis technique. Prerequisite: ICS 120, 150. Four units. (Not offered 1982-83)

250. Introduction to Computer Organization

An introduction to the basis of machine architecture with an emphasis on assembly language programming at the conventional machine level. Microprogramming and the interaction between hardware and software, firmware, and operating system software will be discussed. Prerequisite: ICS 120, 150. Four units (Not offered 1982-83)

Requirements for Minor in Information and Computer Science

ICS 120. Introduction to Computer Programming .................................4
ICS 150. Data Structures with COBOL and BASIC .......................................4
ICS 200. Systems Analysis .................................................................4

Note: The above sequence is for the most typical track selected by students. Other emphases can be created by conferring with department faculty (example: data analysis or scientific programmer track).

Courses in Information and Computer Science

100. Introduction to Computer Science

120. Introduction to Computer Programming

150. Data Structures with COBOL and BASIC

200. Systems Analysis

250. Introduction to Computer Organization
300. Data Base Concepts
A study of the nature and application of data base processing. The physical representation of data bases, the primary structured models used in organizing a data base, commercially available data base management systems, and the factors involved in implementing and using a data base are covered. Students will design and work with a data base using one of the data base management systems on the Covenant College academic computing system. BASIC or PASCAL is used in projects requiring students to write related programs. Prerequisite: ICS 120, 150, and 200. Four units. (Not offered 1982-83)

350. Language Structures
A survey of the significant features of existing and experimental programming languages with particular emphasis on grammars, syntax, semantics, notation, parsing, and storage arrangements. Selected examples of general purpose and special purpose languages are studied. Prerequisite: ICS 120, 150, 200, and 250. Four units. (Not offered 1982-83)

375. Software Engineering
Metric techniques and other methodologies applied to the design and implementation of systems and application software. An overview of the tools available to the systems design including group projects to reinforce the concepts. Prerequisite: ICS 120, 150, and Mat 251. Four units. (Not offered 1982-83)

400. Data Communication and Networking
A study of the basic nature and applications of data communications in use today. Fundamental concepts on types, modes, and media of transmission are studied. The type of equipment used in data communications is discussed. Network configuration and correction procedures, and data communication software are examined. Prerequisite: ICS 375. Four units. (Not offered 1982-83)

450. Special Topics
A course offered on a subject of particular interest but unlisted as a regular course offering. It is open to appropriate students by class standing, background, or interest, depending on the course offered. All offerings are at the discretion of the department. The department uses this course to provide majors and other departments and groups with topics of current interest which are timely in the student's development in computer science as well as other disciplines. Possible topics include artificial intelligence, microcomputers, computers and the law, and computers in business, as well as others. Prerequisites and credits will vary.

475. Senior Integration Seminar and Project
This course is divided into two parts. The first part is a two hour seminar on computer science and a Christian world view. In this part of the seminar the student examines major questions relative to Christianity and the computer science profession. The second part can be taken for from 2 to 4 units credit and is devoted to the study and implementation of a major software project of the type students would expect to find on the job. Emphasis will be placed on how the Christian approaches the software environment and how one fulfills one's responsibility as a member of the computer science profession. These projects will be primarily group projects which require a high degree of interaction and communication among the team members, not on coding techniques. Prerequisites: ICS 400 and departmental approval. Four to six units.

Interdisciplinary Studies

Interdisciplinary Studies Goals
For the student wishing to explore more disciplines than would normally be provided by selecting a major and a minor field, the interdisciplinary major gives the option of broader coverage. This may give him a better basis for such careers as advertising, business, law, or the ministry. At the same time, the interdisciplinary major should not be viewed as an escape from choosing a major in a single academic discipline. The student should realize that, though the interdisciplinary major seeks to provide some depth in each of three academic disciplines, it will not give him the same in-depth grasp of a discipline that choice of a major in a single field would. The major in interdisciplinary studies emphasizes studies in the humanities and social sciences, so does not at the present time include any sciences. The disciplines from which a choice can be made are:

1. Art
2. Biblical Studies and Missions
3. Education
4. English
5. Foreign Language (French or Spanish)
6. Historical Studies
7. Mathematics
8. Music
9. Philosophy
10. Psychology
11. Sociology

Acceptance into the Interdisciplinary Major
Each student seeking a major in interdisciplinary studies must make written application to the interdisciplinary committee. This application will include a clear statement of the student's goals and an explanation of how those goals will best be fulfilled by an interdisciplinary major.

The student should understand both what an academic discipline is and what the advantages and disadvantages of pursuing an interdisciplinary major are.

An academic discipline is a theoretical study that seeks to analyze a specific aspect of God's creation or of man's cultural response. It goes beyond merely introductory studies and is separate from those studies that are solely vocational in emphasis and from those that are simply tools to be used for analytical study.

Requirements for Major in Interdisciplinary Studies

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111</td>
<td>Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142</td>
<td>New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278</td>
<td>Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31</td>
<td>Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391</td>
<td>Philosophy of Culture</td>
<td>2</td>
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<tr>
<td>ID 492</td>
<td>Senior Integration Project</td>
<td>2</td>
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<tr>
<td>Eng 11-12</td>
<td>English Composition I, II</td>
<td>2, 4</td>
</tr>
<tr>
<td>Eng 252</td>
<td>Speech Communication</td>
<td>2</td>
</tr>
</tbody>
</table>
**Covenant students in Chapel.**

**Specific Requirements in English**
- Eng 201. Introduction to Literary Studies 4
- Eng 418. Shakespeare 4
- Eng 235, 245, 252, 302, or 304 2 or 4
- English electives 7 or 9

**Specific Requirements in Foreign Language (French or Spanish)**
- One-semester courses in the language, *beyond* the intermediate level 9
- Two semesters in a second foreign language 6 or 8
- English 235. Introduction to Linguistics 4
- Two one-semester courses chosen from among:
  - Eng 235. Introduction to Linguistics
  - Phi 310. Philosophy of Language
- Additional one-semester courses in the language, *beyond* the intermediate level 6

*alternatives

**Specific Requirements in Historical Studies**
- His 212. U.S. History Since 1865 4
- His 300. Historiography 3
- His 307. Europe Since 1789 3
- Historical Studies electives (at least 6 upper division) 8 or 9
- Historical Studies electives (at least 3 upper division) 6

**Specific Requirements in Mathematics**
- Mat 247. Calculus III 4
- Mat *modern* Algebra I 3
- Mat *modern* Algebra II 3
- Mat *modern* Geometry 3
- Mat 248. Differential Equations 4
- Mathematics electives 4 (min.) 6

*Courses taken at University of Tennessee, Chattanooga

**Specific Requirements in Music**
- Mus 161. Theory I 3
- Mus 163. Ear Training I 1
- Mus 371. Music History 3
- Music Literature 2
- Music electives 9

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**Major and Supporting Course Requirements**

- **Discipline of concentration** 18 (minimum)
- **Second discipline** 12 (minimum)
- **Third discipline** 12 (minimum)
- **Comprehensive Examination in Discipline of Concentration**

At least 21 units must be 300-level or above.

Students who cannot meet specific course requirements in a chosen discipline may have alternate courses approved.

<table>
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<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>Disciplines</td>
<td>18</td>
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<tr>
<td>Supporting</td>
<td>12</td>
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**Specific Requirements in Art**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 301, 302. Art History</td>
<td>6</td>
</tr>
<tr>
<td>Art 303, 304. Oil Painting</td>
<td>6</td>
</tr>
<tr>
<td>Art electives (201, 203, 303, or 304)</td>
<td>3</td>
</tr>
<tr>
<td>Phi 306. Philosophy of Art</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Requirements in Biblical Studies and Missions**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 272. Hermeneutics</td>
<td>4</td>
</tr>
<tr>
<td>Bible &quot;book study&quot; courses</td>
<td>4</td>
</tr>
<tr>
<td>Missions elective</td>
<td>3</td>
</tr>
<tr>
<td>Bib 376. Christian Apologetics or 371. Ethics or 487. Modern Theology</td>
<td>4</td>
</tr>
<tr>
<td>Bib 383. History of the Christian Church or 385. History of Dogma</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specific Requirements in Education**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 221. Introduction to Education</td>
<td>4</td>
</tr>
<tr>
<td>Edu 222. Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum and Methods courses</td>
<td>6</td>
</tr>
<tr>
<td>Education electives</td>
<td>5</td>
</tr>
</tbody>
</table>
Specific Requirements in Philosophy
Phi 203. Ancient Philosophy, or Phi 204. Modern Philosophy 3 3
Phi 201. Ethics, or Phi 202. Philosophy of Religion 3 3
Philosophy electives 12 6

Specific Requirements in Psychology
Psy 100. General Psychology 4 4
Psychology electives 20 12

Specific Requirements in Sociology
Soc 141. Principles of Sociology 4 4
Soc 244, or 344. (Social interaction) 3 3
Soc 241, 246, or 345. (Social concerns) 3 3
Soc 341, 342, or 343. (Social institutions) 3 3
Sociology electives (One course from each of two groups above) 6 —

Courses in Interdisciplinary Studies
31. Foundations for Learning
A study of the characteristics of the Christian mind and of secularism, the use of Scripture in academics, the inter-relatedness of knowledge, and the nature and place of world views in learning and life. The course also introduces the student to the problem of the Christian’s relation to culture and the need for a Christian response. Four units. Mr. Graham and staff.

201. Career/Life Planning
A small group context for discovering and integrating information regarding values, abilities, gift(s), interests, the world of work, and Biblical principles regarding work and vocation with the goal of effective career decision-making. Enrollment open to second semester freshmen through seniors. Fall and spring semesters. Two units.

271. History and Culture of Black Americans
The black man in America, his history, his cultural accomplishments, and the social problems that have accompanied him. Enrollment open to freshmen with permission. Spring semester. Three units.

281 (381). Environmental Studies

283 (383). Energy
An interdisciplinary study of energy-related concepts, units of measurement technologies, rates of consumption, costs, pricing, distribution, and future outlooks. Comparisons will be made among various sources of energy (for example, oil, natural gas, coal and lignite, shale oil, nuclear, solar, geothermal, wood, petroleum, wind, and water). Attention will be given to production, conservation, anticipated changes in life-style, and such basic ideological considerations as the implications of the cultural mandate, Christian stewardship, and questions of government vs. private ownership and business operations. Extra work will be required for upper-division credit. Three units. Mr. Barnes and staff.

391. Philosophy of Culture
A survey of the system of doctrine taught in the Scriptures with a view toward seeking solutions for the problem of the relationship between Christ and culture. The course will include lectures and student forums. Three units. Mr. Anderson.

492. Senior Integration Project in Interdisciplinary Studies
See page 13.

Law
See Pre-law Studies

Mathematics

Mathematics Department Goals
The primary goal of the mathematics department is an ancillary one where services are provided as needed for majors in areas other than mathematics (for example, biology, chemistry, and the dual degree program in engineering).

An indirect aim of the department is to teach an exactness of thinking, logic, and technical skill, so that the students involved can better appreciate the exactness and depth of the infinite mind of God.

Requirements for Minor in Mathematics
Mat 145-146. Calculus I, II 8
Mat 247. Calculus III 4
Mathematics electives (300-level or above) 12

Dual Degree Program with Georgia Institute of Technology
This five-year program leads to a B.A. from Covenant and a B.S. in Information and Computer Science or a B.S. in Applied Mathematics from Georgia Tech. The program includes three years at Cov-
enant College and two years at Georgia Institute of Technology. Candidates who follow the program outlined below are eligible to seek the degree of Bachelor of Science in Applied Mathematics from the General College of Georgia Institute of Technology. In the case of highly qualified students the Georgia Institute of Technology degree may be at the master's level.

Requirements for Major in Natural Science Concentration in Mathematics (Dual Degree)

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td></td>
</tr>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391. Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>2, 4</td>
</tr>
<tr>
<td>Eng 252. Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Phi 21. Logic</td>
<td>2</td>
</tr>
<tr>
<td>Language</td>
<td>8</td>
</tr>
<tr>
<td>PE 51. Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52. Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44. Individual or Team Sport</td>
<td></td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>Social Science electives (to meet degree requirements of Georgia Institute of Technology)</td>
<td>8</td>
</tr>
</tbody>
</table>

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phy 131-132. General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Mat *Modern Algebra</td>
<td>8</td>
</tr>
<tr>
<td>Physics elective</td>
<td></td>
</tr>
<tr>
<td>Mat 145-146. Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>Mat 247. Calculus III</td>
<td></td>
</tr>
<tr>
<td>Mat 248. Elementary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>Mat 492. Senior Integration Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Mathematics Schedule

A typical three-year schedule at Covenant is as follows:

**Freshman Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Testament</td>
<td>New Testament</td>
</tr>
<tr>
<td>English Composition I</td>
<td>English Composition II</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Foundations for Learning</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Calculus I</td>
<td>Calculus II</td>
</tr>
<tr>
<td>General Physics</td>
<td>General Physics</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td><strong>Junior Year</strong></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>Christian Doctrine</td>
<td>Christian Doctrine</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Calculus III</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>Sociology</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Logic and Speech</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>Philosophy of Culture</td>
</tr>
<tr>
<td>Sociology</td>
<td>English Literature</td>
</tr>
<tr>
<td>Arts</td>
<td>Electricity and Magnetism</td>
</tr>
<tr>
<td>Modern Algebra</td>
<td>Modern Algebra</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Requirements for Georgia Secondary School Certification

This program is designed to prepare teachers of mathematics for grades 7-12. It will be noted that from two to four upper division mathematics courses are to be taken at the University of Tennessee, Chattanooga. The college degree is for a major in Natural Sciences with an emphasis in mathematics.

**General Education**

- Bib 111 or 129. Old Testament ............................................ 4
- Bib 142 or 148. New Testament ............................................. 4
- Bib 277-278. Christian Doctrine ........................................... 4
- ID 31. Foundations for Learning ............................................ 4
- ID 391. Philosophy of Culture .............................................. 2
- Eng 11-12. English Composition I, II .................................... 2, 4
- PE 51. Concepts in Physical Education .................................... 1
- PE 52. Aerobics ........................................................................ 1
- PE 30-44. Individual or Team Sport ........................................ 1
- Phy 131-132. General Physics .............................................. 8
- Bio 111-112. General Biology or Chem 121-122. General Chemistry ... 8
- His 211 or 212. History of the World or His 215. Contemporary Global History or His 316. Recent American History ... 4
- Social Science ........................................................................... 8
- Humanities ................................................................................. 8

**Teaching Field**

- Mat 145-146. Calculus with Analytic Geometry I, II .................... 8
- Mat 247. Calculus with Analytic Geometry III ............................. 8
- Mat 248. Elementary Differential Equations ................................ 4
- ICS 100. Introduction to Computer Science ................................ 4
- Mat *Mathematical Probability and Statistics ........................... 4
- Mat *Modern Algebra .................................................................. 3
- Mat *Modern Geometry ................................................................ 3
- Mat *Math electives (one course may be in computer science) ....... 6
- Mat 492. Senior Integration Project .......................................... 2

*Courses taken at University of Tennessee, Chattanooga.

**Professional Education**

- Edu 211. Curriculum Materials .................................................. 3
- Edu 212. Introduction to Education ........................................... 4
- Edu 222. Educational Psychology .............................................. 3
- Psy 303. Developmental Psychology .......................................... 4
- Edu 361. Education of Exceptional Children ................................ 3
- Edu 424. Teaching Practicum .................................................... 10
- Edu 430. Curriculum Integration Workshop .................................. 3

**Courses in Mathematics**

22. Basic Mathematics

A combined lecture and self-paced programmed course in mathematics designed to assist students in developing their mathematical skills up to the level of beginning college algebra. Graded on a pass-fail basis. No credit.

141. College Algebra

Elementary set theory, logical nature of mathematics, the real number system, topics of algebra, algebraic, exponential and logarithmic functions, theory of equations and algebra word problems. Designed to fulfill the mathematics requirements for elementary education students as well as those who need background preparation for the calculus sequence. Prerequisite: satisfactory Algebra II test score or bypass of Mathematics 22. Four units. Mr. Donaldson or Mr. Keister.
142. College Algebra and Trigonometry
Analytical trigonometry, complex numbers, matrices and determinants, sequences and series, and mathematical induction. Designed for those who need background preparation for the calculus sequence. Four units. Mr. Donaldson.

145-146. Calculus With Analytic Geometry I, II
Analytic geometry, functions and limits, the derivative and its applications, transcendental functions, the definite integral and its application, methods of integration. These courses are prerequisite to all mathematics courses numbered above 200. Prerequisite: Mathematics 142 or equivalent for 145. Mathematics 145 for 146. Eight units. Mr. Keister.

247. Calculus With Analytic Geometry III
A continuation of Mathematics 145-146. Vectors, and parametric equations, solid analytic geometry and vectors, partial differentiation, multiple integration, line and surface integrals, infinite series. Prerequisite: Mathematics 146. Four units. Mr. Keister.

248. Elementary Differential Equations
First order differential equations, second and higher order linear equations, series solutions, the Laplace transform, systems of first order equations, linear second order boundary value problems. Prerequisite: Mathematics 247. Four units. Mr. Keister.

251. Elementary Statistical Methods
An introductory course in statistical procedures used in scientific research investigations. Topics considered include the nature and importance of statistics, quantification, measurement, probability, elementary research design, the collection and scoring of research results, measures of central tendency and norms, correlational analysis, statistical inference, analysis of variance and the analysis of categories and ranks. Computer applications will be stressed. May be taken only if at least one of the following prerequisites has been met: the student has passed Mat 22. Basic Mathematics (or with a C or better in a higher level mathematics course); the student has tested out of the mathematics core requirement (see page 13, "Analysis"); or the student has qualified for and is taking a mathematics course of higher level than Mat 22. Basic Mathematics. Three hours lecture and two hours laboratory. Offered Fall. Laboratory fee: $10.00. Four units. Mr. Sizemore.

321. Calculus With Analytic Geometry IV
Vector calculus, linear algebra, linear independence, bases, eigenvalues and eigenvectors, partial derivatives, differentiable functions, applications to differential equations. Four units. Mr. Keister.

401-402. Advanced Topics in Mathematics
Topics are considered in modern algebra, modern geometry, mathematical statistics, and advanced calculus, depending on student demand. Four units per semester. Mr. Keister.

492. Senior Integration Project in Mathematics
See page 13.

Medical Technology
See Natural Science: Requirements for Associate of Arts Degree in Basic Health Sciences

Medicine
See Pre-medical Studies

Ministerial Training
See Pre-ministerial Curriculum
Requirements for Major in Biblical Studies and Missions, Concentration in Missions

Core and Distribution Requirements

Bib 111 or 129. Old Testament ........................................... 4
Bib 142 or 148. New Testament ........................................... 4
Bib 277-278. Christian Doctrine ........................................... 4
ID 31. Foundations for Learning ........................................... 4
ID 391. Philosophy of Culture ............................................ 2
Eng 11-12. English Composition I, II .................................... 2, 4
Eng 252. Speech Communication ........................................... 2
Phi 21. Logic ........................................................................ 2
Language .............................................................................. 8
PE 51. Concepts in Physical Education .................................... 1
PE 52. Aerobics ..................................................................... 1
PE 30-44. Individual or Team Sport ......................................... 1
ICS 100 or 120. Computer Science ......................................... 4
Laboratory Science ............................................................... 4
Social and Behavioral Science ................................................ 4
The Arts ............................................................................... 4
History ................................................................................. 4

Major and Supporting Course Requirements

Missions courses .................................................................. 12
Bib 492. Senior Integration Project ......................................... 2
Bib 493. Biblical Studies Seminar ........................................... 4
Bible “book study” courses .................................................... 6
Biblical Studies or Missions electives ....................................... 15
His 311. History of the Christian Church ................................. 4*
Philosophy elective .............................................................. 3*
Comprehensive examination in Biblical Studies ........................ 3*

*If a minor is desired, this may be reduced to 3 units
**If a minor is desired, these courses may be omitted, but are still recommended

Requirements for Minor in Missions

Mis 201 or 202 ...................................................................... 3
Mis 302 or 303 ...................................................................... 3
Missions elective .................................................................... 3
Biblical Studies or Missions elective ......................................... 3

Courses in Missions

201. Missionary Methods and Problems

Methods of conducting the missionary effort in foreign countries will be studied in relation to such matters as communications, eccentrics, identification, unacceptable accommodation, the support and government of local churches, the problem of church and state, and various types of missionary endeavor. Three units.

202. Theology of Missions

A study of Biblical and extra-Biblical covenants will be made to see the importance of the covenant concept to the revelation of redemption; the basis of missions as lying in a covenant-centered theology of missions; the doctrines of election, atonement, love of God, common grace, and free offer of the gospel, in relation to missions. Three units.

203. Modern Religious Cults

A critical study of the religious cults of Christian Science, Jehovah’s Witnesses, Mormonism, and Seventh-day Adventism, with special attention being given to their historical development and doctrinal emphases as these are derived from their original source material. Three units.

204. Historical and Theological Study of Missions

A study of the history of the foreign missionary movement from Reformations times, Calvin, the Puritans, Mennonites, and the modern movement. Three units.

301. Post-Reformation History of Missions

A study of the history of the foreign missionary movement from the Reformation to the modern movement. Three units.

302. World Religions

An analytical and critical appraisal of the major non-Christian religious ideologies of animism, Hinduism, Buddhism, Shintoism, and Islamism, with a consideration of the early influence of Christianity on the latter three, and the world and life views with which their followers confront the missionary. Three units.

303. The Church's Pre-Reformation Mission to the Far East

A study of the eastern advance of missionaries of the early church of the East (Nestorian) and medieval churches will be made, with special attention given to the social, cultural, and historical situations of the Oriental civilizations penetrated. The motivation, methodology, related doctrines, and results of each effort will be evaluated. Three units. Open to freshmen with permission of the instructor.

304. History of the Modern Far East

A study of China, Korea, and Japan beginning with their seventeenth-century interaction with the West. Brief consideration will be given to cultural background, but the major focus will be on the confrontation of the past two centuries with Western ideology, Western culture, and Christian thought and their formative influence on the modern societies of the Far East. Three units.

401. Missions Seminar

A study in depth of four mission fields representing different levels of culture and church growth, from advanced to primitive, to understand the culture and problems, appraise the methods used and seek answers for the future. Three units.

Music

Requirements for All Music Majors

Music majors are required to attend student recitals and to participate in a performing organization in their major area of performance. Credit may be earned in any of the performing organizations sponsored by the department. All students who wish to change from one performance level to another in applied music must sustain a performance examination. All music majors are required a Basic Piano Proficiency of Level 1, sight reading of simple accompaniments to art songs, instrumental solos, or piano music, and performance of a prepared piano composition or accompaniment. The student is to enroll for private piano instruction with or without credit until this requirement is met.

Applicants for the music programs will follow the standard application procedure for the college, but will be admitted to the music programs only by audition. Auditions may be made by tape and submitted to the music department, preferably in the spring, or personal auditions may be held by special appointment. Scholarships or playing grants are available to gifted students. Requests for applications and information should be submitted to Scholarship Committee, Covenant College. Students should consult the Music Handbook for details of requirements and expectations.
Requirements for Major in Music, B.A. Degree

The purpose of the curriculum is to provide both a broad, liberal arts education and a concentrated training in applied and academic music studies. Private lessons are offered in piano, organ, voice, and the orchestral and band instruments. Completion of this program requires a total of 126 units, including 48 units of music.

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129, Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148, New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278, Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31, Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391, Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 11-12, English Composition I, II</td>
<td>2, 4</td>
</tr>
<tr>
<td>Eng 252, Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Phi 21, Logic</td>
<td>2</td>
</tr>
<tr>
<td>Language</td>
<td>8</td>
</tr>
<tr>
<td>PE 51, Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52, Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44, Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
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</table>

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 161-162, Theory I</td>
<td>6</td>
</tr>
<tr>
<td>Mus 163-164, Ear Training I</td>
<td>2</td>
</tr>
<tr>
<td>Mus 261-262, Theory II</td>
<td>6</td>
</tr>
<tr>
<td>Mus 263-264, Ear Training II</td>
<td>2</td>
</tr>
<tr>
<td>Mus 282, Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 371-372, Music History and Literature</td>
<td>6</td>
</tr>
<tr>
<td>Applied Music—major instrument</td>
<td>16</td>
</tr>
<tr>
<td>Ensemble</td>
<td>4</td>
</tr>
<tr>
<td>Music electives</td>
<td>4</td>
</tr>
<tr>
<td>Mus 492, Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Concert and recital attendance (minimum three per semester)</td>
<td>0</td>
</tr>
<tr>
<td>Comprehensive Examination in Music</td>
<td>0</td>
</tr>
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Requirements for Minor in Music

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 161-162, Theory I</td>
<td>6</td>
</tr>
<tr>
<td>Mus 163-164, Ear Training I</td>
<td>2</td>
</tr>
<tr>
<td>Mus 171, Introduction to Music</td>
<td>2</td>
</tr>
<tr>
<td>Ensemble for 2 semesters</td>
<td>1-2</td>
</tr>
<tr>
<td>Applied Music, 2 semesters</td>
<td>4</td>
</tr>
</tbody>
</table>

Requirements for Major in Music Education, B.Mus. Degree and for Georgia Certification in Music, Grades 1-12*

This program provides training for prospective choral and instrumental teachers at both the elementary and secondary levels, along with proficiency in various areas of applied music. In addition, a broad core curriculum is included.

*Students interested in certification should consult with the chairman of the Teacher Education Program.

General Education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129, Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148, New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278, Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31, Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391, Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 11-12, English Composition I, II</td>
<td>2</td>
</tr>
<tr>
<td>PE 51, Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52, Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44, Individual or Team Sport</td>
<td>1</td>
</tr>
</tbody>
</table>

Laboratory Science | 8 |
Mathematics (Logic, Computer Science do not meet this requirement) | 4 |
His 211 or 212, History of the U.S. | 4 |
His 215, Contemporary Global History | 4 |
Social Science | 4 |
Humanities | 8 |

Teaching Field

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 161-162, Theory I</td>
<td>6</td>
</tr>
<tr>
<td>Mus 163-164, Ear Training I</td>
<td>2</td>
</tr>
<tr>
<td>Mus 261-262, Theory II</td>
<td>6</td>
</tr>
<tr>
<td>Mus 263-264, Ear Training II</td>
<td>2</td>
</tr>
<tr>
<td>Mus 282, Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 352, Music in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Mus 353, Music in the Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>Mus 371-372, Music History and Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mus 381, Advanced Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 492, Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music (major instrument)</td>
<td>14</td>
</tr>
<tr>
<td>Music or Music Education electives, including Ensemble</td>
<td>6</td>
</tr>
<tr>
<td>Piano proficiency*</td>
<td>0</td>
</tr>
<tr>
<td>Concert and recital attendance (3 per semester)</td>
<td>0</td>
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Professional Education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 211, Curriculum Materials</td>
<td>3</td>
</tr>
<tr>
<td>Edu 221, Introduction to Education</td>
<td>2</td>
</tr>
<tr>
<td>Edu 222, Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 303, Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Edu 361, Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Instrumental and Vocal Methods</td>
<td>6</td>
</tr>
<tr>
<td>Edu 424, Teaching Practicum</td>
<td>10</td>
</tr>
<tr>
<td>Edu 430, Curriculum Integration Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for Major in Applied Music, B.Mus. Degree

This is a pre-professional program designed to prepare students for performance, church music, or for graduate studies in applied music, musicology, theory, or related studies. In addition to the intensive private study in applied music, the program includes sufficient theory, music history and literature to insure a thorough background. A junior and a senior recital are required of each student.

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129, Old Testament</td>
<td>4</td>
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<tr>
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<tr>
<td>ID 31, Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391, Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 11-12, English Composition I, II</td>
<td>2</td>
</tr>
<tr>
<td>Eng 252, Speech Communication</td>
<td>2</td>
</tr>
<tr>
<td>Phi 21, Logic</td>
<td>2</td>
</tr>
<tr>
<td>Language (Must be a modern foreign language. Modern, preferably French, German or Italian)</td>
<td>8</td>
</tr>
<tr>
<td>PE 51, Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52, Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44, Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
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</table>

Major and Supporting Course Requirements

<table>
<thead>
<tr>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 161-162, Theory I</td>
<td>6</td>
</tr>
<tr>
<td>Mus 163-164, Ear Training I</td>
<td>2</td>
</tr>
<tr>
<td>Mus 261-262, Theory II</td>
<td>6</td>
</tr>
<tr>
<td>Mus 263-264, Ear Training II</td>
<td>2</td>
</tr>
<tr>
<td>Mus 282, Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 352, Music in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Mus 353, Music in the Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>Mus 371-372, Music History and Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mus 381, Advanced Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 492, Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music (major instrument)</td>
<td>14</td>
</tr>
<tr>
<td>Music or Music Education electives, including Ensemble</td>
<td>6</td>
</tr>
<tr>
<td>Piano proficiency*</td>
<td>0</td>
</tr>
<tr>
<td>Concert and recital attendance (3 per semester)</td>
<td>0</td>
</tr>
</tbody>
</table>

*Students interested in certification should consult with the chairman of the Teacher Education Program.
Courses in Music

Courses in History and Literature

171. Introduction to Music
A course designed to develop a musical perception and ability to hear the best music intelligently. Emphasis is placed on aspects of style that distinguish one era from another. (Music majors may be exempted from this course upon examination.) Four units. Mr. Parker.

371-372. Music History and Literature
An intense study of the music of all ages designed for the music majors. Open to others with the approval of the instructor. Three units each semester. Mr. Parker. (Offered 1983-84)

373. Piano Literature
A study of the development of the piano and the various forms in which piano works appear. Emphasis upon the style of various composers and extensive repertoire. Two units. Mr. Halvorsen.

374. Voice Literature
A comprehensive study of art song literature. Two units. Mr. Hamm.

376. Harmony
A study of the textual and musical elements of the hymnology of the Christian Church, including Early Church Song, the Lutheran Chorale, Psalmody, and English and American Hymnody. The course will also include critical evaluation of hymns. Two units. Mr. Hamm.

473. Choral Literature
A comprehensive study of the choral literature of all periods. Two units. Mr. Hamm.

474. Symphonic Literature
A course in the study of symphonic literature of the eighteenth, nineteenth, and twentieth centuries. Two units. Mr. Monroe.

Courses in Theory

22. Basic Music Theory
A course designed to bring students lacking an adequate background in music theory up to the level required for college-level music theory. Basic elements of music theory will be studied, including raw materials of sound, musical notation, time classification, musical intervals, scales, key signatures, and triads. The course will also include basic ear training and sight singing. No credit.

161-162. Theory I
A study of keys, scales, intervals, triads, chord progressions, cadences, harmonizations of melodies and basses, simple modulations, and analysis. Three meetings per week. Three units each semester. Mr. Halvorsen.

163-164. Ear Training I
A course designed to develop the students' aural perceptions through rhythmic, melodic, and harmonic dictation, sight singing, and keyboard harmony. Two hours per week. One unit per semester. Mr. Parker.

261-262. Theory II
A study of modulations, altered chords, augmented chords, ornamentation, analysis, and original work. Three meetings per week. Three units each semester. Mr. Halvorsen.

263-264. Ear Training II
Same as 163-164, but more advanced work. Two hours per week. One unit per semester. Mr. Halvorsen.

362. Counterpoint
The harmonic contrapuntal technique of the eighteenth century. Second semester. Two units.

363-364. Form and Analysis
A course in the analysis of all forms prevalent in the eighteenth and nineteenth centuries. Detailed study of structure of phrases, periods, transitions, parts, songs, dance forms, and sonata form. Extensive analysis of actual works such as Mendelssohn Songs Without Words and Beethoven Sonatas. Prerequisite: Music Theory II. Two units each semester.

461. Orchestration
Study of ranges, tonal possibilities, technical limitations, and necessary transpositions of all orchestral and band instruments, scoring of short pieces in various styles for small and large orchestra and band. Prerequisite: Music Theory II. Two units. Mr. Monroe.

Courses in Music Education

251-255. Instrumental Methods
Class instruction in instruments of the orchestra in preparation for teaching in elementary and secondary schools. Tone production, fingerings, methods of teaching, and literature are taught for each instrument. Each music education major is required to take two units in each of three instrumental courses offered, Woodwind Methods, Brass Methods, and String Methods. Students preparing primarily for instrumental teaching must take an additional two units in Percussion Methods.

251. Woodwind Methods
Woodwind—Clarinet concentration, and flute, oboe, bassoon methods.

252. Brass Methods
Trumpet, French horn, Trombone, and Tuba. Two units. Mr. Parker. (Offered 1983-84)

253. Percussion Methods
Snare drum concentration, also tympani, and tuned percussion methods. Two units.

255. String Methods
Violin concentration, and viola, cello, and bass methods. Two units. (Offered 1983-84)
352A. Music in the Elementary School
(for elementary education majors)

Objectives and techniques of the music program in the elementary school, with emphasis on methods, materials, the child's voice, listening lessons, teaching songs, audio-visual material, and rhythm bands. Two units. Mr. Parker.

352B. Music in the Elementary School
(for music education majors)

The purpose and place of music in the elementary school, music learning, instructional strategies for teaching music skills and concepts, materials for elementary music education, and the Orff, Kodaly and Dalcroze methodologies. Two units. Mr. Parker.

353. Music in the Secondary School

Objectives and techniques of the choral and instrumental program in the secondary school, with emphasis on such matters as organization, methods of teaching, testing, business procedures, contests, professional organizations, seating, discipline and the purpose and place of music in the secondary school. Two units. Mr. Parker.

Miscellaneous Music Courses

282. Basic Conducting

Fundamental conducting techniques, including best patterns, left hand dynamic control, simple phrasing, tempo and rhythmic changes. Two units. Mr. Hamm. (Offered 1983-84)

381A. Advanced Conducting — Choral

Continued development of the basic conducting skills. Rehearsal techniques and principles of interpretation appropriate for choral conducting. Membership in one of the college's choral performing groups is required. Prerequisite: Basic Conducting. Two units. Mr. Hamm. (Offered 1983-84)

381B. Advanced Conducting — Instrumental

Continued development of the basic conducting skills. Rehearsal techniques and principles of interpretation appropriate for instrumental conducting. Membership in one of the college's instrumental performing groups is required. Prerequisite: Basic Conducting. Two units. Mr. Monroe. (Offered 1983-84)

481. Pedagogy

Pedagogy in voice, piano, or other major instrument. Two units.

492. Senior Integration Project in Music

See page 13.

Performance Organizations

191-192. Oratorio Chorus

Open to all students interested in performing the great works of the sacred choral literature. The chorus meets weekly and performs twice a year. One-half unit each semester. Mr. Hamm.

193-194. Covenant Chorale

Members are selected after an audition with the director. Three hours rehearsal weekly. Concerts are presented on annual tours and in local churches. Fee: $3.00 per year. One unit per semester. Mr. Hamm.

195-196. Madrigal Singers

The study and performance of choral literature appropriate for small voice groups. Open to students with sight singing ability and with the approval of the director. Three hours per week. Fee: $2.00 per year. One unit per semester. Mr. Hamm.

291-292. Wind Symphony

The study and performance of literature written for traditional European military band and modern wind ensemble. Open by audition to all woodwind, brass, and percussion players interested in performing challenging music of quality. Three hours rehearsal weekly. One unit per semester. Mr. Monroe.

293-294. Symphonette

The study and performance of standard symphonic literature. Membership by audition. Woodwind, brass, and percussion players are normally chosen from the Wind Symphony. Three hours rehearsal weekly for string players. One unit per semester. Mr. Monroe.

295-296. Brass Choir

The study and performance of brass choir literature from 16th century to present. Membership by audition. Performances are offered in the Southeast area, in local churches, and in chapel. Two hours rehearsal weekly. One unit per semester. Mr. Monroe.

297-298. Instrumental Ensemble

Woodwind Quintet, Brass Quintet, String Quartet, Piano Trio, Percussion Ensemble, etc., are arranged according to student needs and performance levels. One-half or one unit per semester. Mr. Monroe.

Chattanooga Symphony Orchestra

Membership is by audition with the symphony Director. Students are allowed to perform either as amateur, or, where quality permits, as professional union musicians, according to the orchestra's musical needs. Financial details may be obtained by writing Dr. Richard Cormier, Musical Director, Chattanooga Symphony Orchestra, Chattanooga, Tennessee.

Courses in Applied Music

Private instruction for credit in piano, voice, orchestral and band instruments, and classical guitar is available for any student needing
such instruction to fulfill degree requirements. Such students will pay either a $50 (2 credits) or $100 (4 credits) fee per semester for private music instruction in one performance medium until degree requirements are met. Private music instruction may be available to other students on either a credit or non-credit basis, but the fee for such instruction will be the instructor’s normal rate per lesson.

Prior to registration each semester, all students taking applied music must obtain approval from the instructor, or from the music department chairman in cases where instruction is taken off-campus. The music department will assist in scheduling private instruction off-campus.

All students studying privately, whether music majors or not, are required to attend recitals. The level assigned at the beginning of a semester (preferably on the basis of an audition) is subject to being changed in the course of that semester if the student does not prove to work at that level.

Three levels of instruction are offered for credit with the following course number sequence:

<table>
<thead>
<tr>
<th>Level</th>
<th>B.A. or Music Education</th>
<th>Applied Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Elementary</td>
<td>201 (2 units)</td>
<td>202 (4 units)</td>
</tr>
<tr>
<td>II: Intermediate</td>
<td>301 (2 units)</td>
<td>302 (4 units)</td>
</tr>
<tr>
<td>III: Advanced</td>
<td>401 (2 units)</td>
<td>402 (4 units)</td>
</tr>
</tbody>
</table>

Students in both degree programs must complete two semesters of work at Level III before graduation.

Students who do not qualify for credit in applied music should register for 101 (no credit).

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### Natural Science

**Requirements for Major in Natural Science**

Concentration in Chemistry (See Chemistry)
Concentration in Mathematics (See Mathematics)
Concentration in Physics (See Physics)
Concentration in Pre-engineering (See Engineering)

**Requirements for Associate of Arts Degree in Basic Health Sciences**

This program provides the foundation for entering a number of baccalaureate-level programs in the health professions. Examples are Medical Technology, Occupational Therapy, Respiratory Therapy, Physical Therapy, Radiologic Technology, Physician’s Assistant, and Dental Hygiene.

**Core Requirements (For details, see page 14.)**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
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<td>Bib 111 or 129. Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td>2, 4</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>3, 4</td>
</tr>
<tr>
<td>The Arts.</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
</tr>
<tr>
<td>PE 51-52. Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Area of Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Mat 141. College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Mat 142. College Algebra and Trigonometry or</td>
<td>4</td>
</tr>
<tr>
<td>Mat 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>Bio 111-112. General Biology I, II</td>
<td>8</td>
</tr>
<tr>
<td>Che 121-122. General Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>*Additional Science</td>
<td>4</td>
</tr>
<tr>
<td>*Elective Units</td>
<td>4-7</td>
</tr>
</tbody>
</table>

**Total Units** 62

*Students should consult the catalogs of particular institutions offering baccalaureate degrees in health professions in order to select appropriate social science, science, and elective courses. Depending on the program desired, students may select such courses as the following:

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**Science:** General Physics, Microbiology, Genetics, Anatomy and Physiology, Organic Chemistry, Analytical Chemistry.

**Courses in Natural Science**

(These courses may not be applied to the majors in biology or chemistry.)

105. **Problems of Physical Science**

An introduction to the methods of physical science, including experimentation, formulation of hypotheses, and testing hypotheses. The course will include a brief survey of the history of science, and a discussion of the meaning of scientific proof. Problems of Physical Science is recommended for Elementary Education majors. It may be taken only if at least one of the following prerequisites has been met: the student has passed Mat 22. Basic Mathematics or has earned a C or better in a higher level mathematics course; or the student has qualified for and is taking a mathematics course of higher level than Mat 22. Basic Mathematics. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four units. Mr. Dameron.

106. **Problems of Biological Science**

An examination of issues in modern biology, emphasizing views of origin and including topics such as genetic manipulation and production of “test tube babies.” An introduction to genetics is included and, in laboratory, some animal and plant groups are surveyed. Three hours lecture. Two hours laboratory. Laboratory fee: $10.00. Four units. Mr. Lothers.

108. **Problems of Geological Science**

An examination of the history of uniformitarianism and its impact on modern geology, with an analysis of its consistency in relation to the scientific method. Alternative theories of the development of landforms will be considered. Laboratory will include work with geological specimens. Three hours lecture. Two hours laboratory. Laboratory fee: $10.00. Four units. Mr. Wenger. (Not offered 1982-83)
Nursing Education

Requirements for Pre-Nursing Program

By satisfactorily completing two years in the pre-nursing curriculum at Covenant College, the student may apply for admission on the junior level to selected schools of nursing for completion of the Bachelor of Science degree in nursing. Covenant’s pre-nursing curriculum is planned as much as possible on an individual basis to meet the prerequisites of the selected school of nursing.

Covenant College participates in a cooperative program with the Nell Hodgson Woodruff School of Nursing of Emory University, Atlanta, Georgia. The pre-nursing curriculum at Covenant includes the prerequisite courses for admission to this cooperative program.

Requirements for Associate of Arts Degree in Basic Health Sciences—Pre-Nursing Curriculum

Core Requirements (For details, see page 14.)

<table>
<thead>
<tr>
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<tr>
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<td>Bib 142 or 148. New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>0</td>
</tr>
<tr>
<td>Eng 11-12. English Composition I, II</td>
<td></td>
</tr>
<tr>
<td>Soc 141. Principles of Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Psy 100. General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td>4</td>
</tr>
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</table>

Nursing Education

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Requirements for Associate of Arts Degree in Basic Health Sciences—Pre-Nursing Curriculum

Core Requirements (For details, see page 14.)

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</tr>
<tr>
<td>The Arts</td>
<td>4</td>
</tr>
</tbody>
</table>

Philosophy

Philosophy Department Goals

The aim of the philosophy department is to teach philosophy. Philosophy shows the interrelationships among other subjects, which are sometimes understood as self-contained. It reveals their underlying complexities and analyzes nearly every possible alternative to a Christian position. Then it can construct a consistent Christian system. Without a fair knowledge of philosophy, a student is handicapped in understanding the history and present state of theology. Thus he confuses himself with a mixture of Christian and secular thought. With an adequate philosophic background, however, he becomes a more consistent Christian and is better able to meet contemporary opposition to Christianity.

It is vital, too, that a student be equipped to think critically on a broad range of current concerns—and to be able not only to think critically, but also to express himself clearly.

Requirements for Major in Philosophy

Core and Distribution Requirements

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</tr>
<tr>
<td>Id 391. Philosophy of Culture</td>
<td>2</td>
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<td>Eng 11-12. English Composition I, II</td>
<td>2</td>
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<td>Phi 21. Logic</td>
<td>2</td>
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<tr>
<td>Language</td>
<td>8</td>
</tr>
<tr>
<td>PE 51. Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52. Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-44. Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>ICS 100 or 120. Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>4</td>
</tr>
</tbody>
</table>

48
202. Philosophy of Religion
An investigation into the major philosophical problems in religion: the existence of God, the character of religious knowledge and verification, the nature of religious language, etc. Three units. Mr. Clark or Mr. Hoover.

203. History of Ancient Philosophy
From the earliest beginnings to the end of Antiquity. Three units. Mr. Hoover.

204. History of Modern Philosophy
From Descartes to Kant. Three units. Mr. Clark.

303. Medieval and Renaissance Philosophy
Covers the period from Philo to Occam. Three units. Mr. Hoover. (Not offered 1982-83)

304. History of Recent Philosophy
An examination of basic trends of post-Kantian thought. Some attention will be given to the philosophy of science, German idealism, pragmatism, positivism, analytic philosophy, phenomenology, and existentialism. Three units. Mr. Hoover. (Not offered 1982-83)

305. Contemporary Philosophy
A study of twentieth century philosophy with special attention to the assumptions and methodologies of pragmatism, positivism, analytic philosophy, and the phenomenological tradition. At least one representative philosopher of each of these philosophical approaches will be examined with care. Three units. Mr. Hoover. (Not offered 1982-83)

306. Philosophy of Art
The clarification of terms and a discussion of proposed criteria for aesthetic judgments. Major works will be read and discussed. Three units. Mr. Hoover.

308. Philosophy of the Hellenistic Age

309. Logic—Formal Logic
The propositional calculus and general quantification theory, with some attention to practical application of these principles. Three units. Mr. Hoover. (Not offered 1982-83)

310. Philosophy of Language
A study of the nature of verbal symbols and communication; Augustine's On the Teacher; the relation of language to metaphysics and epistemology; ideal versus ordinary language; analysis and Positivism. A language-option course. Three units. Mr. Clark.

317. Political Philosophy
A study of the authority, the forms, and the functions of government. The theories of Plato, Aristotle, Augustine, Samuel Rutherford, John Locke, Rousseau, Kant, Hegel and Marx. Questions to be considered: By what right do rulers coerce citizens? What forms of government are best for what functions? In addition to the secular theories of Aristotle, Rousseau, and Marx, there will be a discussion of the views of Augustine, Luther, and the Covenanters. Three units. Mr. Clark. (Not offered 1982-83)

399-400. Independent Study
With permission of the department, properly qualified philosophy majors may, under the supervision of individual members of the faculty, take a course of directed reading and independent investigation. The preparation of a thesis on the historical background and contemporary status of a major philosophical problem will be required. One, two, or three units.

401. Philosophy of Science
A study of the nature, scope, and limitations of scientific method and explanation with some attention being given to scientific concepts such as causality, space, time, etc. Some inquiry will be made into the relationship between science and human values. Three units. Mr. Clark.

407. Philosophy Seminar
An in-depth inquiry into the work of a given philosopher, a specific problem in philosophy, or a specific area of philosophical concern. Three or four units. Mr. Clark or Mr. Hoover.

492. Senior Integration Project in Philosophy See page 13.

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Physical Education and Recreation Education

Physical Education Department Goals

Covenant's Physical Education major provides the student with an in-depth study of the human body and its various functions as they relate to health and fitness and the Christian world-and-life view. The major prepares the student to assume leadership in the field by helping him to develop neuro-muscular skills in various sports, and to develop sensorimotor learning through sports and games. Courses provide an understanding of nutritional aspects of good health as well as a thorough study of contemporary issues in health and fitness. The corporate qualities of co-operation, self-subordination and obedience to authority and the individual character qualities of courage, perseverance, and hard work are all emphasized in the overall skills learning program and athletic program. The major also emphasizes the value of lifetime recreational sports and cardiovascular fitness for all.

Postgraduate Options
1. Teaching and/or coaching opportunities in K-12 with a second teaching field.
2. Graduate work in Health, Physical Education, or Recreation.
3. Exercise supervisor in a corporation that has a personal fitness program for its employees.
4. Special education specialist (with Special Education emphasis).
5. YMCA, YWCA, or sports center as an exercise supervisor.
6. YMCA, YWCA, or sports center as an exercise supervisor.
7. Specialized physical education work in summer camps.

Recreation Education Department Goals

Covenant's Recreation Education major provides an understanding of the history and philosophy of the major areas of recreation and leisure. The courses develop leadership ability and provide a solid
background for teaching recreational skills.

The course of study also provides educational and practical work experiences in the areas of administration, finance, supervisory procedures, legal aspects, and staff development. The course work offers the student an exposure to outdoor, community, and therapeutic recreational opportunities.

Postgraduate Options
1. Graduate work in a variety of recreation programs.
2. YMCA, YWCA, and community recreation centers, spas, and sports centers.
3. Exercise technician in a hospital (with a Physical Education minor).
4. Recreational therapist in a hospital or in a rehabilitation clinic.
5. Leadership and administrative roles in camp work.
6. Church leadership with youth and adults (with a Bible minor).

Requirements for Minor in Physical Education

Core and Distribution Requirements
Bib 111 or 129. Old Testament .............................................. 4
Bib 142 or 148. New Testament .............................................. 4
Bib 277-278. Christian Doctrine ............................................. 4
ID 31. Foundations for Learning .............................................. 4
ID 391. Philosophy of Culture ................................................. 2
Eng 11-12. English Composition I, II .................................... 2.4
Eng 252. Speech Communication ........................................... 2
Phi 21. Logic ........................................................................ 2
Language .............................................................................. 8
PE 51. Concepts in Physical Education .................................. 1
PE 52. Aerobics ........................................................................ 1
PE 30-44. Individual or Team Sport ....................................... 1
ICS 100 or 120. Computer Science ........................................ 4
Laboratory Science ................................................................. 4
Social and Behavioral Science ................................................. 4
The Arts ............................................................................... 4
History .................................................................................. 4

Major and Supporting Course Requirements
PE 211. History and Principles of Physical Education ...................... 3
PE 313. Critical Health Issues ................................................... 3
Bio 216. Anatomy .................................................................. 4
Bio 217. Physiology ................................................................. 4
PE 328. First Aid/Prevention and Treatment of Athletic Injuries ................................................... 3
PE 335. Physical Education in the Elementary School ..................... 3
PE 431. Kinesiology ................................................................. 3
PE 433. Physiology of Exercise ................................................ 3
RE 386. Wilderness Learning Course ....................................... 3
PE 30-44. Individual and Team Sports ..................................... 10
PE 492. Senior Integration Project ............................................ 2
Comprehensive examination in Physical Education

Requirements for Minor in Recreation Education

PE 211. History and Principles of Physical Education ...................... 3
PE 313. Critical Health Issues ................................................... 3
PE 328. First Aid/Prevention and Treatment of Athletic Injuries ................................................... 3

Requirements for Major in Physical Education

Core Requirements
See under Major in Physical Education.

Major and Supporting Course Requirements
Bio 216. Anatomy ................................................................ 4
Bio 217. Physiology ................................................................. 4

Postgraduate Options
1. Graduate work in a variety of recreation programs.
2. YMCA, YWCA, and community recreation centers, spas, and sports centers.
3. Exercise technician in a hospital (with a Physical Education minor).
4. Recreational therapist in a hospital or in a rehabilitation clinic.
5. Leadership and administrative roles in camp work.
6. Church leadership with youth and adults (with a Bible minor).

Requirements for Minor in Recreation Education

RE 181. Introduction to Recreation .......................................... 3
RE 386. Wilderness Learning Course ....................................... 3
RE 381. Organization and Administration of Outdoor Recreation ................................................... 3
RE 484. 485. Recreational Skills ............................................. 6
RE 482. Community Recreation ................................................ 3
PE 494. Adult Fitness .............................................................. 3
RE 492. Senior Integration Project ............................................ 2
Comprehensive examination in Recreation Education

Requirements for Coaching Package
PE 328. First Aid/Prevention and Treatment of Athletic Injuries ................................................... 3
Bio 217. Physiology ................................................................. 4
PE 431. Kinesiology ................................................................. 3
PE 433. Physiology of Exercise ................................................ 4
PE 460. Principles of Coaching/Officiating ................................ 3

Requirements for Georgia Certification in Physical Education, Grades 1-12

Students interested in certification should consult with the chairman of the Teacher Education Program.

General Education
Bib 111 or 129. Old Testament .............................................. 4
Bib 142 or 148. New Testament .............................................. 4
ID 31. Foundations for Learning .............................................. 4
ID 391. Philosophy of Culture ................................................. 2
Eng 11-12. English Composition I, II .................................... 2.4
PE 51. Concepts in Physical Education .................................. 1
PE 52. Aerobics ........................................................................ 1
PE 30-44. Individual or Team Sport ....................................... 1
Bio 216. Human Anatomy ....................................................... 4
Bio 217. Human Anatomy ....................................................... 4
Mat 251. Elementary Statistical Methods ................................ 4
His 211 or 212. History of the U.S. or His 215. Contemporary Global History or His 316. Recent American History ................................................... 4
Bio 216. Physical Science ......................................................... 8
Bio 217. Physical Science ......................................................... 8

Teaching Field
PE 211. History and Principles of Physical Education ...................... 3
PE 313. Critical Health Issues ................................................... 3
PE 214. Physical Education in the Elementary School ............... 2
PE 328. First Aid/Prevention and Treatment of Athletic Injuries ................................................... 3
Courses in Physical Education

30-44. Individual and Team Sports

30. Tennis. One unit.
31. Weight Training/Aerobics. One unit.
32. Dance-Gym. One unit.
33. Softball/Touch Football. One unit.
34. Swimming. One unit.
35. Volleyball. One unit.
37. Soccer. One unit.

Optional List:

38. Karate. One unit.
40. Racquetball. One unit.
41. Wilderness Skills:
   a. Whitewater Canoeing. One unit.
   b. Backpacking. One unit.
   c. Rock Climbing. One unit.
   d. Orienteering. One unit.
42. Golf. One unit.
43. Ice Skating. One unit.
44. Horseback Riding. One unit.

Ten required for P.E. majors. Four team sports, four individual sports. Any two additional from the optional list may be chosen to total ten.

51. Concepts in Physical Education

Introduction to principles of physical fitness with an overview of exercise physiology, fitness testing, nutrition, diet, and aid in preparation of and appreciation for a personal cardiovascular fitness program with a lifetime sports emphasis. Fee for lab: $5.00. One unit.

52. Aerobics

Prerequisite and second in a sequence with PE 51. Guides student in designing and following his own aerobic program with periodic series of tests to role improvement. One unit.

211. History and Principles of Physical Education

Introductory study of the historical and philosophical development of physical education from prehistoric societies to the present time with emphasis on the 1900's and current trends and leaders in the United States. The intramural program and athletics and their relationship to physical education as a discipline are studied. Review of current research material in Physical Education. Three units.

212. Teaching Methods, Materials, and Measurement in Physical Education

Theory and practice of teaching and designing facets of a secondary level curriculum in Physical Education. Field experiences required together with tests and measurements labs. Three units.

313. Critical Health Issues

Historical and philosophical bases of Health Education, review of current issues including drug education, family planning, nutrition, and environmental and consumer concerns with values clarification emphasis. Key facets of whole school health program are studied. Three units. (Not offered 1982-83)

328. First Aid/Prevention and Treatment of Athletic Injuries

Standard Red Cross course with special attention to prevention, care and rehabilitation of athletic injuries, including laboratory experience in training procedures and use of prescribed modalities. Course fee: $4.00. Three units.

335. Physical Education in the Elementary School

A theory and methods emphasis focusing on basic motor learning, childhood growth and development, and human movement principles and their significance in the development of children K-8. Three units. (Not offered 1982-83)

431. Kinesiology

A detailed study of the muscles; joint action, mechanics of human balance and motion, both normal and pathological, with guidance in specific movement analysis. Three units. (Not offered 1982-83)

433. Physiology of Exercise

Characteristics of muscular exercise, the responses of body systems to physical activity; review of modern training and testing and measurement methods, review of current research in muscle physiology and physical fitness. Three units.

460. Principles of Coaching

The philosophical and sociological bases for athletic leadership. Leadership theory, administrative practice and organizational problems in athletics. Three units. (Not offered 1982-83)

492. Senior Integration Project in Physical Education

See page 13.

494. Practicum in Adult Fitness

Practical application and exercise physiology/rehabilitation principles with adults at Erlanger Medical Center’s Cardiac Rehabilitation Unit. Supervision by staff and exercise physiologist at hospital. Three units.

Courses in Recreation Education

181. Introduction to Recreation

A description and analysis of the scope of organized recreation systems, the evolution of work and leisure attitudes and trends in recreation programs. Three units. (Not offered 1982-83)

182. Special Populations in the Recreation Community

An analysis of the problems confronting disadvantaged individuals and groups including the aging, economically disadvantaged, mentally retarded, physically disabled and youth populations. Special emphasis on meeting recreational needs in the community. Three units. (Not offered 1982-83)

281. Recreational Programming

A study of the principles of planning and developing recreation programs and the factors which affect their implementation and functions. Three units.

282. Administration of Community Recreation

Analysis of community recreation from the standpoint of organization, administration, finances, training legislation, public relations and coordination of community resources. Three units.
381. Organization and Administration of Outdoor Recreation
Analysis of outdoor recreation from the standpoint of organization, administration, staff selection, public relations, and coordination of available resources. Three units.

382. Emergency First Aid in the Wilderness
Special consideration given to the prevention and treatment of injuries and illnesses unique to those living in the wilderness. Basic survival techniques presented. Input from medical doctor with background in trauma treatment. One unit. (Not offered 1982-83)

386. Wilderness Learning Course
The theory and application of wilderness education presented in a local wilderness setting with special emphasis on group development, personal self-discovery, basic survival and wilderness recreation skills, and ecological and safety concerns. Three units.

391. Practicum in National Park Services
Practical work experience with a park ranger at Point Park, a division of Chattanooga and Chickamauga National Military Park. Experience in budgeting, supervising, leading, and administering facets of Park services. Three units.

398. Practicum in Outdoor Leadership
Leadership experience with a group on the Wilderness Learning Practicum working under a senior instructor. Prerequisite: RE 386. Three units.

472. Practicum in Community Recreation
Practical work assignments under the auspices of the Chattanooga YMCA. Experience in planning, implementing and directing a YMCA program, through exposure to all facets of the organization and operation program. Three units.

482. Practicum in Community Recreation
Introduction to and practical development of a wide variety of outdoor recreational sports, games, and individual and group activities. Development of teaching strategies emphasized. Six units.

492. Senior Integration Project in Recreation Education
See page 13.

Physics

Physics Department
Goals
To provide basic service instruction in the physical sciences to students majoring in other sciences and those not majoring in science.
To prepare students for advanced work at other schools; for example, through the dual degree program in engineering.

Requirements for Minor in Physics
Phy 131-132. General Physics ........................................... 8
Physics electives .......................................................... 12*
*If the core requirement in laboratory science is met by an 8-unit sequence in a science other than physics this may be reduced to 8 units.

Dual Degree Program with Georgia Institute of Technology
This five-year program leads to a B.A. from Covenant and a B.S. in Physics from Georgia Tech. The program includes three years at Covenant College and two years at Georgia Institute of Technology. Candidates who follow the program outlined below are eligible to seek the degree of Bachelor of Science in Physics from the General College of Georgia Institute of Technology. In the case of highly qualified students, the Georgia Institute of Technology degree may be at the master's level.

Requirements for Major in Natural Science Concentration in Physics (Dual Degree Program)
Core and Distribution Requirements
Bib 111 or 129. Old Testament .................................. 4
Bib 142 or 148. New Testament ................................. 4
Bib 277-278. Christian Doctrine .............................. 4
Note: A minimum of 9 units must be taken before enrolling at Georgia Institute of Technology. The above program must be supplemented, therefore, by 1 to 3 additional units of electives depending on language sequence selected.

Courses in Physics

131-132. General Physics
The essentials of mechanics, heat, sound, electricity, magnetism, and light, and an introduction to modern physics, including nuclear physics and atomic structure. May be taken only if at least one of the following prerequisites has been met: the student has passed Mat 22. Basic Mathematics (or a higher level mathematics course with a C or better); or the student has qualified for and is taking a mathematics course of higher level than Mat 22. Basic Mathematics. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00 per semester. Eight units. Mr. Dameron.

Pre-law Studies

Prospective law students need the broadest educational background available and the Historical Studies Department of Covenant College recommends a historical studies major with a suitable supporting minor (English, Philosophy, Sociology, Psychology, Business Administration) as an effective program to achieve this end.

Admission to law school is determined by the institution to which application is made. Admission is usually based upon graduation from an accredited undergraduate college or university, grade point average (GPA), Law School Admission Test (LSAT) scores, and personal recommendations.

Although minimum requirements for GPA and LSAT scores vary with individual law schools, realistic expectations for consideration of admission demand that the prospective law student earn a GPA of at least 3.00 - 3.33 (B to B+) and score on the LSAT in the vicinity of the high 500's or low 600's. Note that these are minimum realistic levels.

The LSAT is taken during the senior year and may be repeated.

331. Statics and Dynamics
331A (first half of fall semester) deals with equilibrium conditions with forces and torques in two and three dimensional space. Topics included are statics of particles, moments and equivalent systems of forces, equilibrium of rigid bodies, distributed forces, analysis of structures, forces in beams and frictions. Prerequisite: General Physics and Calculus II. Two units. Mr. Keister.

331B (second half of fall semester) deals with non-equilibrium conditions with forces and torques in two and three dimensional space. Topics included are kinematics of particles and rigid bodies in plane motion, relationships of acceleration, velocity, angular acceleration and angular velocity, curvilinear motion, relative motion and acceleration, equations of motion, work and energy, and impulse and momentum principles. Prerequisite: 331A. Statics. Two units. Mr. Keister.

332. Electricity and Magnetism
This course deals with electrical and magnetic phenomena embodied in the theories of Maxwell's equations. Topics included are electric charge, electric fields, Gauss's Law, potential, capacitance, dielectrics, EMF, currents, magnetic fields, Ampere's Law, Faraday's Law, inductance and electromagnetic oscillations. Prerequisite: General Physics and Calculus III. Spring semester. Four units. Mr. Keister.

333. Principles of Electronics
This course includes a review of AC and DC circuits, design of power supplies, and fundamental theory of solid-state devices and transducers. Application to modern scientific instrumentation will be stressed. Prerequisite: Physics 131-132, or permission of the instructor. Two hours lecture, three hours laboratory. Three units. Mr. Dameron. (Not offered 1982-83)

337-338 (237-238). Experimental Physics
Advanced laboratory experiments designed to integrate and augment work in lecture courses. Prerequisite: Physics 131-132. Three hours laboratory. Laboratory fee: $10.00 per semester. Two units. Mr. Dameron. (Not offered 1982-83)

431-432. Special Topics in Physics
Concentration in selected fields of study. Prerequisite: senior standing. Four units each semester. Mr. Keister.

492. Senior Integration Project in Physics
See page 13.
Pre-medical Studies

Students interested in medical training need a thorough background in science at the undergraduate level. A major in biology or chemistry is strongly recommended, although it is possible to major in another discipline and still meet the science prerequisites. Early examination of catalogs from medical schools to which a student may apply can assure that all required and recommended courses will be taken.

Admission to medical school is determined by the institution to which application is made. Admission is usually based upon graduation from an accredited undergraduate college or university, grade point average (GPA), Medical College Admission Test (MCAT) scores, and personal recommendations. The MCAT is taken during the senior year, and may be repeated if one wishes.

Although admission to medical schools is highly competitive, a majority of Covenant graduates who have applied have been accepted at leading institutions and are now engaged in medical studies, or have become practicing physicians.

Professors Dameron, Lothers, and McRae serve as the pre-medical committee. All pre-medical students are encouraged to contact one of them for further information on the program.

Pre-ministerial Curriculum

The following course suggestions are proposed to serve as guidelines for pre-ministerial students at Covenant College. A student planning to enter theological seminary should consult the catalogs of the seminaries to which he may apply for their specific admissions requirements.

The Christian ministry calls for a broad acquaintance with the thought and life of our contemporary world and of our cultural heritage. It also requires a knowledge of people and an ability to communicate with them. Quite obviously it demands a thorough understanding of the Bible, the source of our message of the Gospel. Much of the specialized knowledge for the ministry can be gained in theological seminary, but the broad foundation should be laid in college. Covenant’s liberal arts curriculum is designed to help the pre-ministerial student achieve such a general background. In the core curriculum, Greek, logic, and speech are recommended to fulfill the requirements.

Any one of several majors is possible for the pre-ministerial student, including Biblical studies and missions, philosophy, history, English, or psychology. The minor may be selected from any of these same fields plus sociology or education. The recommended major, however, is either the major in Biblical studies and missions or the interdisciplinary program with Biblical studies or missions and some combination of the fields named above included. Certain courses are strongly recommended in the pre-ministerial program: John or Romans, Theology of Missions, at least one philosophy course, History of the Christian Church, at least one literature course, Introduction to Music, and General Psychology. In addition to these, certain other courses are also recommended: Ethics, Genesis, Bible Seminar, all of the missions courses, Medieval and Renaissance Philosophy, Europe, 1789 to the Present, Recent American History, Europe, 1400-1789, Sociology and Psychology of Religion, Counseling Psychology, and Introduction to Education.

Psychology

Psychology Department Goals

The discipline of psychology is concerned with the examination of human behavior.

For general education:

The goals of the psychology department for general education students are:

1. To instill in students an appreciation and respect for studying God’s highest creation.
2. To expose students to the diversity of behavior, research, theories, and applications in the field of psychology.
3. To promote in students a quality of discernment with respect to the claims about what is known in psychology today.
4. To develop a student’s ability to understand the value and importance of utilizing Biblical and empirical methods for understanding human behavior.
5. To provide opportunities for participatory, hands-on, educational opportunities.

For the major field:

For students majoring in psychology, the goals of the psychology department are:

1. To provide students with the state-of-the-art understanding of human behavior.
2. To help students develop the capabilities needed to conduct research that adds to our understanding of human behavior.
3. To prepare qualified students for advanced work in psychology.
4. To instill in our students the values of competence and professionalism when making application of principles drawn from psychology.
5. To encourage the active involvement by students in departmental activities such as field trips, department colloquia, and on-going research by faculty members.

These goals are accomplished, in part, through the following sequences of courses:
1. a survey of modern psychology
2. the methods used by psychologists in the investigation and analysis of behavior
3. the theories and data of the subfields within psychology
4. opportunity for application of the information of psychology and the integration of psychology with one's personal Christian beliefs.

The courses listed below are consistent with the above sequence, namely: (1) Survey courses, (2) Methods courses, (3) Content courses, and (4) Application courses. The student should be aware that the application of psychological principles necessarily follows an understanding of the data and methods upon which these principles are based.

The student majoring in psychology may take advantage of experimental equipment for individual research projects, calculator and computer facilities for the analysis of research data, and internship opportunities at various mental health agencies in Chattanooga, Tennessee.

The Department of Psychology of Covenant College is committed to an academically responsible concept of the integration process. It provides opportunity for relating the discipline with an evangelical Christian world-and-life view. Students majoring in psychology examine contemporary viewpoints on integration relating to psychology and work towards a personal statement reflecting their efforts.

For further information about the program in psychology, write or contact: Chairman, Department of Psychology, Covenant College, Lookout Mountain, Tennessee 37350.

Requirements for Major in Psychology

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Bib 111 or 129</td>
<td>Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 142 or 148</td>
<td>New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278</td>
<td>Christian Doctrine</td>
<td>4</td>
</tr>
<tr>
<td>ID 31</td>
<td>Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>ID 391</td>
<td>Philosophy of Culture</td>
<td>2</td>
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<tr>
<td>Eng 11-12</td>
<td>English Composition I, II</td>
<td>2, 4</td>
</tr>
<tr>
<td>Eng 252</td>
<td>Speech Communication</td>
<td>2</td>
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<tr>
<td>Phi 21</td>
<td>Logic</td>
<td>2</td>
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<tr>
<td>Language</td>
<td></td>
<td>8</td>
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<td>PE 51</td>
<td>Concepts in Physical Education</td>
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<td>PE 52</td>
<td>Aerobics</td>
<td>1</td>
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<td>PE 30-44</td>
<td>Individual or Team Sport</td>
<td>1</td>
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<tr>
<td>ICS 120</td>
<td>Introduction to Computer Programming</td>
<td>4</td>
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<td>Laboratory</td>
<td>Science</td>
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<tr>
<td>Social and Behavioral Science</td>
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<tr>
<td>The Arts</td>
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<tr>
<td>History</td>
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Major and Supporting Course Requirements

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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Psy 100 or 101</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psy 200</td>
<td>History and Systems of Psychology</td>
<td>2</td>
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<tr>
<td>Psy 304</td>
<td>Psychology of Learning and Memory</td>
<td>4</td>
</tr>
<tr>
<td>Psy 251</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>Psy 261</td>
<td>Introduction to Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>Psy 344</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psy 491</td>
<td>Senior Integration Seminar in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Psychology methods or content courses (300 level or above)</td>
<td>8</td>
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<tr>
<td>Psychology electives (300 level or above)</td>
<td>6</td>
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<tr>
<td>Comprehensive examination in Psychology</td>
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Requirements for Minor in Psychology

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<td>4</td>
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Courses in Psychology

Survey Courses

100. General Psychology

A general survey of the content areas of psychology. This course introduces the student to the critical examination of behavior in human and other life forms. The relationships among psychology, sociology, and anthropology will be examined, and issues arising from the course content will be examined with the purpose of formulating a Christian perspective. Topics considered include the nature of psychology, biological foundations of behavior, perception, learning and memory, language and thought, motivation and emotion, developmental psychology, altered states of consciousness, personality, social psychology, psychopathology and psychotherapy. Offered each semester. Laboratory fee: $10.00. Four units. Mr. Rulon.

101. Advanced General Psychology

This course is intended for and required of transfer students who are majoring in psychology. It consists of attending the General Psychology class and participating in all the laboratories in this class. Prerequisite: introductory psychology course from another college. Offered each semester. Laboratory fee: $10.00. Two units. Mr. Rulon.

200. History and Systems of Psychology

A survey of the systematic and theoretical base of psychology. Topics considered include: the nature of science, the place of psychology in science, systems of psychology: Associationism, Structuralism, Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis. Each system is described in terms of historic background and content. Prerequisite: Psy 100. Offered fall semester. Two hours lecture. Two units.

201. Psychology Classics

This course is intended to supply a psychology student the opportunity to read books in an area of psychology that should benefit any psychology major. Students select from a list of acceptable books, write book reports, and meet in conference to discuss the books. One to four units. Mr. Rulon.

Methods Courses

251. Elementary Statistical Methods

An introductory course in statistical procedures used in scientific research investigations. Topics considered include the nature and importance of statistics, quantification, measurement, probability, elementary research design, the collection and scoring of research results, measures of central tendency and norms, correlational analysis, statistical inference, analysis of variance and the analysis of categories and ranks. Computer applications will be stressed. Prerequisite: high school algebra. Three hours lecture and two hours laboratory. Offered each semester. Laboratory fee: $10.00. Four units. Mr. Sizemore.

261. Introduction to Research Methods

This course introduces the student to the process and methods of research in the social sciences. Required of all majors in psychology. Topics considered include science and the scientific approach, problems and hypotheses, variable definition, research designs, types of research and methods of observation and data collection. Using a research project format, the student formulates a research proposal and carries out the research, reporting the results in a manuscript prepared in a form acceptable for publication. Prerequisites: Psy 100, 251. Four hours lecture. Offered spring semester. Laboratory fee: $10.00. Four units.

404. Advanced Statistical Techniques

This course supplements the Elementary Statistical Methods course, Psy 251. Topics considered include experimental design, analysis of variance, multiple linear regression analysis, and factor analysis. Majors in psychology contemplating graduate school are
strongly encouraged to take this course at least once. Computer applications will be stressed. Repeatable. Prerequisites: Psy 100, 200, 251, and 261. One hour lecture and two hour lab. Laboratory fee: $20.00. Two units. (Not offered 1982-83)

Content Courses

244. Social Psychology
A general study of interpersonal behavior within the context of modern society. Topics and research in the areas of interpersonal attraction, aggression, social influence, and attitude formation will be discussed. The major theories in social psychology will be considered. Attention will be given to the relationship of social psychological principles to one's own interactions with others. Three units.

301. Psychology Tour
This course consists of a small group of students from various Christian colleges traveling to prominent research centers, laboratories, hospitals and universities to examine ideas and theories in the presence of both Christian and secular persons most influential in psychology today. Prerequisites: Psy 100, and permission of the instructor. Tour fee. Offered each summer. Five units. Mr. Rulon. (Not offered 1983)

303. Developmental Psychology
A comprehensive survey of the development of the human individual from birth to death. Consideration is also given to the methods of investigation employed. Topics considered include: theories of development, prenatal and birth development, research methods, infancy, childhood, adolescence, adulthood, aging, death and emotional, social, and moral development. Prerequisite: Psy 100. Three hours lecture and laboratory. Offered fall semester. Four units. Mr. Rulon.

304. Psychology of Learning
A critical examination of the principal theories and research in learning and memory. Consideration is given to major positions. Rudimentary types of learning in the forms of classical and instrumental conditioning are considered. Topics considered include: learning and behavior, theories of learning, experimental methods, transfer of learning, and behavior modification. Prerequisite: Psy 100, 200, 251, and 261. Three hours lecture, plus lab. Offered fall semester. Laboratory fee: $10.00. Four units. Mr. Rulon.

331. Psychology of Personality
A critical examination of the historical and contemporary theorists in the study of human personality. Theorists considered include Freud, Jung, Adler, Allport, Cartell, Dollard, and Miller, Rogers, Maslow, Frank, and Ellis, as well as others. The student, in considering these theorists, is challenged to develop a basic personal view of personality. The course emphasizes the academically responsible integration of the evangelical and psychological dimensions of the human personality. Prerequisite: Psy 100, 200. Four hours lecture. Offered fall semester. Four units.

344. Abnormal Psychology
This course examines behavior classified as abnormal by the American Psychiatric Association and the World Health Organization. Class content will focus on the clinical description, causes, prognosis, and treatment of abnormal behavior. A practicum will provide direct contact with the behavior being studied and will involve weekly participation at a mental health agency. Prerequisites: Psy 100. Three hours lecture plus practicum. Offered spring semester. Four units.

373. Physiological Psychology
An overview of the physiological approach to psychology. Topics of consideration include the internal physiological environment, the nervous system, physiological aspects of the senses, reflexes and motor organization, brain dynamics, sleep and arousal, physiological considerations of motivation, emotion and learning, and physiological stress. Prerequisites: Psy 100, 200. Three hours lecture, plus lab. Laboratory fee: $10.00. Four units. Mr. Rulon. (Not offered 1982-83)

402. Special Topics in Psychology
This course represents a loosely structured outlet for topics of interest in the discipline. A variety of subjects related to psychology are offered. Topics previously offered include sleep and dreaming, factor analysis, and religious behavior. The particular topic offered is based upon student interest and demand. Prerequisites: junior standing, psychology major, or permission of the instructor. Repeatable. One to four units. Staff.

443. Counseling Psychology
A comprehensive assessment of the procedures and techniques used by clinical and counseling psychologists. Topics include the historical development of clinical psychology, diagnosis and personality assessment; the clinical interview and case study, clinical testing, the psychotherapeutic function, variations in psychotherapy, behavioral therapies, group and play therapy, community psychology and mental health, and professional problems and developments. Prerequisites: Psy 100, 200, 251, and 261, or permission of instructor. Four units.

Application Courses

222. Educational Psychology
The central concern of this course is the question, “How do people learn?” In answering that question, a Biblical view of man, his behavior, and his relationship to learning is the starting point. Through the Biblical framework, the major families of learning theory (behaviorism and cognitive-field psychology) are then examined to determine what things are acceptable and helpful to the Christian teacher. A prominent question is always, “How does this affect my teaching as a Christian?” The last part of the course emphasizes the measurement and evaluation of learning. Prerequisites: Edu 201, 221, and admission into the Teacher Education Program (except for the non-teaching minors). Three units. Mr. Graham.

353. Psychological Testing
A comprehensive survey of the construction and use of psychological tests. Topics considered include functions and origins of psychological testing, the nature and use of psychological tests, the interpretation of test scores, reliability and validity, item analysis, the measurement of intelligence, aptitude and achievement tests, vocational and personality tests, attitude and interest inventories, projective techniques, and the social implications of test results.
Periodic laboratory experiences will be offered. Prerequisites: Psy 100, 200, 251, and 261, or permission of the instructor. Four units. (Not offered 1982-83)

440. Research

Students enrolling in the course with this heading pursue an independent research project under the direction of a department faculty member. The student is encouraged to make use of available resources within the department. Each student develops a report of the research completed that is suitable for publication. Prerequisite: junior standing in the psychology major, or permission of the instructor. Offered each semester. One to four units. Staff.

441. Psychology Internship

Students interested in the applied aspects of psychology are placed in internship positions with the Moccasin Bend Psychiatric Hospi-

491. Senior Integration Seminar in Psychology

A required course of all graduating seniors majoring in psychology. This course examines the various contemporary approaches to the integration of the academic discipline of psychology and evangelical Christian thought. A systematic review of the available literature is considered. Students will develop an understanding of current viewpoints and discuss possible strategies for integration. Prerequisite: graduating senior majoring in psychology. May be taken twice. One two-hour meeting per week. Offered spring semester. Two units. Staff.

Sociology

Sociology Department Goals

1. To enable the student to develop a Christian perspective relating to man's involvement in groups and in the larger society. This is accomplished in three main areas:
   a. studying the various principles of interaction that govern human relationship (Social Interaction);
   b. studying the various problems that face contemporary society (Social Concerns);
   c. studying the basic institutions of society and their interdependence (Social Institutions).
2. To provide the student the necessary methodological tools whereby he may uncover social reality in a variety of contexts (Survey Research, Participant Observation, and Content Analysis).
3. To demonstrate the practical relevance of the discipline by applying sociological insight and methodology to the work of God's kingdom.

Requirements for Major in Sociology

Core and Distribution Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
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<tr>
<td>Bib 142 or 148</td>
<td>New Testament</td>
<td>4</td>
</tr>
<tr>
<td>Bib 277-278</td>
<td>Christian Doctrine</td>
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</tr>
<tr>
<td>ID 31</td>
<td>Foundations for Learning</td>
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<td>ID 391</td>
<td>Philosophy of Culture</td>
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<td>2, 4</td>
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<td>Eng 252</td>
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<td>Phi 21</td>
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<td>Concepts in Physical Education</td>
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<td>Aerobics</td>
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<td>PE 30-44</td>
<td>Individual or Team Sport</td>
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<td>Social and Behavioral Science</td>
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<tr>
<td>The Arts</td>
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<td>History</td>
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Major and Supporting Course Requirements

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<td>Principles of Sociology</td>
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<tr>
<td>Soc/Psy 251</td>
<td>Elementary Statistical Methods</td>
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</tr>
<tr>
<td>Soc 261</td>
<td>Introduction to Research Methods</td>
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</tr>
<tr>
<td>Soc 402</td>
<td>History of Social Theory</td>
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<td>Soc 490</td>
<td>Senior Integration Seminar in Sociology</td>
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<tr>
<td>Soc 491</td>
<td>Electives from the following courses (at least one course from each area)</td>
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Social Interaction

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<tr>
<td>Soc 344</td>
<td>Social Psychology of Groups</td>
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<tr>
<td>Soc 348</td>
<td>Marriage and Family Counseling</td>
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Social Concerns

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<td>Soc 246</td>
<td>Crime and Delinquency</td>
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<td>Soc 301</td>
<td>Sociology of Community</td>
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<td>Soc 345</td>
<td>Dynamics of Social Change</td>
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Social Institutions

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</tr>
<tr>
<td>Soc 342</td>
<td>Sociology of Religion</td>
<td></td>
</tr>
<tr>
<td>Soc 343</td>
<td>Sociology of Health</td>
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</tbody>
</table>

Comprehensive examination in Sociology

Credit toward the major will also be given those successfully completing Soc 229. Cultural Anthropology and/or Soc 250. Introduction to Social Work.

Requirements for Minor in Sociology

One course from each of the following groups:

1. Core Course: Sociology 141. Principles of Sociology        | 4
2. Social Interaction                                        | 3
3. Social Concerns                                            | 3
4. Social Institutions                                        | 3
5. Introduction to Social Work                                | 3
Courses in Sociology

141. Principles of Sociology
The general survey course that introduces the student to the discipline of sociology. Attention is given to the importance of Christian involvement in sociology and how this relates to the three major areas of the field: social interaction, social concerns, and social institutions. In-class and out-of-class research projects are included in order to give the beginning student exposure to important methodological tools. Offered each fall semester. Four units. Mr. Heddendorf.

29. Cultural Anthropology
A study of the way in which contemporary cultures differ from one another in respect to family organization, economic systems, political orders, etc. The concepts of cultural relativity and ethnocentrism will be emphasized with personal application to the student's own perspective. Three units. Mr. Muller.

241. Social Problems
A general survey of the major problems that confront contemporary society. Three general problem areas will be considered: transitional problems such as overpopulation, environmental concerns, and the changing cities; problems of inequality such as poverty, minority groups, and differential sex role treatment; and problems of deviant behavior such as crime, mental disorders, and drug abuse. Three units. Mr. Heddendorf.

244. Social Psychology
A general study of interpersonal behavior within the context of modern society. Topics and research in the areas of interpersonal attraction, aggression, social influence, and attitude formation will be discussed. The major theories in social psychology will be considered. Attention will be given to the relationship of social psychological principles to one's own interactions with others. Three units. Mr. Muller.

246. Crime and Delinquency
An analysis of the causes, incidence, and consequences of crime in modern society. Attention will be given to specific forms of crime as well as contemporary methods of dealing with crime, such as prevention, treatment, and rehabilitation procedures. Three units. Mr. Muller.

250. Introduction to Social Work
An introductory course dealing with the dynamics of social work, focusing on basic concepts, considerations, treatment, and the problem-solving process. Careful consideration will be given to the process of social work, diagnosis and treatment, the social history, evaluation of some of the literature, and the exploration of resources. In addition, a discussion of the interview procedure, counseling techniques, and a visit to a local social work agency will be included. Three units.

251. Elementary Statistical Methods
See Psychology 251.

261. Methods of Social Research
Valid data, evaluation, techniques in practical research situations. Open to Sociology majors and others by permission of the instructor. Four units. Mr. Heddendorf.

301. Sociology of Community
Development from traditional to urban forms with an emphasis upon the classical approach, stressing the contemporary American scene in its impact upon the individual and urban problems. Three units. Mr. Heddendorf.

341. The Family
An analysis of current theory and research in respect to the three major areas of the course: dating, marriage, and the family. Topics to be covered include predictive factors of marital success, current alternatives to marriage, the two career family, and recent Christian approaches to the family. Three units. Mr. Muller.

342. Sociology of Religion
A study of religion from the perspective of sociology rather than theology. Attention will be given to such topics as the dimensions of religiosity, religious socialization, civil religion in America, the secularization controversy, and the future of religion. Prerequisite: Soc 141. Three units. Mr. Heddendorf.

343. Sociology of Health
A study of social factors as they relate to illness. Attention will be given to the way in which social factors are etiologically related to illness as well as the way sociology can help understand the health institution such as the doctor-patient relationship and the delivery of health care services. Prerequisite: Soc 244. Three units. Mr. Muller.

344. Social Psychology of Groups
A study of the principles and dynamics of group relations with emphasis being given to such processes as decision making and problem solving. Time will also be devoted to in-class workshops to acquaint the student first hand with group interaction. The study of collective behavior will also be included. Prerequisite: Soc 244. Three units. Mr. Muller.

345. Dynamics of Social Change
An analysis of the major trends and theories in social change. Topics such as innovation, diffusion, and resistance to change will be discussed. Students will be required to research and write a paper to be shared with the class in seminar format. Prerequisites: Soc 141 and 261. Three units. Mr. Muller.

348. Marriage and Family Counseling
A course requiring the successful completion of Soc 341. The Family. Readings will be both assigned as well as selected by the student in order to enhance his knowledge of the principles, theories, and techniques of current marriage and family counseling. Three units. Mr. Muller.

399. Independent Study
Special topics in sociology or anthropology.

402. History of Social Theory
A study of the development of social theory in recent Western history. Theorists in the 19th century who will receive special emphasis will include Durkheim, Marx, and Weber; in the 20th century attention will be given to Sumner, Parks, Cooley, Mead, Parsons, and Merton. Prerequisite: Soc 141. Three units. Mr. Heddendorf.

444. Practicum in Sociology
An opportunity for the student to work in a community agency bridging the gap between classroom learning and the needs and opportunities that exist within society. Prerequisites: Soc 141 and permission of the instructor. Four units.

490. Senior Integration Seminar in Sociology
This course will consider how the student of sociology can apply his past learning in the discipline to his own life work. Special attention will be given to the relationship between the student's Christian commitment and his interest in the area(s) of social interaction, social concerns, and social institutions. A senior thesis paper will be written and presented. Prerequisites: Soc 141, 251, 261, and 402. Three units. Mr. Muller.
Spanish

For departmental goals, see Foreign Language.

Core Requirements in Language

The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 13. The language requirements for specific major programs should be checked with the department involved.

All students who have already begun Spanish in high school and who wish to fulfill the foreign language requirement in Spanish will be placed by an examination given at the beginning of the semester.

Requirements for Minor in Spanish

Courses in Spanish

Requirements for Minor in Spanish

Core Requirements in Language

The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 13. The language requirements for specific major programs should be checked with the department involved.

All students who have already begun Spanish in high school and who wish to fulfill the foreign language requirement in Spanish will be placed by an examination given at the beginning of the semester.

Requirements for Minor in Spanish

Courses in Spanish

79-80. Elementary Spanish

An introduction to the Spanish language, with extensive practice in pronunciation, simple conversation, aural comprehension, fundamentals of grammar, and reading short passages. Basic sentence patterns and grammatical principles will be reinforced through a great many oral drills and written workbook exercises. Eight units. Mr. Shaw.

81-82. Intermediate Spanish

Continued development of skills in speaking, understanding, reading, and writing Spanish, through an extensive review of grammar, selected reading in Spanish literature and culture, conversational practice, vocabulary development, and guided writing of compositions. Eight units. Mr. Shaw. (Not offered 1982-83)

351. Advanced Spanish Grammar and Composition

A study of fine points of grammar, with extensive writing practice on informal and formal topics, to develop facility in expressing oneself correctly in written form. Prerequisite: Spanish 81-82 or equivalent. Three units. Mr. Shaw.

352. Spanish Phonetics and Diction

A detailed study of fine points of pronunciation, with extensive oral practice, to develop a more correct pronunciation and accent. Prerequisite or to be taken concurrently: Spanish 81-82 or equivalent. Three units. Mr. Shaw. (Not offered 1982-83)

353. Advanced Spanish Conversation and Reading Practice

Extensive conversational and vocabulary practice on a wide variety of topics, correlated with readings in current magazines and newspapers, to develop greater fluency and correctness in reading and in expressing oneself orally. Prerequisite or to be taken concurrently: Spanish 81-82 or equivalent. Three units. Mr. Shaw. (Not offered 1982-83)

354. Introduction to Spanish Literature

Reading of a selected series of literary works from a wide range of periods and authors, to begin to develop enjoyment in reading literature in the original language and appreciation for the richness and variety of the literature. Prerequisite: Spanish 81-82 or equivalent. Three units. Mr. Shaw.

Teacher Education Program

Teacher Education Program Goals

In purposing to prepare and train Christian teachers, we are concerned that the following characteristics be exhibited by each of our students. Each student should be able to demonstrate cognitively and experientially:

A. That the Word of God affects his or her understanding of:
   1. the nature of the child
   2. the nature of the learning process
   3. the nature of the school curriculum (subject matter)
   4. the nature of various teaching methodologies

B. The ability to examine carefully various secular and Christian insights, principles, and practices of education, and utilize those which fit within the perspective developed in letter "A" above. The ability to apply those insights, principles, and practices should be demonstrated in a particular educational setting.

C. An awareness of the function and role of the Christian teacher both in the Christian and in the public school.

D. The ability to adapt to various educational settings by:
   1. identifying pupil and community characteristics influencing the educational process
   2. planning curriculum and selecting materials appropriate to the nature and abilities of the students involved
   3. planning for, using, and evaluating various teaching methodologies appropriate for the subject matter and students

We further purpose to prepare our students for teacher certification in the State of Georgia. Currently this means they must demonstrate sufficient content knowledge in the area of certification by obtaining an acceptable score on the appropriate Criterion Referenced Test. Also, the student teacher must successfully demonstrate ability in the teaching competencies assessed by the Student/Beginning Teacher Assessment Instrument.

It is expected that these goals will be achieved through the general and professional education curriculum—a combination of classroom, course work and field experiences. Since teacher education should be thought of as an apprenticeship program, and our teachers will increasingly need to demonstrate their competence in certain teaching tasks, an early and fairly continual exposure to children and the actual teaching process will be a necessity. This would mean increased and more concentrated field work in different types of educational settings.

Requirements for Georgia Teacher Certification

A Georgia T-4 Associate Professional certificate will be granted to persons who complete one of the programs outlined below, who successfully perform on the Georgia Student Teacher Assessment Instrument, and who pass the Georgia Criterion Referenced Test in the subject area and certification level desired.

All courses in the professional education sequence must be taken as classroom courses unless special arrangements are made with the Education Department. No more than six hours of the professional
education courses may be transferred from another institution.

Planning a program leading to certification should begin in the freshman year since required courses must be taken in sequence and core requirements must be taken early in the college program in order to avoid scheduling conflicts later on. Persons desiring certification in a state other than Georgia should also begin planning early in the program in order to meet requirements of the state in concern. Information on the certification requirements in all states is available in the office of the Teacher Education Department.

Students wishing to be certified at the elementary level must select either the Early Grades or Middle Grades certification program early in their college program. Early Grades certification is available for grades K-4, and Middle Grades certification applies to grades 4-8. Preparation programs differ for the two levels, so students must pay careful attention to the requirements of the program in which they are interested.

Students wishing certification at the secondary level (grades 7-12) must meet the requirements of a major in an academic discipline and also the requirements of the teaching minor in education. Secondary certification is available in English, history, mathematics, and science.

Students wishing certification in music or physical education (grades K-12) may be granted such upon completion of the requirements listed under the separate departments.

Admission to the Teacher Education Program

All prospective teachers must take Education 221, Introduction to Education before they will be allowed to enter the teacher education program. Application may be made through completing forms available in the education office. When approval to enter the program has been granted by the Teacher Education Program Committee, the prospective teacher may continue with other education courses. No professional education coursework is to be applied toward certification requirements until Education 221 has been successfully completed and approval to enter the program has been granted. Specific requirements for admission are:

1. Completion of Education 221, Introduction to Education with a grade of C- or better.
2. Acceptance into the teacher education program at least one semester prior to application for student teaching.
3. A cumulative grade-point average of 2.0 or better by the semester in which application for student teaching is made.
4. Completion of at least 58 semester units of credit.
5. A recommendation by a professor under whom two or more education courses were taken.
6. A recommendation by a professor in the major discipline.

The professional semester is divided into two parts for elementary education majors. The purpose is to allow for a more varied and total practicum experience, and to achieve this, elementary education majors are placed into two different student teaching situations during the professional semester. One of the practicum experiences must be done locally under college supervision, but the other practicum may be arranged to be done in a school at some distance from the college. Such arrangements must be worked out with the prior approval of the Education Department, but we encourage students to look into possibilities which might enrich their professional semester experience.

The professional semester for secondary education, music education, and physical education teachers consists of a ten-week practicum at the beginning of the semester. The practicum is followed by the course entitled Curriculum Integration Workshop, and this course is to be taken and completed during the remaining weeks of the professional semester. All secondary, music, and physical education student teachers will take this course at the prescribed time. During the practicum weeks of the professional semester, no student will be allowed to engage in any other course work, be it classroom, correspondence or independent study. Students are encouraged to avoid any time-consuming jobs during the practicum experience, because full-time effort is needed for an adequate performance.

Student Teaching and the Professional Semester

Persons desiring to student teach must formally apply and be approved by the Teacher Education Program Committee prior to the professional semester. Forms for this application are available in the teacher education office and must be completed before the student can be considered for student teaching. The requirements for eligibility are:

1. Acceptance into the teacher education program at least one semester prior to application for student teaching.
2. Completion of Education 221, 222, and the necessary and appropriate teaching methods courses with the grade of C- or better in each.
3. A cumulative grade-point average of 2.0 or better by the semester in which application for student teaching is made.
4. Completion of at least 58 semester units of credit.
5. A recommendation by a professor in the major discipline.
6. A recommendation by a professor under whom two or more education courses were taken.

Persons desiring to student teach must formally apply and be approved by the Teacher Education Program Committee prior to the professional semester. Forms for this application are available in the teacher education office and must be completed before the student can be considered for student teaching. The requirements for eligibility are:

1. Acceptance into the teacher education program at least one semester prior to application for student teaching.
2. Completion of Education 221, 222, and the necessary and appropriate teaching methods courses with the grade of C- or better in each.
3. A cumulative grade-point average of 2.0 or better by the semester in which application for student teaching is made.
4. Completion of at least 58 semester units of credit.
5. A recommendation by a professor in the major discipline.
6. A recommendation by a professor under whom two or more education courses were taken.

The professional semester is divided into two parts for elementary education majors. The purpose is to allow for a more varied and total practicum experience, and to achieve this, elementary education majors are placed into two different student teaching situations during the professional semester. One of the practicum experiences must be done locally under college supervision, but the other practicum may be arranged to be done in a school at some distance from the college. Such arrangements must be worked out with the prior approval of the Education Department, but we encourage students to look into possibilities which might enrich their professional semester experience.

The professional semester for secondary education, music education, and physical education teachers consists of a ten-week practicum at the beginning of the semester. The practicum is followed by the course entitled Curriculum Integration Workshop, and this course is to be taken and completed during the remaining weeks of the professional semester. All secondary, music, and physical education student teachers will take this course at the prescribed time. During the practicum weeks of the professional semester, no student will be allowed to engage in any other course work, be it classroom, correspondence or independent study. Students are encouraged to avoid any time-consuming jobs during the practicum experience, because full-time effort is needed for an adequate performance.
### Teacher Education Programs

#### Elementary Education Major—Early Grades (K-4) Certification

**General Education Core**

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<td>Bib 111 or 129. Old Testament</td>
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<td>Bib 142 or 148. New Testament</td>
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<td>Bib 277-278. Christian Doctrine</td>
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| Total                               | 57 |

#### Teaching Field

**Curriculum and Methods I**

| Edu 335. Physical Education in the Elem. Sch. | 2 |
| Edu 352. Music in the Elementary School      | 2 |
| Edu 394. Art for Children                    | 2 |
|                                      | 6 |

**Curriculum and Methods II**

| Edu 323. Teaching of Language Arts in the Elementary School | 3 |
| Edu 366. Literature for Children                   | 3 |
|                                      | 6 |

**Curriculum and Methods III**

| Edu 322. Teaching of Social Studies in the Elementary School | 3 |
| Edu 324. Teaching of Science in the Elementary School     | 3 |
| Edu 325. Teaching of Mathematics in the Elementary School | 3 |
|                                      | 9 |

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<td>Edu 416. Advanced Reading</td>
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| Total                               | 29 |

#### Professional Education

| Edu 211. Curriculum Materials         | 3 |
| Edu 221. Introduction to Education    | 4 |
| Edu 222. Educational Psychology       | 3 |
| Psy 303. Dev. Psychology              | 4 |
| Edu 361. Education of Exceptional Children | 3 |
| Edu 410. Senior Seminar for Elementary Student Teachers | 1 |
| Edu 422. Practicum I                  | 7 1/2 |
| Edu 423. Practicum II                 | 7 1/2 |
|                                      | 33 |

| Electives                            | 7 9 |

| Total                               | 124-128 |

#### Elementary Education Major—Middle Grades (4-8) Certification

**General Education Core**

Same as for Early Grades certification | 57

**Teaching Field (General)**

**Curriculum and Methods II**

| Edu 323. Teaching of Language Arts in the Elementary School | 3 |
| Edu 366. Literature for Children                   | 3 |
|                                      | 6 |

**Curriculum and Methods III**

| Edu 322. Teaching of Social Studies in the Elementary School | 3 |
| Edu 324. Teaching of Science in the Elementary School     | 3 |
| Edu 325. Teaching of Mathematics in the Elementary School | 3 |
|                                      | 9 |

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<th>Other</th>
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| Total                               | 23 |

**Teaching Field (Concentrations)**

### Concentration I: Select one of the following subject areas.

#### Language Arts

| Edu 323. Teaching of Language Arts in the Elementary School | 3 |
| Edu 366. Literature for Children                   | 3 |
| Edu 416. Advanced Reading                           | 3 |
| 3 additional units in language arts                   | 3 |
|                                      | 12 |

#### Math

| Edu 325. Teaching of Mathematics in the Elementary School | 3 |
| Mat 141-142. Pre-Calculus Mathematics                   | 8 |
| 1 additional unit—special project                      | 1 |
|                                      | 12 |

#### Science

| Edu 324. Teaching of Science in the Elementary School | 3 |
| 9 additional units in Science above core requirement— 4 of which must be 200 level or above, 1 of which may be a special project | 9 |
|                                      | 12 |
### Social Studies
Edu 322, Teaching of Social Studies in the Elementary School ........................................... 3
9 additional units in Social Studies—3 of which must be above 200 level

### Concentration II: Select one of the following subject areas or another from the subject areas listed above.

#### Art
Edu 394, Art for Children ........................................... 2
10 additional units in art—4 of which must be above 200 level ........................................... 10

#### Music
Edu 352, Music in the Elementary School ........................................... 2
10 additional units in music—4 of which must be above 200 level ........................................... 10

#### Physical Education
Edu 335, Physical Education in the Elementary School ........................................... 2
10 additional units in physical education—4 of which must be activity courses ........................................... 10

### Professional Education
Edu 211, Curriculum Materials ........................................... 3
Edu 221, Introduction to Education ........................................... 4
Edu 222, Educational Psychology ........................................... 3
Psy 303, Dev. Psychology ........................................... 4
Edu 361, Education of Exceptional Children ........................................... 3
Edu 410, Senior Seminar for Elementary Student Teachers ........................................... 1
Edu 422, Practicum I ........................................... 7½
Edu 423, Practicum II ........................................... 7½

### Electives
Varies with the concentration chosen. Total number of hours must be at least 126.

### Music Education Certification (K-12)

#### General Education Core
See certification requirements under Music Education major ........................................... 55-57

#### Teaching Field
See certification requirements under Music Education major ........................................... 50

#### Professional Education
Edu 211, Curriculum Materials ........................................... 3
Edu 221, Introduction to Education ........................................... 4
Edu 222, Educational Psychology ........................................... 4
Psy 303, Dev. Psychology ........................................... 4
Edu 361, Education of Exceptional Children ........................................... 3
Instrumental and Vocal Methods ........................................... 6
Edu 424, Practicum ........................................... 10
Edu 430, Curriculum Integration Workshop ........................................... 3

### Physical Education Certification (K-12)

#### General Education Core
See certification requirements under Physical Education major ........................................... 55-57

#### Teaching Field
See certification requirements under Physical Education major ........................................... 30

#### Professional Education
Edu 211, Curriculum Materials ........................................... 3
Edu 221, Introduction to Education ........................................... 4
Edu 222, Educational Psychology ........................................... 3
Psy 303, Dev. Psychology ........................................... 4
Edu 361, Education of Exceptional Children ........................................... 3
Edu 424, Practicum ........................................... 10
Edu 430, Curriculum Integration Workshop ........................................... 3

### Electives
Varies with the major chosen. A minor in an academic discipline is recommended (but not required) for secondary certification students.

Total number of hours must be at least 126.

### Teacher Education Program in Bible (Interdisciplinary Major)

The teacher education program in Bible prepares a student to teach Bible and at least one other subject area at the junior or senior high school level (most teachers in this program would anticipate teaching in a Christian school). This is not a certification program, but the essential professional education courses are taken, including a student teaching practicum. Students wishing to pursue this program should consult with a professor in the education department before beginning the sequence of courses.

#### General Education
Bib 111 or 129, Old Testament ........................................... 4
Bib 142 or 148, New Testament ........................................... 4
Bib 227-278, Christian Doctrine ........................................... 4
ID 31, Foundations for Learning ........................................... 4
ID 391, Philosophy of Culture ........................................... 2
Eng 11-12, English Composition I, II ........................................... 2, 4
PE 51, Concepts in Physical Education ........................................... 1
PE 52, Aerobics ........................................... 1
PE 30-44, Individual or Team Sport ........................................... 1
Laboratory Science ........................................... 8
Mathematics ........................................... 4
History ........................................... 4
Social Science (chosen from economics, history, political science, psychology, sociology) ........................................... 8

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This document contains the curriculum details for various education programs, including General Education Core, Professional Education, Electives, and Concentration II, along with specific courses and requirements for different certification paths such as Music Education Certification (K-12) and Physical Education Certification (K-12). The text also outlines the general education, professional education, and electives courses needed for these certifications, along with a summary of the teacher education program in Bible, which is an interdisciplinary major preparing students for teaching in Christian schools.
201. Introduction to Education
A course designed to provide an introduction to and exploration of the field of education. A Christian philosophical framework for education is developed, and then the many facets of teaching are examined along with several current issues in education. Approximately 50 hours of field experience is included in this course, so that students have ample opportunity to experience the practical aspects of teaching in a classroom. A major purpose of the field work is to help the student ascertain possible gifts for teaching and to understand through firsthand experience the nature and magnitude of the task of teaching. Four units. Mr. Kaufmann.

222. Educational Psychology
The central concern of this course is the question, “How do people learn?” In answering that question, a Biblical view of man, his behavior, and his relationship to learning is the starting point. Through the Biblical framework, the major families of learning theory (behaviorism and cognitive-field psychology) are then examined to determine what things are acceptable and helpful to the Christian teacher. A prominent question is always, “How does this affect my teaching as a Christian?” The last part of the course emphasizes the measures of understanding and evaluation of learning. Prerequisites: Edu 201 and 221 and admission to the Teacher Education Program (except for the non-teaching minors). Three units. Mr. Graham.

226. Teaching the Young Child
This course involves a study of children ages three, four, and five. It is intended to acquaint future pre-school nursery teachers with the extent to which early learning and the family affect the child’s development, along with the purposes, programs, and possibilities of a nursery school. Special emphasis is placed upon developing Christian understandings and application to current issues in early childhood. Prerequisites: Edu 211, 222. Three units. Mr. Everritt. (Not offered 1982-83)

227. Early Childhood Practicum
This five-week practicum is the final component of the Associate of Arts program in Early Childhood (ages 3-5). This is a full-time participation experience in a pre-kindergarten school in which the student acts as the educational leader under qualified supervision. Five units.

321. Teaching of Bible
A course designed for students who expect to teach in Christian schools or work in an educational capacity within the structure of a church. The place of the Bible in the school curriculum, the content to be taught, and methods of teaching Bible are all portions of this course. Students are able to emphasize methods and content appropriate to the desired grade level or educational setting. This course is an elective for education majors and any others who anticipate working in Christian institutions. Three units. (Not offered 1982-83)

322. Teaching of Social Studies in the Elementary School
Social studies is distinguished from other areas in an elementary school curriculum by its focus on people interacting with one another. A course in social studies from a Christian perspective deals with man’s relationship to God, others, himself and the world in which he finds himself. This course deals with the goals, teaching methods, materials, and assessment of social studies instruction. Prerequisites: Edu 211, 222. Three units. Mr. Everritt.

323. Teaching of Language Arts in the Elementary School
An overview of the purpose and use of language from a Christian perspective forms the framework for this course. The student examines the goals, methods, materials, and evaluation in teaching listening, speaking, handwriting, spelling, and writing. It should be taken concurrently with Edu 366. Prerequisites: Edu 211, 222. Course fee: $8.50. Three units. Mr. Everritt.
324. Teaching of Science in the Elementary School
The learner studies instructional procedures, materials, and evaluation in teaching biological and physical sciences in the elementary school. Prerequisites: Edu 211, 222. Three units.

325. Teaching of Mathematics in the Elementary School
This course involves a study of goals, methods, materials, and evaluation of mathematics instruction in the elementary school. Prerequisites: Edu 211, 222. Three units.

326. Fundamentals of Reading
This course includes a general survey of approaches to reading and a study of some critical analyses of these approaches. Special attention is devoted to the development of competence in teaching word attack skills. Direct application of the knowledge, skills, and attitudes will focus upon the problems confronting the reading teacher. Prerequisites: Edu 211, 222. Three units. Mr. Everitt.

335. Physical Education in the Elementary School
See Physical Education 335. Required for elementary certification.

340. Curriculum and Methods in the Secondary School
A course designed to develop an understanding of curricular content and teaching methodology in the various subject areas at the secondary school level. Students will be exposed to different modes of structuring the school curriculum, and will be expected to devise teaching methodology that would be appropriate to such varying structures. In particular, the student is expected to understand how a Christian philosophy regarding knowledge and the child should be taken into account in structuring curriculum and teaching methods. The teaching methods of Jesus are considered in their application for teaching in any subject area. Students will be able to emphasize study in the area of the curriculum which is their particular concern. Prerequisites: Edu 221, 222. Three units. Mr. Graham.

352. Music in the Elementary School
See Music 352. Required for elementary certification.

353. Music in the Secondary School
See Music 353.

361. Education of Exceptional Children
A study of the definitions, characteristics, and etiological factors of the following classifications of exceptional children is presented: Mentally Retarded, Behaviorally Disordered, Physically Handicapped, Learning Disabled, and Intellectually Gifted. To aid classroom teachers in meeting the needs of these students, training is given in assessment techniques, observation procedures, and diagnostic-prescriptive teaching. Individual programs with corresponding materials and methods are developed. Prerequisite: Edu 221. Three units.

366. Literature for Children
See English 366. Required for elementary certification.

394. Art for Children
See Art 394. Required for elementary certification.

395. Junior Practicum
A concentrated full-time practicum in a school of the student's choice. Students are given the opportunity to participate in a variety of activities in a school for a period of three weeks. Activities will include a daily log, working with groups of children and individuals, teaching, interviewing various school personnel, working with the school administration, etc. This course is to be taken in the May term. The student may select a school for this course, but arrangements are to be made in conjunction with the education department. Prerequisites: Edu 221, 222, and several curriculum and methods courses. Two or three units.

400. Independent Study
Independent study in education may be pursued by qualified students in accordance with established guidelines. See this catalog, page 15. Credit to be determined.

401. Special Topics
This course offers opportunities for study in various topics of interest within the field of education. These may be short-term courses offered during the semester or during the summer term. Topics will be decided upon by the education department faculty as need and interest arise, and some topics may be appropriate for the continuing education of teachers in the field. Credit to be determined.

410. Senior Seminar for Elementary Student Teachers
This course is required of elementary education majors who have been approved for student teaching. Special attention will be given to the development of Christian professional standards, teaching plans and materials, classroom procedures, and interpersonal skills. The teaching methods of Jesus are examined and considered for their application to the broad concerns of teaching. One unit.

416. Advanced Reading
This course builds upon and extends the concepts and skills developed in Edu 326. Study includes an examination of intervention strategies for the remediation of reading deficiencies, diagnostic testing, and an expansion of the approaches to teaching reading. An effort will be made to relate theoretical and practical knowledge as applied to actual classroom situations. Emphasis will be placed upon the numerous possibilities existing throughout the day to reinforce and extend reading skills, regardless of the subject area. Required for English majors pursuing certification on the secondary level. Prerequisites: Edu 211, 221, 222, 326. Three units. Mr. Everitt.

422/423. Teaching Practicum I and II—Elementary Education
For elementary education majors the professional semester is divided into two teaching practicums. Actual teaching experience is gained on a full-day basis during these practicums. No other college course work is allowed during this period. A weekly seminar is conducted with the college supervisor. Fee: $5.00. Total 15 units. Staff.

424. Teaching Practicum—Music Education, Physical Education, Secondary Education
During the professional semester the first ten weeks are spent in an actual teaching experience on a full-day basis. No other college course work is allowed during this period. A weekly seminar is conducted with the college supervisor, and the remaining weeks of the semester are spent in other course work in the department. Fee: $5.00. Ten units. Mr. Kaufmann.

430. Curriculum Integration Workshop
This course is a special time of concentrated study relating to an understanding of how various academic disciplines can and should be integrated in the school curriculum. Attention is given to the central focus of Biblical knowledge and how all knowledge relates to such, and curriculum structure is examined and developed through this special emphasis on integration. Materials will be designed by students for use in future teaching experience, and the writing of integrated teaching units will be part of the assigned work. Prerequisite: Edu 424. Three units. Mr. Kaufmann.

492. Senior Integration Project in Education
See page 13.
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