<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose .................................................................................. 1</td>
</tr>
<tr>
<td>General Information .................................................................. 4</td>
</tr>
<tr>
<td>Admissions ................................................................................ 5</td>
</tr>
<tr>
<td>Academic Information .................................................................. 10</td>
</tr>
<tr>
<td>Accounting, Business Administration, and Economics/Finance .............. 15</td>
</tr>
<tr>
<td>Art ................................................................................................ 18</td>
</tr>
<tr>
<td>Biblical Studies ......................................................................... 19</td>
</tr>
<tr>
<td>Biology ...................................................................................... 22</td>
</tr>
<tr>
<td>Chemistry ................................................................................... 24</td>
</tr>
<tr>
<td>Education ................................................................................... 26</td>
</tr>
<tr>
<td>Engineering ................................................................................ 32</td>
</tr>
<tr>
<td>English ....................................................................................... 33</td>
</tr>
<tr>
<td>Foreign Language ........................................................................ 36</td>
</tr>
<tr>
<td>Historical Studies ...................................................................... 37</td>
</tr>
<tr>
<td>Information and Computer Science ............................................. 40</td>
</tr>
<tr>
<td>Interdisciplinary Studies ................................................................ 42</td>
</tr>
<tr>
<td>Mathematics ............................................................................... 43</td>
</tr>
<tr>
<td>Missions ...................................................................................... 45</td>
</tr>
<tr>
<td>Music ........................................................................................... 46</td>
</tr>
<tr>
<td>Natural Science .......................................................................... 49</td>
</tr>
<tr>
<td>Organizational Behavior ................................................................ 50</td>
</tr>
<tr>
<td>Philosophy .................................................................................. 52</td>
</tr>
<tr>
<td>Physical Education and Recreation Education .................................. 53</td>
</tr>
<tr>
<td>Physics ........................................................................................ 55</td>
</tr>
<tr>
<td>Pre-medical Studies ..................................................................... 56</td>
</tr>
<tr>
<td>Psychology .................................................................................. 57</td>
</tr>
<tr>
<td>Sociology ...................................................................................... 61</td>
</tr>
<tr>
<td>Faculty ......................................................................................... 63</td>
</tr>
</tbody>
</table>

Covenant College does not discriminate on the basis of race, color, sex, national and ethnic origin, age, or handicap in administration of its policies and programs.
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, and exists to provide educational services to that denomination and the wider public. The College offers Bachelor of Arts, Bachelor of Music, and Associate of Arts degrees and a number of pre-professional programs.

The College is committed to the Bible as the Word of God written, and accepts as its most adequate and comprehensive interpretation the summary contained in the Westminster Confession of Faith and Catechisms.

The focus of Covenant College is found in its motto, based on Colossians 1:18: “In All Things . . . Christ Pre-eminent.” Acknowledging Christ pre-eminent as the creator of all things, as the redeemer of people fallen into sin, as the touchstone of all truth, and as the sovereign ruler over all areas of life, the College strives to discern and to unfold the implications of His pre-eminence in all things. To serve this end we seek to appropriately the mind of Christ as the Biblical perspective from which we characterize and respond to reality. In attempting to make such a Biblically grounded frame of reference explicit and operative, we are committed to excellence in academic inquiry, and we seek to define all areas of the college’s structure and program according to this understanding of our purpose.

We seek to implement our purpose in view of our belief that all human beings are created in the image of God and are, therefore, spiritual, moral, social beings who think, act, value, and exercise dominion. Because we are called to reflect in finite ways what God is infinitely, we attempt to institute programs designed to offer all students the opportunity to discover and give expression to their potential in each facet of their redeemed humanness.

With these commitments in mind we seek to work together as a college community, responsibly striving, corporately and personally, to accomplish the following general aims in every area of life:

(1) to see creation as the handiwork of God and to study it with wonder and respect;

(2) to acknowledge the fallen nature of ourselves and of the rest of creation and to respond, in view of the renewal that beings with Christ’s redemption, by seeking to bring every thought and act into obedience to Him;

(3) to reclaim the creation for God and to redirect it to the service of God and humankind receiving the many valuable insights into the structure of reality provided by the good hand of God through thinkers in every age, and seeking to interpret and re-form such insights according to the Scriptures;

(4) to see learning as a continuous process and vocation;

(5) to think as Christians about culture and to endeavor to make it reflect our commitment to Christ in order to glorify God and promote true human advancement.

As an educational institution, Covenant College specifically seeks to provide educational services from a Christian perspective to the
students who enroll. While the traditional undergraduate, on-campus programs remain the primary focus of the College, we recognize that the College also has a significant role to fulfill in the education of students in non-traditional categories.

A. Students in traditional on-campus programs are expected to become active participants in fulfilling the general aims 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. This awareness of purpose should facilitate the development of goals, priorities, and practices that foster spiritual effectiveness and well-being, including the emotional, social, physical, and intellectual aspects of the individual student.

2) Christian frame of reference. Christian students should be acquiring the ability to orient their whole lives by a perspective based on Biblical revelation. For realization of this goal the following are important:

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

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

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

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

3) Service which is Christian.

   (a) Christian students should be assuming responsibilities within a local congregation as well as in the community of all believers. This implies demonstrating a positive influence on others while at the same time accepting their loving concern.

   (b) Christian students should be assuming responsibilities in society as servants of God. This involves a total life-calling to fulfill one's covenantal responsibilities as succinctly summarized in Genesis 1:28 and Matthew 28:18-20, including not only the student's specific vocation, but all other activities as well.
B. Students participating in external or other non-traditional programs display a wide variety of backgrounds, purposes, and needs. Non-traditional programs are designed to meet the many diverse situations encountered; but because God calls us to proclaim a Christian perspective on reality in the marketplace of society, such programs are seen as a significant part of our educational mission.

Although students in non-traditional programs may not be able to participate fully in accomplishing the general aims outlined in an earlier part of this statement, faculty members in such programs will teach from the Christian educational perspective of the College.
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 Commission of Colleges of the Southern Association of Colleges and Schools as a Level II, general post-secondary institution.

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 19 liberal arts majors and several pre-professional programs. (See page 10.)

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 American Studies Program, the Au-Sable Trails Institute, the Study Abroad Program of Christian Colleges, the American Institute of Holy Land Studies or for summer overseas mission work with Mission to the World. (See page 12.)

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. (See page 4 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 may obtain the funds from their own sources, contract with Academic Management Services, or participate in the student billing program administered by the Bank Card Center of the American National Bank and Trust Company of Chattanooga, TN. This is not a regular credit card account, but rather allows 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 13/4% per month. The repayment schedule is based on three equal payments.

Students who have contracted with Academic Management services will continue to follow their payment schedule as contracted. (Academic Management Services is a company which offers a plan for monthly college payments over a period of time. Any accepted student not receiving information directly from Academic Management Services regarding this program should contact the college.)

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.

A specific listing of fees and expenses, including general, residence, special and music, is provided in the special insert at the front of this catalog.

Board and Room

All single 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 available 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.
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 for on-campus programs 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.

Requirements for admission to external degree programs for working adults are listed under the Organizational Behavior major in this academic bulletin.

Covenant College is accredited by the Southern Association of Colleges and Schools. The college is authorized under Federal law to enroll nonimmigrant alien students. 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 form with a $20 nonrefundable application fee. An official transcript from the student’s high school and any post-secondary school and Scholastic Aptitude Test (SAT) or American College Test (ACT) scores should be sent to the Admissions Counseling department. Covenant’s code number is 6124 for the SAT and 3951 for the ACT. Application deadlines are June 1 for the fall semester and November 1 for the spring semester. Applications may be submitted after the deadline dates. We cannot, however, ensure equal consideration of housing preference and financial aid for those applications received after the deadline dates. Any inquiries, application requests, transcripts, or test scores should be sent to: Admissions Counseling, Covenant College, Lookout Mountain, GA 37350.

Once all necessary information has been received, the application will be acted upon. To confirm acceptance to the college and ensure full financial aid consideration, the student should send a $100 ($65 nonrefundable) deposit to be applied toward tuition and room for the first semester. Deposits for the fall semester are due by March 31 or within thirty (30) days of acceptance.

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

International students whose native language is not English should present a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). Information about the TOEFL examination may be obtained from the Admissions Counseling Office at Covenant College or from the Educational Testing Service, Box 899, Princeton, NJ 08540.

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 Tests may also be admitted.

Advanced Placement Testing Program

During the orientation period in the fall and during the fall semester, 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. 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.
Admissions (Continued)

6  Admission of Transfer Students

Students from other colleges or education 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. No more than 70 units may be transferred from a junior college. Students accepted from nonaccredited schools will receive credit for a limited number of units. The credits will initially be recorded as conditional, with full credit 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 be excused from certain required courses for which they have had equivalent general subject matter. This may require the consent of the department chairman or the professor in the parallel academic area. 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 auditing 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.

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 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.

The Music Department gives three special Case Music Scholarships annually in the amount of $500 each to outstanding students in the area of piano, string, and woodwind specialization.

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 instrument and who demonstrate a strong desire for quality performance. The grants are given equal consideration throughout the woodwind, brass, string, and percussion sections.

4. Grants to Students Who are Members of Supporting Churches (Church Grants). Partial grants are awarded to students who are members of churches which support the college financially. The amount of the grant depends on the level of giving from the church to Covenant College.
Admissions (Continued)

5. Ralph A. Price Scholarship. 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 scientific or technological research. 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 Barrow 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 Andrew Mouritzen, a Covenant student in 1964-65 who entered the armed services of the United States and was killed in action in Viet Nam in 1967. The annual $25.00 prize is awarded to an upper classman 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 Grandish 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 Galley (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. Partial Tuition Grants are awarded to the student senate president, vice president, secretary and treasurer.

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, designated 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 $825.00 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 of 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 Education 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 Fundation
   P.O. Box 725
   Forest Park, Georgia 30051

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 therefor 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.

Registration
All students desiring to participate in the college’s inter-collegiate athletic program should participate in the student medical insurance program.

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 $30.00.

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.

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
For information regarding residence hall life, counseling and placement, chapel, outreach ministries, practical work program, health services, various student activities, and standards of conduct, see the Student Handbook.
10 Academic Program

Graduation Requirements For
Baccalaureate Degrees (On-Campus Programs)

Students are personally responsible to plan their programs to meet graduation requirements.

The Bachelor of Arts Degree. Upon recommendation of the faculty and approval by the Board of Trustees, the degree of Bachelor of Arts is conferred upon students who have met the following requirements for graduation:
1. A minimum of 126 credit units.
2. A grade point average of 2.0.
3. The fulfillment of all basic requirements.
4. At least 35 units in upper-division courses.
5. Compliance with all requirements in the major field, or major and minor fields.
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. 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. 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 (On-Campus Programs)

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 are required to take courses, or demonstrate competency, in each of the following areas. Any exceptions to these requirements are listed in the sections of the catalog describing particular majors.

The Biblical Basis
Old Testament ........................................... 3
New Testament ........................................... 3
(Normally taken fall and spring of freshman year.)

Christian Doctrine ....................................... 6
(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 .................................... 4
(Normally taken freshman year. Students who demonstrate superior writing skills may be allowed to take The Research Paper instead of English Composition.)
Logic ....................................................... 2
Speech Communication .................................. 2
Language .................................................... 8
(For this requirement, students may take the following 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 Eng 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 may be allowed to bypass two years of college language study.)

Physical Education 51 and 52 ......................... 2
(51-52 normally taken sophomore year. 51 not required for P.E. majors or those excused for medical reasons.)

Computer Science ....................................... 4

The Natural Creation
Laboratory Science ..................................... 4

Human Culture
Social and Behavioral Science ....................... 3, 4
(A course in economics, political science, psychology, or sociology.)

The Arts ..................................................... 3, 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 requirement 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. Every student pursuing a baccalaureate degree must meet
the requirements of a major-minor program or of a single major.

**Major-Minor Program.** 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 294.** 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 science 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. Students planning to have a double major must begin careful planning of their courses in the freshman year in order to avoid later schedule conflicts.

**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
- Organizational Behavior*
- Physical Education
- Psychology
- Sociology

* a field experience program only

**Minor Programs**
- Accounting
- Art
- Biblical Studies
- Biology
- Business Administration
- Chemistry
- Computer Science
- Economics
- Education

**Field Experience Program**

Covenant College offers a unique program for working adults utilizing a field-experience model. The program leads to a Bachelor of Arts Degree in Organizational Behavior.

The field-experience model utilizes seminar and workshop style courses taught in locations convenient for the students. Classes meet one night per week for four hours each night. The entire course sequence extends over a 46 week period with the typical course module lasting for five weeks. Students register for 16 hours each semester under full-time status.

Emphasis is placed upon application of the concepts learned to the work or community situation. An applied research project is designed by each student to impact an issue or problem at the work place. The student’s employer, as well as the college instructor, must approve this project.

Credit may also be earned through job-related seminars and training programs, as well as life experience. A portfolio of such learning experiences is prepared by each student and assessed by faculty and trained evaluators to determine the amount of credit to be earned by this means.

Students are expected to present at least 60 semester hours of credit to enter the program. Up to 32 credits may be earned through the portfolio process, and the course work in the major constitutes another 32 hours.

Specific academic requirements for admission and graduation are listed under the Organizational Behavior major in this academic bulletin. Further information may be obtained from the Office of External Programs.

**Graduation Requirement 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 requirement 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 .................. 3
Bib 142 or 148. New Testament .................. 3

Written Communication
Eng 11. English Composition .................. 4
(Students who demonstrate superior writing skills may be allowed to take The Research Paper instead of English Composition.)

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 ......................................... 3, 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
Physical Education ............................... 2
Total core units ................................. 28-32

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.

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 under the appropriate departments. No more than 16 units in correspondence studies may be credited toward a degree from Covenant College. A student may not enroll in more than two correspondence courses at the same time.

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

Off-Campus Studies

Special arrangements have been made to enable Covenant College students to earn credit while studying off-campus in connection with 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; and the Study Abroad Program of Christian Colleges (SAPOCC) in France, Germany and Spain. 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 Mission to the World. 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.

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).

Students who enroll in one of the above-named programs through Covenant College and enroll for 12 or more units are eligible for financial aid consideration based on their actual anticipated costs for that semester: tuition costs at the cooperating agency plus $20 per credit at Covenant and any fees and living expenses as estimated or charged by the agency.

Independent Study

When possible, independent study will be arranged for students with a cumulative grade point average of 3.00
Academic Information (Continued)

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 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 3 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 2.00 in all subjects.

The Credit and Grading System
A unit is the amount of credit given for attendance in class for a period of 50 minutes once a week throughout the semester.
A grade point is a measure of quality assigned to or withheld from units of credit according to the system of grades in force in the college. Intermediate values are assigned to pluses and minuses.
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, carries no grade point, and is given at the end of the semester, or during the last half of the semester if the student withdraws with a failing mark at the time the course is dropped. Units are included in computing the grade-point average.
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, or WITHDRAWN during the last half of the semester with a passing mark at the time the course is dropped. Units are not included in computing the grade-point average. Other policies apply for withdrawals from correspondence or external degree program courses.
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, a mark of F will be recorded. Other policies apply for Incompletes in correspondence and external degree program courses.

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 courses outside the departments of the student’s major and minor. Units so earned carry credit for graduation but are not considered in computing the student’s grade-point average. The object of the pass-fail option is to encourage students to take some courses they might not otherwise take.
For Education 422-424. Teaching Practicum the following marking system is used: S—Satisfactory, U—Unsatisfactory (no credit and no repeating), I—Incomplete (to be removed upon successful completion of an additional period of student teaching).

Proficiency in English
Instructors in all departments of Covenant College expect the written work of students to be in clear and correct English and to show competence in the organization and development of ideas. Any student turning in to any faculty member, in any course, material that is unsatisfactory in its writing will be referred to the chairman of the English department for corrective work.

Probation and Suspension
Students with cumulative grade point averages below the following averages will be placed on academic probation. (A student’s grade-point average is computed by dividing the number of grade points earned by the number of units attempted.)

<table>
<thead>
<tr>
<th>Class</th>
<th>Minimum Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First semester Freshman</td>
<td>1.80</td>
</tr>
<tr>
<td>Second semester Freshman</td>
<td>1.90</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2.00</td>
</tr>
<tr>
<td>Junior</td>
<td>2.00</td>
</tr>
<tr>
<td>Senior</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The exception will be the student who earns a 2.00 current grade-point average or higher for two consecutive semesters. He will be released from his probationary status even though his cumulative grade-point average may still be below the required minimum for his class. The “two semesters” refers to the fall and spring semesters and does not include summer session. A stu-
dent with "F's" in two academic courses the same semester is placed on academic probation.

Students on academic probation may be asked to follow a program of seminars. This program is designed to assist the student to get the maximum benefit from his studies. The student must report to his faculty advisor at least once a month. He will follow a no-cut policy in all his courses, and his case will be reviewed on an individual basis by the faculty member involved in the particular course after consultation with the Student Development Office. Students on academic probation are ineligible for participation in extracurricular activities. This policy is to be enforced by the Office of Student Development. Students on academic probation for three consecutive semesters will be placed on academic suspension.

Students with cumulative grade-point averages below the following averages are not making satisfactory progress toward a degree and will be placed on academic suspension:

- First semester freshman: 1.10
- Second semester freshman: 1.50
- First semester sophomore: 1.70
- Second semester sophomore: 1.80
- First semester junior: 1.85
- Second semester junior: 1.90
- First semester senior: 2.00
- Second semester senior: 2.00

A student placed on academic suspension may appeal his suspension in writing to the Academic Standards and Admissions Committees.

Eligibility for Extracurricular Activities

Students on academic probation are ineligible for participation in extracurricular activities such as drama, intercollegiate athletics, cheerleading, and student government.

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 prolonged 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. JUNIORS must have at least 58 semester units. SENIORS must have at least 90 semester units.

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 the course.

Permission to take sophomore courses is 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 or otherwise to alter the content of the curriculum announced here.

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/Finance 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.

Ordinarily, double majors within the department are not allowed. Students selecting a minor within the department will take more than the standard number of courses required for such a minor.

Requirements for Major in Accounting

The core and distribution requirements for a major in accounting are those listed for baccalureate degrees on page 10, with the exception that the Social and Behavioral Science course is not required.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 201</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Acc 203</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 300</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 301</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Acc 302</td>
<td>Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 304</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>Acc 400</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Acc 405</td>
<td>Tax Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Mat 203</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>Mat 251</td>
<td>Pre-Calculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Mat 252</td>
<td>Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Requirements for Minor in Accounting

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acc 201</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Acc 203</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Acc 300</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 301</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
</tbody>
</table>

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

This course begins with an overview of the entire accounting process, providing a gradual transition from introductory work to more rigorous levels of financial accounting. Concepts of present value, future value. Problems in accounting for and controlling cash, marketable securities, receivables, current liabilities. Equity method of accounting for long-term investments in corporate securities. Problems in accounting for and reporting on plant, equipment and intangible assets. Prerequisite: Acc 203. Three units.

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. Prerequisite: Acc 300. 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: Bus 340; Mat 141, 251. Three units.

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.

304. Auditing

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
Accounting, Business Administration, and Economics/Finance (Continued)

16 systems; technical considerations in conducting the examination of financial statements; standards of reporting, short and long-form reports. Prerequisites: Acc 203, 301. Three units.

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. Prerequisite: Acc 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. Prerequisite: Acc 203. 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 non-profit organizations. Evaluation of taxes studied including impact on different types of firms. Prerequisite: Acc 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.

410. Accounting Theory
A study of the official pronouncements promulgated by the Financial Accounting Standards Board, Accounting Principles Board, and the Auditing Standards Board. The course is designed for those who plan to take the CPA exam and/or desire a strong foundation in theory. Prerequisite: Acc 301. Three units.

492. Senior Integration Project in Accounting
Two units.

Requirements for Major in Business Administration

The core and distribution requirements for a major in business administration are those listed for baccalaureate degrees on page 10, with the exception that the Social and Behavioral Science course is not required.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 100. Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Acc 201. Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 203. Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 230. Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Fin 340. Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>Bus 345. Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Bus 300. Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>Bus 400. Senior Integration Seminar in Business</td>
<td>5</td>
</tr>
<tr>
<td>3 hours of Upper Division Accounting/Economics</td>
<td>3*</td>
</tr>
<tr>
<td>6 hours of other Upper Division Business Administration/Finance courses</td>
<td>6*</td>
</tr>
<tr>
<td>Eco 201. Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>Eco 202. Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>Mat 142. Pre-Calculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Mat 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

*Students enrolled for a semester in the American Studies Program of the Christian College Coalition 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 100. Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Acc 201. Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 202. Principles of Accounting II or Acc 203. Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 230. Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Bus 300. Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>Eco 201. Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>Eco 202. Principles of Economics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for Associate of Arts Degree in Business Administration

Core Requirements (For details, see page 12.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 31. Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Eng 11 or 12. English Composition or The Research Paper</td>
<td>4 or 2</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td>3, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 100. Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Acc 201. Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 203. Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 230. Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Bus 300. Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>ICS 100 or 120. Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>Mat 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Units | 4-7
Total Units | 62

Courses in Business Administration

100. Introduction to Business
A general introduction to the field of business. Three units.

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. Prerequisite: Bus 100. Three units.

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.

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.

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, 300, Bus 203, 302. Three units.

333. Small Business Management
A course designed to acquaint the student with the intricacies and complexities of owning and operating a small business in the modern American marketplace. Prerequisites: Acc 203, Bus 230, 300; Eco 202. Three units.

355. 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. (Offered summers and by correspondence)

360. 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. (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 by 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 Senior Integration Thesis on an applicable topic in the student’s specific field of interest. Five units.

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 nonmathematician 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.

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.

330. 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.

331. 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. Three units.

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
The core and distribution requirements for a major in economics/finance are those listed for baccalaureate degrees on page 10, with the exception that the Social and Behavioral Science course is not required.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acc 201</td>
<td>Principles of Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Acc 203</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 300</td>
<td>Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>Eco 201</td>
<td>Principles of Economics I</td>
<td>3</td>
</tr>
<tr>
<td>Eco 202</td>
<td>Principles of Economics II</td>
<td>3</td>
</tr>
<tr>
<td>Eco 301</td>
<td>Intermediate Economics—Macro</td>
<td>3</td>
</tr>
<tr>
<td>Eco 302</td>
<td>Intermediate Economics—Micro</td>
<td>3</td>
</tr>
<tr>
<td>Eco 310</td>
<td>History of Economic Thought</td>
<td>3</td>
</tr>
<tr>
<td>Eco/Fin Electives (Upper Division)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Eco 492</td>
<td>Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Fin 340</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>Mat 142</td>
<td>Pre-Calculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Mat 145</td>
<td>Calculus with Analytical Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>Mat 251</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Requirements for Minor in Economics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eco 201-202</td>
<td>Principles of Economics</td>
<td>6</td>
</tr>
<tr>
<td>Eco 301</td>
<td>Intermediate Economics—Macro</td>
<td>3</td>
</tr>
<tr>
<td>Eco 302</td>
<td>Intermediate Economics—Micro</td>
<td>3</td>
</tr>
<tr>
<td>One other upper-division economics course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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.
Art

300. Money and Banking
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. A monetarist and Keynesian approaches are considered. Prerequisite: Eco 201. Three units.

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.

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.

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.

400. Economics Policy Seminar
(Integration Seminar in Economics)
A course designed to integrate the concepts, principles and relationships dealt with separately in earlier studies. The focus will be on the students development of a specific topic and dealing with the intricate issues and conflicting alternatives involved in formulating economic policy. Prerequisites: Eco 201-202, 301-302, 300, 310. Three units.

420. Economics of Energy and the Environment
The macroeconomic and microeconomic analysis made of the impact of energy demands, including the cost of implementing new alternative sources, an examination of the need for, and prospects of, environmental policies is undertaken, focusing upon economic considerations. Full costs of pollution, costs of water management, and the relation between employment and preservation of the environment will be discussed. Prerequisite: Eco 201. Recommended prerequisite: Eco 202. Three units.

499. Selected Topics
The course content will depend upon opportunities for guest or visiting lecturers to conduct studies in advanced level of undergraduate economics; course offering of economic topics based on student demand. Prerequisite: Consent of instructor. Three units.

Courses in Finance
312. Principles of Investment
Functions of investment; basic elements of investment; how the market works; techniques of investment selection; Markowitz portfolio. Prerequisite: Fin 340. Three units.

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 203. Three units.

342. Topics in Business Finance
This course allows the student to pursue areas of personal interest in business finance. The student will be assigned case studies which he/she completes and discusses with the instructor. The course is designed to give the student a simulation of financial decision-making and to develop his/her tools of analysis. Prerequisite: Fin 340. Three units.

346. Life and Health Insurance
A study of the role of life and health insurance as it affects both the modern business organization and individuals. Topics include: the life and health insurance industries; the nature of insurance contracts; the mathematics of insurance; special forms of insurance. Prerequisite: Bus 345. Three units.

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.

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.
201. Drawing
   Studio course in basic drawing including experimentation
   with a variety of media. Four hours studio. Two units.

203. Printmaking I
   Fundamental course in the basic relief printing processes in-
   volving studio work in linocut, woodcut and object prints. Four
   hours studio. Laboratory fee: $4.00. Two units.

209/309. Special Studies
   Studies in one of several different art media, for example:
   ceramics, watercolor painting, and photography. Emphasis will
   be determined by student interest and the availability of qualified
   instructors. Three units.

301. Art History I
   Illustrated study of painting, sculpture and architecture from
   prehistoric times to the Italian Renaissance. (Offered alternate
   years, first semester.) Three units.

302. Art History II
   Illustrated study of painting, sculpture and architecture from
   the Italian Renaissance to the present day. (Offered alternate
   years, second semester.) Three units.

303. Oil Painting I
   A studio course designed as an introduction to the oil paint-
   ming medium. Prerequisite for Oil Painting II. Six hours studio.
   Three units.

304. Oil Painting II
   A studio course with emphases on composition in landscape,
   still life and figure painting. Prerequisite: Oil Painting I. Six hours
   studio. Three units.

394. Art for Children
   Essential techniques, methods and materials in classroom
   organization and the operational phases of an art program. A
   study of the elements of design and the organization of the basic
   elements. Required for elementary certification. Laboratory fee:
   $4.00. Two units.

Biblical Studies

Biblical Studies Department Goals

To provide students the tools by which to gain an increas-
   ing 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 contem-
   porary 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

The core and distribution requirements for a major in
   biblical studies are those listed for baccalaureate degrees
   on page 10; with the following exception:

   Instead of the general requirement of 8 hours of
   language, 8 hours of elementary Greek are required.

Major and Supporting Course Requirements

Bible "book study" courses (to be divided between the
two testaments) .............................................. 9
Bib 272. Hermeneutics ...................................... 3
Bib 371. Ethics .............................................. 4
Bib 383. History of the Christian Church
   or Mis 301. History of Missions ......................... 3
Bib 376. Christian Apologetics .......................... 3
Mis 202. Theology of Missions ............................ 3
Electives ...................................................... 6
Bib 492. Senior Integration Project ........................ 2

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

   A second year of Greek .................................... 6
   A course in Philosophy ................................... 3
   Appropriate courses in Psychology and/or Sociology .. 6
   Eng 304. Advanced Composition ........................ 2

Requirement for Minor in Biblical Studies

Bib 272. Hermeneutics or Bib 371. Ethics or Bib 376.
   Christian Apologetics .................................... 3, 4
Bible "book study" courses .................................. 6
Elective in Missions ........................................ 3

Requirements for Associate of Arts Degree in
   Biblical Studies

Core Requirements (For details, see page 12.)

ID 31. Foundations for Learning .......................... 4
Bib 111 or 129. Old Testament ................................ 3
Bib 142 or 148. New Testament ................................ 3
Eng 11 or 12. English Composition or
   The Research Paper ...................................... 4 or 2
Laboratory Science ........................................ 4
Social and Behavioral Science ............................. 3, 4
The Arts ..................................................... 3, 4
History ....................................................... 4
PE 51-52. Physical Education .............................. 2

Area of Concentration

Bib 277-278. Christian Doctrine ........................... 6
Biblical Studies (Continued)

20

Bib 272. Hermeneutics ........................................... 3
Bib 376. Christian Apologetics or Bib 380, Evangelism .. 3
Bib 383. History of the Christian Church or
Mis 301. History of Missions .................................. 3
Bible "book study" courses .................................... 6
Course in Missions ............................................. 3
Elective .......................................................... 6-10
Total Units ...................................................... 62

Some credit may be earned off campus by qualified students
in connection with the American Institute of Holy Land Studies
in Israel. See the Department Chairman or Registrar for Details.

Requirements for Secondary Education
Program in Bible — See Education

Courses in Biblical and Theological Studies

111. Old Testament Literature: Pentateuchal and Historical Books
   This course provides foundational studies in basic Old Testa-
   ment 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 Cove-
   nant. Some attention is also given to the inter-testamental period

129. Old Testament Literature: the Prophetical Books
   A comprehensive study of the Old Testament books of prop-
   hecy 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 have evidence of good
   knowledge of the history of Israel. Attention will also be given
   to the inter-testamental period in preparation for New Testa-
   ment studies. Three units.

   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. Three units.

   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. Three units.

272. Hermeneutics
   A historical study of the ways in which the Church has in-
   terpreted her 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. Three units.

277-278. Christian Doctrine
   An introduction to the historic doctrines of the Church, based
   on the Westminster Confession of Faith, with special emphasis
   on the following subjects: the doctrines of the Scripture, God, man, and Christ (first semester) and the doctrines of the
   Holy Spirit, salvation, the Church and last things (second semester). Two semester. Six units.

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. Three units.

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 author-
   ship, date and purpose. Prerequisite or to be taken concurrent-
   ly: 111 or 129, and 142 or 148, and 277-278. Three units.

321. Teaching of Bible
   For course description, see under Education. Three units.

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 concur-
   rently: 111 or 129, and 142 or 148, and 277-278. Three units.

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. Three units.

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. Three units.

334. Daniel and Revelation
   A detailed study of the apocalyptic literature of the Bible,
   with comparisons to the same type of literature produced dur-
   ing 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. Three units.

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. Three units.

346. John
   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. Prere-
   quisite or to be taken concurrently: 111 or 129, and 142 or 148,
   and 277-278. Three units.

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. Three units.

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 concurrent-
   ly: 111 or 129, and 142 or 148, and 277-278. Three units.
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. Three units.

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. Three units.

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.

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. Three units.

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.

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. See History 311.

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.

399. Independent Study
See page 10, 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. Three units.

451. I Corinthians, II Corinthians
A comprehensive study of I 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. Three units.

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. Three units.

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. Three units.

492. Senior Integration Project in Biblical Studies
See page 10.

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. Three units.

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. Three units.

Note: For mission courses see page 45.
Biology

22 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.

Requirements for Major in Biology
The core and distribution requirements for a major in biology are those listed for baccalaureate degrees on page 10 with the following exceptions: Logic (2 hours) is not required. Laboratory Science (4 hours) is not required.

Major and Supporting Course Requirements*

1. General Professional Option
   Bio 111-112. General Biology ........................................... 8
   Bio 308. Ecology .................................................. 8
   Bio 413. Genetics .................................................. 4
   Bio 390. Review for GRE .......................................... 1
   Biology electives, upper-division ..................................... 11
   Mathematics through 142. Pre-Calculus Mathematics
   (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

2. Pre-medical Option
   This option is the same as the General Professional Option except for
   A. Substitute Biochemistry (Che 423) for Ecology
      (Bio 308)
   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 Institute of Environmental Studies in Michigan. By completing both their and our programs a student may earn an environmental certificate (environmental analyst, land resources analyst, water resources analyst). Covenant College will give credit for the following AuSable Institute courses: water resources, land resources, aquatic biology, systems ecology, field botany, natural resources practicum, directed individual study, and environmental chemistry. Fellowships and scholarships are available. See Professor Wenger for further information and application papers.

   Bio 111-112. General Biology ........................................... 8
   Bio 308. Ecology .................................................. 8
   Bio 413. Genetics .................................................. 4
   Chemistry electives, upper-division ................................ 12
   (Choose 3 from the following: Bio 312, 316, 318, 390
   — Ornithology or Entomology)
   Bio 492. Senior Integration Project .................................. 2
   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

4. Secondary School Option
See Requirements for Georgia Secondary School Science Certification (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 requirements and aims of the program. A student entering this program 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 consult with the chairman of the Teacher Education Program.

General Education
Bib 111 or 129. Old Testament ....................................... 3
Bib 142 or 148. New Testament ....................................... 3
Bib 277-278. Christian Doctrine ...................................... 6
ID 31. Foundations for Learning ...................................... 4
ID 391. Philosophy of Culture ......................................... 2
Eng 11 or 12. English Composition or
   The Research Paper ............................................. 4 or 2
PE 51. Concepts in Physical Education ............................... 1
PE 52. Aerobics ...................................................... 1
PE 30-45. Individual or Team Sport .................................. 1
Phy 131-132. General Physics ...................................... 8
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
Social Science (Psy 100 recommended) .............................. 8
Humanities .................................................. 8

Teaching Field
Bio 111-112. General Biology ........................................... 8
Bio 308. Ecology .................................................. 4
Biology (Continued)

Bio 413. Genetics ............................................. 4
Bio 347. Organism Biology .................................. 3
Mat 142. Pre-Calculus Mathematics .......................... 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 students 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 discussed. A selected critique of evolution may also be presented. Three hours lecture. Three hours laboratory. Laboratory fee: $10.00. Four units.

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.

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.

202. Microbiology for Nurses (or Pre-Nursing Students)
Same topics as in 302, but Biology 111-112 not required for prerequisite.

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: $20.00 per semester. Eight units.

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. 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.

302. Microbiology
Life histories, morphology, physiology, identification, culture techniques, environmental microbiology, control, pathology and immunity. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $20.00 Four units.

308. 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: $15.00. Four units.

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.

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.

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

315 (215). 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 315 will give one oral report. Those desiring to fulfill the laboratory science requirement with a course more challenging than 106 may take 215 with lab. Laboratory fee: $10.00. Three units (four units with lab).

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: $15.00. Four units.

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

318. Biology of Invertebrates
The study of invertebrate animals with emphasis on the preparation and interpretation of animal tissues for microscopic study. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $10.00. Four units.

320. Land Resources
Systems-level perspective on land forms and ecosystems. Includes analysis and interpretation of on-site data recorded in the field and remote-sensing data derived from satellite and low-altitude aerial imagery. Field trips to and analysis of forests, bogs, marshes, dunes, and rivers. Includes application to policy and land use planning. Prerequisite: one year of introductory science. AuSable Trails Institute. Four units.

321. Aquatic Biology
The collection, identification, and ecological role of freshwater organisms. Field methods are emphasized. Prerequisite: one year of general biology. AuSable Trails Institute. Three units.
Chemistry

**Major and Supporting Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 121-122</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 323-324</td>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 325-326</td>
<td>Analytical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 425-426</td>
<td>Physical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Phy 131-132</td>
<td>General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Che 492</td>
<td>Senior Integration Project</td>
<td>2</td>
</tr>
</tbody>
</table>

*If a minor is desired this may be reduced to 3 hours.*

**Requirements for Minor in Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 121-122</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry electives</td>
<td></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)

The core and distribution requirements for a major in natural science concentration in chemistry are those listed for baccalaureate degrees on page 10, with the following exceptions:

1. Laboratory science (4 hours) is not required.
2. A literature course (4) is required in The Arts.
3. U.S. History (4 hours) is required.
4. American Government (4) and History of Georgia (2) are required to meet Georgia Institute of Technology requirements.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 121-122</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Phy 131-132</td>
<td>General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Che 425</td>
<td>Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Che 323-324</td>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 422</td>
<td>Advanced Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Physics elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mat 145-146</td>
<td>Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>Mat 247</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>Che 492</td>
<td>Senior Integration Project</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129</td>
<td>Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 142 or 148</td>
<td>New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 277-278</td>
<td>Christian Doctrine</td>
<td>6</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>
</tr>
<tr>
<td>Eng 11 or 12</td>
<td>English Composition or The Research Paper</td>
<td>1 or 2</td>
</tr>
<tr>
<td>PE 51</td>
<td>Concepts in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>PE 52</td>
<td>Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 30-45</td>
<td>Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>Phy 131-132</td>
<td>General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Mat 251</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>His 211 or 212</td>
<td>History of the U.S. or</td>
<td>4 or 2</td>
</tr>
<tr>
<td>His 215</td>
<td>Contemporary Global History or World Politics</td>
<td>4</td>
</tr>
<tr>
<td>His 316</td>
<td>Recent American History</td>
<td>4</td>
</tr>
<tr>
<td>Social Science (Psy 100 recommended)</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Teaching Field

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 121-122</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 323-324</td>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 325-326</td>
<td>Analytical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Che 425-426</td>
<td>Physical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Bio 111-112</td>
<td>General Biology</td>
<td>8</td>
</tr>
<tr>
<td>Mat 145, 146, 247</td>
<td>Calculus With Analytic</td>
<td>12</td>
</tr>
<tr>
<td>Che 492</td>
<td>Senior Integration Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Professional Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 211</td>
<td>Curriculum Materials</td>
<td>3</td>
</tr>
<tr>
<td>Edu 221</td>
<td>Introduction to Education</td>
<td>4</td>
</tr>
<tr>
<td>Edu 222</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 303</td>
<td>Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Edu 340</td>
<td>Curriculum &amp; Methods in the</td>
<td>3</td>
</tr>
<tr>
<td>Edu 361</td>
<td>Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Edu 424</td>
<td>Teaching Practicum</td>
<td>10</td>
</tr>
<tr>
<td>Edu 430</td>
<td>Curriculum Integration Workshop</td>
<td>3</td>
</tr>
</tbody>
</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 involving 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, breakage deposit. Eight units.

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: Che 121-122. Three hours lecture. Three hours laboratory. Laboratory fee, breakage deposit. Eight units.

325-326. Analytical Chemistry

Coverage of the principles and applications of various analytical methods. Traditional volumetric and gravimetric techniques are treated first, followed by a study of modern instrumental techniques. Prerequisite: Che 121-122. Two hours lecture. Six hours laboratory. Laboratory fee, breakage deposit. Eight units.

332. Environmental Chemistry

Principles and analysis of chemical movement and distribution in natural environments. Sampling and analytical methods are included for water, soil, and air. Work will be conducted both on site in natural habitats and the laboratory. Prerequisites: one year of General Chemistry and one semester of either biochemistry or organic chemistry. AuSable Trails Institute. Four units.

401-402. Research

One or two semesters of chemical research may be carried out by qualified students. Includes the study of the use of chemical literature, followed by application to a specific chemical research project. Prerequisite: Che 323-324. One to two units per semester.

422. Advanced Organic Chemistry

An intensive study of selected topics in organic chemistry. Laboratory work consists of purification and systematic identification of organic compounds. Prerequisite: Che 323-324. Two hours lecture. Six hours laboratory. Laboratory fee, breakage deposit. Four units.
Education

26. Biochemistry
The study of the chemistry of living organisms and life processes, including the chemistry of fats, carbohydrates, proteins, vitamins and hormones. Prerequisite: Che 323-324. Three hours lecture. Three units.

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, breakage deposit. Eight units.

428. Inorganic Chemistry
An advanced study of the theory and practice of modern inorganic chemistry. Includes the synthesis and reactions of inorganic compounds, reaction mechanisms, crystal theory, and group theory. The laboratory (optional) stresses advanced techniques in synthetic inorganic chemistry. Prerequisite: Che 121-122. Three hours lecture. Three hours laboratory (optional). Laboratory fee, breakage deposit. Three or four units.

492. Senior Integration Project in Chemistry
See page 10.

Computer Science
See Information and Computer Science

Economics/Finance
See Accounting, Business Administration, and Economics/Finance

Education

Certification Programs Available:
Elementary Education
K-4 or 4-8 certification
Music Education
K-12 certification
Physical Education
K-12 certification
Secondary Education
7-12 certification

Non-Certification Programs Available:
Secondary Bible (Biblical Studies Major)
Associate of Arts Degree in Early Childhood Education (Ages 2-5)
Non-Teaching Minor in Education

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 developing 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 education 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 satisfactorily complete one of the teacher education programs and demonstrate sufficient content knowledge in the area of certification by obtaining an acceptable score on the appropriate Teacher Certification Test, and the student teacher must successfully demonstrate ability in the teaching competencies assessed by the Christian Teacher Performance Assessment Instruments.

The state of Georgia will issue a teaching certificate only to those applicants possessing a social security number. Foreign students may obtain a “temporary” social security number by contacting the Social Security Office.

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 NT-4 Associate Professional certificate will be granted to persons who complete one of the programs outlined below, and who pass the Georgia Teacher Certification 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 Teacher Education Office.

Students desiring certification in a state other than Georgia should 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 Teacher Education Office.

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, science, and Bible (although Bible certification is not available through the state of Georgia, the Teaching of Bible program may lead to certification in another state. The Teacher Education Office will assist students seeking certification in other states.

Students wishing certification in music or physical education (grades K-12) must meet the requirements of the major and also the requirements of the teaching minor in education. These requirements are outlined in the following pages or under the appropriate major.

Admission to the Teacher Education Program

All prospective teachers must take Education 221. Introduction to Teaching 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 course work 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 Teaching with a grade of C- or better.
2. A personal interview with a faculty member of the Education Department.
3. Completion of at least 26 semester units of credit.
4. A cumulative GPA of 2.3 or better.
5. Completion of at least one semester in residence at Covenant.
6. A recommendation by an adult who has some knowledge of the candidate’s personal qualifications for the teaching profession.

7. Recommendation by the Dean of Students.

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. Application forms 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 2.3 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. The first practicum experience must be done locally under college supervision, but the second practicum may be arranged to be done in a school at some distance from the college. 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 also 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

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Courses chosen from philosophy, art, literature, music, language, logic, speech</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>-----------------------------</td>
<td>3</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>-----------------------------</td>
<td>3</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>-----------------------------</td>
<td>6</td>
</tr>
</tbody>
</table>

20
### Social Sciences
Courses chosen from economics, history, political science, psychology, sociology (Psy 100 recommended) 8
His 211 or 212. History of the U.S. or His 215. Contemporary Global History or His 316. Recent American History 4

### Math/Science
Mathematics (Logic, Computer Science do not meet this requirement) 4
Laboratory Science 8

### Other
ID 31. Foundations for Learning 4
ID 391. Philosophy of Culture 2
Eng 11-12. English Composition or The Research Paper 4 or 2
PE 51. Concepts in Physical Education 1
PE 52. Aerobics 1
PE 30-45. Individual or Team Sport 1

### Total
11-13
Total 55-57

### 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

Curriculum and Methods II
Edu 323. Teaching of Language Arts in the Elementary School 3
Edu 366. Literature for Children 3

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

Other
Edu 326. Fundamentals of Reading 3
Edu 416. Advanced Reading 3

Total 21

### 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

**Math**
Edu 325. Teaching of Mathematics in the Elementary School 3
Mat 141-142. College Algebra, College Algebra and Trigonometry 8
1 additional unit—special project 1

**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
Education (Continued)

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 above 200 level; a few may be activity courses ........................................ 10

Professional Education
Edu 211. Curriculum Materials ........................................ 3
Edu 221. Introduction to Teaching ........................................ 2
Edu 222. Education Psychology ........................................ 3
Psy 303. Developmental Psychology ........................................ 4
Edu 361. Education of Exceptional Children ........................................ 3
Edu 370. History and Philosophy of American Education ........................................ 3
Edu 424. Practicum ........................................ 10
Edu 430. Curriculum Integration Workshop ........................................ 3

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 221. Curriculum Materials ........................................ 3
Edu 221. Introduction to Teaching ........................................ 2
Edu 222. Educational Psychology ........................................ 3
Psy 303. Developmental Psychology ........................................ 4
Edu 361. Education of Exceptional Children ........................................ 3
Edu 370. History and Philosophy of American Education ........................................ 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.
Non-Certification Programs

Secondary Program in Bible
(Biblical Studies Major)

The teacher education program in Bible prepares a student to teach Bible 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 (Georgia does not certify in the area of Bible), but the professional education courses are taken, including a student teaching practicum. Provisions are made for the student to apply for teacher certification from a nearby state which certifies in Bible. 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 .................. 3
Bib 142 or 146. New Testament .................. 3
Bib 227-278. Christian Doctrine ................ 6
ID 31. Foundations for Learning ................ 4
ID 391. Philosophy of Culture .................. 2
Eng 11 or 12. English Composition or
The Research Paper .......................... 4 or 2
PE 51. Concepts in Physical Education ......... 1
PE 52. Aerobics .................................. 1
PE 30-45. Individual or Team Sport ............. 1
Laboratory Science ................................ 8
Mathematics ...................................... 4
History ......................................... 4
Social Science (chosen from economics, history,
 political science, psychology, sociology—
 Psy 100 recommended) ....................... 8
Elementary Greek ............................... 8

55-57

Teaching Field

Three Bible Book study courses, divided between the
two testaments, at 300-400 level ................ 9
Hermeneutics .................................... 3
Ethics ............................................. 4
History of Christian Church or History of Missions 3
Christian Apologetics ............................ 3
Theology of Missions ............................ 3
Bible Elective .................................... 3
Senior Integration Project ...................... 2

30

Professional Education

Edu 221. Introduction to Teaching ................ 2
Edu 370. History and Philosophy of
American Education ............................ 3
Edu 222. Education Psychology .................. 3
Psy 303. Developmental Psychology ............. 4
Edu 211. Curriculum Materials ................... 3
Edu 321. Teaching of Bible ....................... 3
Edu 361. Education of Exceptional Children ... 3
Edu 424. Practicum ............................... 10
Edu 430. Curriculum Integration Workshop .... 3

34

Requirements for Associate of Arts Degree
in Early Childhood 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 pre-school 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 ................ 3
Bib 142 or 146. New Testament ................ 3
His 211 or 212. History of the United States . 4
Eng 11 or 12. English Composition or
The Research Paper .......................... 4 or 2
Laboratory Science ................................ 4
Psy 303. Developmental Psychology .......... 4
PE 51. Concepts in Physical Education ......... 1
PE 52. Aerobics .................................. 1

Area of Concentration

Edu 211. Curriculum Materials ................ 3
Edu 221. Introduction to Teaching ............. 2
Edu 222. Educational Psychology ............... 3
Edu 201. Foundations of Early Childhood Education 2

Curriculum and Methods I

Edu 335. Physical Education in the Elementary
School ........................................... 2
Edu 352. Music in the Elementary School ....... 2
Edu 394. Art for Children ......................... 2
Edu 207. Early Childhood Curriculum .......... 2
Edu 366. Literature for Children ................. 3
Edu 370. History and Philosophy of
American Education ............................ 3
Edu 226. Teaching the Young Child ............. 3
Soc 341. The Family (or approved social science course) 3
Edu 227. Practicum ................................ 5

Non-Teaching Minor in Education

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

12

Courses in Education

Because of separate programs for early grades and middle grades
certification, courses have been designed to meet the special
needs and interests of either early grades or middle grades. Only
one section of such courses will be taught with both early and
middle grades teachers included; assignments and tasks will dif-
fer according to the certification level desired.

201. Foundations of Early Childhood Education

A course designed to acquaint students with the major
writings in the field of early childhood education. Each student
will also become involved in structured field experiences. This
course is required in the Associate of Arts program in Early
Childhood (ages 2-5). An independent study course. Two units.
207. Early Childhood Curriculum
An examination of curricula involved in teaching two-through four-year-olds. Students will concentrate upon the development of learning activities in the Cognitively Oriented Pre-Primary Experiences (COPE) program. Required in the Associate of Arts program in Early Childhood (ages 2-5). An independent study course. Two units.

211. Curriculum Materials
A course designed to introduce students to the field of educational media. Students will be involved in the production of teaching materials and selection and utilization of teaching materials as pertains to the desired teaching area. Emphasis will also be placed upon gaining competence in the use of audiovisual equipment. Laboratory fee: $12.50. Three units.

221. Introduction to Teaching
A course designed to provide an introduction to and exploration of teaching as a profession. A Christian philosophical framework is developed to enable the students to critically examine the relevant issues in teaching. Approximately 45 hours of field experience are included in the 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. Two units.

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 221 and admission to the Teacher Education Program (except for the non-teaching minors). Three units.

226. Teaching the Young Child
This course involves a study of children ages two through 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, 221. Three units.

227. Early Childhood Practicum
This five-week practicum is the final component of the Associate of Arts program in Early Childhood (ages 2-5). 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.

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.

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.

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 is designed to provide a foundation in the teaching of reading. It includes a general survey of approaches to reading instruction along with a critical analysis of those approaches. The content focuses upon those competencies which may be considered essential regardless of the grade level taught. Direct application of the knowledge, skills, and attitudes will focus upon the tasks confronting the reading teacher. Prerequisites: Edu 211, 212. Three units.

335. Physical Education in the Elementary School
See Physical Education 335. Required for elementary certification (K-4).

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.

352. Music in the Elementary School
See Music 352. Required for elementary certification (K-4) and music education.

353. Music in the Secondary School
See Music 353. Required for music education.

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.

370. History and Philosophy of American Education
A course designed to provide an overview of the leading ideas and institutional developments that have shaped the character of American education. Of particular interest is the influence of Pruiatism on education, the rise of the public school movement, the legacy of John Dewey and the Progressive Movement, and the Christian school movement. Students will look at educational developments within their social, intellectual, and political contexts. Prerequisite: Edu 221. Three units.

394. Art for Children
See Art 394. Required for elementary certification (K-4).

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.

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 Integration 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 integration of a Biblical perspective with the content being taught. The teaching methods of Jesus are examined and considered for their application to the broad concerns of teaching. Other concerns and issues are examined. Each student will prepare a written thesis or develop an appropriate project which demonstrates the application of a Christian philosophy of education to a particular area of concern. The paper or project will be presented to the class. Three units.

416. Advanced Reading
This course builds upon and extends the concepts and skills developed in Edu 326. Study includes an examination of instructional skills from the “effective teaching” studies, 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.

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. Total 15 units.

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. Ten units.

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.

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 occasionally be at the master's level.
Requirements for Major in Natural Science Concentration in Pre-engineering Studies

The core and distribution requirements for a major in natural science concentration in pre-engineering studies are those listed for baccalaureate degrees on page 10, with the following exceptions:

ICS 120, Introduction to Computer Programming (4 hours) is required.

Laboratory science (4 hours) is not required.

A literature course (4) is required in the arts.

U.S. History (4 hours) is required.

American Government (4) and History of Georgia are required to meet Georgia Institute of Technology requirements.

Major and Supporting Course Requirements

Che 121-122, General Chemistry ................................. 8
Phy 131-132, General Physics ................................... 8
Phy 321, Statics .................................................... 3
Phy 322, Dynamics ................................................ 3
Phy 331, Electricity and Magnetism .............................. 5
Mat 145-146, Calculus I, II ...................................... 8
Mat 247, Calculus III ............................................... 4
Mat 348, Elementary Differential Equations ................... 4
Mat 492, Senior Integration Project ............................. 2

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.

Requirements for Major in English

The core and distribution requirements for a major in English are those listed for baccalaureate degrees on page 10, with the exception that a course in art or music is required to fulfill the requirement for the Arts.

Major and Supporting Course Requirements, 36-Unit Major

Eng 201 .......................................................... 4
Eng 203 or 204 ..................................................... 4
Eng 235 ............................................................. 4
Eng 245, 302, 304, 446 ............................... any combination totaling 4
Eng 311, 318, or 331 .......................................... 4
Eng 334, 341, or 352 .......................................... 4
Eng 401 ............................................................. 2 or 4
Eng 418 ............................................................. 4
English electives, 200 level or above* ......................... 4
Eng 492, Senior Integration Project ........................... 2

Requirements for Minor in English

Eng 201 .......................................................... 4
Eng 235, 245, 302, 304, 446 ............................... any combination totaling 4
Literature electives* ........................................... 8

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 or 204, 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 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 3
- Bib 142 or 148. New Testament 3
- Bib 277-278. Christian Doctrine 6
- ID 31. Foundations for Learning 4
- ID 391. Philosophy of Culture 2

Eng 11 or 12. English Composition or The Research Paper 4 or 2

- PE 51. Concepts in Physical Education 1
- PE 52. Aerobics 1
- PE 30-45. Individual or Team Sport 1

Laboratory Science 8

Mathematics (Logic, Computer Science do not meet this requirement) 4

- His 211 or 212. History of the U.S. or His 215. Contemporary Global History or His 316. Recent American History 4
- Social Science (Psy 100 recommended) 8

Humanities 8

Teaching Field

- Eng 201. Introduction to Literary Studies 4
- Eng 203 or 204. American Literature 4
- Eng 235. Introduction to Linguistics 4
- Eng 252. Speech Communication 2
- Eng 304. Advanced Composition 2
- Eng 311. Chaucer and the Middle Ages, or Eng 318. The Renaissance, or Eng 331. The Restoration and Eighteenth Century 4
- Eng 334. The Romantic Movement, or Eng 341. Victorian Poetry and Prose, or Eng 352. Contemporary Literature 4
- Eng 401. Special Topics in English II 2 or 4
- Eng 418. Shakespeare 4
- Eng 526. Advanced Reading 3
- Eng 492. Senior Integration Project 2

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 English

Courses in Writing and Speech

11. English Composition

The students goal in this course is to learn to write effective expository prose. The course will focus on the writing process, including building a fund of ideas, learning how to organize thought, writing and re-writing, analyzing and evaluating, and sharing writing. Students will gain proficiency in the writing of sentences, paragraphs, essay and a library research paper. Methods of research, using sources effectively, and standard documentation forms will also be covered. Four units.

12. The Research Paper

A course focusing on research methods and incorporating research effectively and correctly into argumentative and/or analytic essays. The final project will be a library research paper. Students who score well on the English placement test and an essay test administered by the department can substitute English 12 for English 11 for their core requirement in writing. 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. Two units.

252. Speech

An introductory course designed to help students to deliver effective public speeches. The course includes both a study of rhetorical principles and practice in delivering speeches.

302. Creative 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. Two units.

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 and promise in writing and to English majors who seek Georgia Secondary School Certification. Two units.

446. Practicum in Journalism

This course provides a practical application of journalistic concepts and techniques. Students may work on campus for a student publication or an administrative office, in the community as opportunities are available, or in various internships available through the Christian College Coalition in Washington, D.C. Advance planning is essential. Prerequisites: Eng 245, the recommendation of the journalism instructor, and the permission of the English department. One to four units.

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.

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.
203. American Literature: Beginnings to 1865  
A study of American poetry and prose from colonial times to 1865, with special emphasis on Emerson, Whitman, Hawthorne, and Melville. This literature will be studied in terms of the cultural, social, and historical events and trends that shaped it. Four units.

204. American Literature: 1865 to 1945  
A study of American poetry and prose, with particular emphasis on the rise of the modern novel and the emergence of modern poetry. Some attention will be given to historical, cultural, and social contexts. Four units.

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.

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. Four units.

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.

235. Introduction to Linguistics  
An introduction to modern linguistics, particularly generative-transformational grammar. The course will focus on the nature of language and the major components of a grammar: phonology, morphology, and syntax. Much time will be devoted to analysis of languages. A language-option course. Four units.

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. Two units.

308. The English Novel: Beginnings until 1945  
A study of the rise of the English novel in the eighteenth century, the rapid growth and expansion of the novel in the nineteenth century, and the development of the modern novel. Prerequisite: Eng 112, 201, 203 or 204, or permission of the instructor. Four units.

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, 203 or 204, or permission of the instructor. Four units.

318. The Renaissance  
A study of the works of the important writers of the period, with special attention given to Spencer, Jonson, Donne, and Milton. Prerequisite: Eng 112, 201, 203 or 204, or permission of the instructor. Four units.

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, 203 or 204, or permission of the instructor. Four units.

334. British Romanticism  
A study of the English Romantic writers from Blake to Keats. Prerequisite: Eng 112, 201, 203 or 204, or permission of the instructor. Four units.

341. The Victorian Poetry and Prose  
A study of major English poets and non-fiction prose writers from 1830 to the end of the century. The beginnings of modern poetry as seen in Hardy and Yeats will also be studied. Prerequisite: Eng 112, 201, 203 or 204, or permission of the instructor. Four units.

343. American Literature: Beginnings to 1865  
The same course as Eng 203, but with additional assignments for upper-division credit. Prerequisite: Eng 204 or permission of the instructor. Four units.

344. American Literature: 1865 to 1945  
The same course as Eng 204, but with additional assignments for upper-division credit. Prerequisite: Eng 203 or permission of the instructor. Four units.

352. Contemporary Literature  
A study of representative works of poetry and fiction in English and American literature from 1945 until the present. Prerequisite: Eng 112, 201, 203 or 204, or permission of the instructor. Four units.

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. Three units.

399. Independent Study  
Designed for the student who has demonstrated potential ability for independent study, this course allows him or her 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. Two or four units.

418. Shakespeare  
A study of Shakespeare’s dramatic and literary art. Prerequisite: Eng 112, 201, 203 or 204, or permission of the instructor. Four units.

492. Senior Integration Project in English  
An independent study required of all students majoring in English. The student will explore and analyze a topic, 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. 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, Greek, Hebrew, Spanish

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.

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.

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.

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.

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 10. 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.

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.

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.

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.

332. French Phonetics and Diction
A detailed study of fine points of pronunciation with extensive oral practice, to develop a more correct pronunciation and

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 10. 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.

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

Health Professions

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

Hebrew

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 10. The language requirements for specific major programs should be checked with the department involved.

Courses in Hebrew

91-92. Elementary Hebrew

An introductory study of Biblical Hebrew, with emphasis on word formation, vocabulary, and basic syntax. Some reference will be made to modern Hebrew. Offered on demand. Eight units.

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 this 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

The core and distribution requirements for a major in historical studies are those listed for baccalaureate degrees on page 10, with the following exceptions:

Two semesters of one language are required (8 hours). History (4 hours) is not required.

Major and Supporting Course Requirements

His 211, 212. History of the United States ............... 8
His 215. Contemporary Global History ............... 4
His 300, 301. Historiography and Research .......... 6
His 214. The Age of Europe, 1400-1914 .......... 4
History electives (at least one seminar is recommended) .......... 12*

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

Requirements for Minor in Historical Studies

His 212. History of the United States ............... 4
His 300. Historiography .......... 4
His 214. The Age of Europe, 1400-1914 .......... 4
Upper-division History electives ............... 4

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 .......... 3
Bib 142 or 148. New Testament .......... 3
Bib 277-278. Christian Doctrine .......... 6
ID 31. Foundations for Learning .......... 4
ID 391. Philosophy of Culture .......... 2
Eng 11 or 12. English Composition or
The Research Paper .......... 4 or 2
PE 51. Concepts in Physical Education .......... 4
PE 52. Aerobics .......... 1
PE 30-45. Individual or Team Sport .......... 1
Laboratory Science .......... 8
Mathematics (Logic, Computer Science do not meet this requirement) .......... 4
Contemporary Global History .......... 4
Social Science .......... 8
Language: two semesters of one language .......... 8

Teaching Field

His 211. United States History to 1865 .......... 4
His 212. United States History Since 1865 .......... 4
His 214. The Age of Europe, 1400-1914 .......... 4
His 300. Historiography .......... 4
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.

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. (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.

213. History of Georgia
A brief survey of Georgia history. Designed to meet Georgia teacher certification requirements. Correspondence course. Two units.

214. The Age of Europe 1400-1914
A survey of the growth and expansion of the European state system as it emerged from the Middle Ages and reached a climax in world power in the period of imperialism at the end of the nineteenth century. Special attention is given to the ideas and values that emerged with the Renaissance and Reformation and their relative impact in shaping European society along with the growth of the nation-state system, the industrial revolution and resulting ideological and societal changes. Four units.

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 it as 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.

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. 216 is for core requirement. 316 is for upper-division credit.

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 familiarity with the tools and techniques of historical research and requires their application in the form of a written presentation. Required of historical studies major and interdisciplinary majors who select additional hours in historical studies. Four units first semester; two units second semester.

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 democracy. This stress falls on constitutional, ecclesiastical, social and intellectual developments. Prerequisite: Historical Studies 214 or permission of the instructor. Four units.

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, to 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. Four units.

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 united Christian society and the accompanying cultural differentiation. Four units.

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. Four units.

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 214 or permission of the instructor. Four units.

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 214 or permission of the instructor. Four units.

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. Four units.
Historical Studies (Continued)

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. Four units.

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.

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.

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.

312 (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.

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. Four units.

350. Summer Reading Seminar
Guided readings in historical topics. Four 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.

400. Independent Study
Independent study in history may be pursued by qualified students in accordance with established guidelines. See page 12.

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 presentation 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.

409. Seminar in Modern History
Seminar on topics, 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.

Also offered as Correspondence Courses:

204. Three units.
211. Four units.
212. Four units
213. Two units.
303. Three or four units.
304. Three or four units.
311. Three of four 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 in 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 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.

To assist students interested in the Information and Computer Science program the following minimum entrance criteria are provided as a guideline to insure probable success in the program. The guidelines are as follows:

1. Entering students will have four (4) years of high school mathematics or test to a level allowing entry to the Calculus I level upon entering Covenant College.
2. Students will present combined SAT scores of 1000 or higher (or equivalent ACT scores) at the time of acceptance.
3. To prevent criteria 1 and 2 from becoming unduly prescriptive, the student will interview with the department faculty. In cases where an on-site interview is impossible, a phone interview will be conducted.

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 parachurch practicum experience where skills in computer science would be used.

Requirements for Major in Information and Computer Science

The core and distribution requirements for a major in information and computer science are those listed for baccalaureate degrees on page 10, with the following exception:

Computer science (4 hours) is not required.

Major Course Requirements

ICS 130, Computer Programming Methodology .......... 4
ICS 150, Data Structures .................................... 4
ICS 200, Systems Analysis .................................. 4
ICS 250, Introduction to Computer Organization .......... 4
ICS 300, Data Base Concepts ................................ 4
ICS 325, Operating Systems .................................. 4
ICS 350, Language Structures ................................ 4
ICS 375, Software Engineering .............................. 4
ICS 400, Data Communication and Networking .......... 4
ICS 475, Senior Integration Seminar and Project .......... 4

Cognate Course Requirements by Concentration

Business Concentration Required

Acc 201, Principles of Accounting ........................ 3
Acc 203, Managerial Accounting ............................. 3
Mat 251, Elementary Statistical Methods ................. 4
Bus 300, Principles of Management ........................ 4

14

Scientific Concentration Required

Mat 145, Calculus I ............................................. 4
Mat 146, Calculus II ............................................. 4
Mat 251, Elementary Statistical Methods ................. 4
Mat 247, Calculus III ............................................ 4

16

Strongly Recommended

Psy 464, Advanced Statistical Methods .................... 4

NOTE: Students should take as many math courses as possible.

Requirements for Minor in Information and Computer Science

ICS 130, Computer Programming Methodology .......... 4
ICS 150, Data Structures .................................... 4
ICS 200, Systems Analysis .................................. 4
ICS 300, Data Base Concepts ................................ 4
ICS 375, Software Engineering .............................. 4

Courses in Information and Computer Science

100. Introduction to Computer Science

This course is designed for the student with a minimum of previous exposure to computers and computer programming. The course is designed for the student who desires a general introduction to the discipline of computer science. Course content includes an introduction to the discipline, and 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 Chris-
325. Operating Systems
An introduction to operating systems, their function, development, structure, and implementation. A general model of operating systems functions and development will be studied. Specific operating environments studies include VM, UNIX, and the current IBM series of operating systems. Prerequisite: ICS 250. Four units. Fee: $50.00.

350. Programming Languages
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. Prerequisites: ICS 130, 150, 200, and 250. Four units.

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. The group project will consist of the study and implementation of a major software project of the type expected in industry. The project requires a high degree of interaction and communication among team members, not just coding techniques. Prerequisites: ICS 130, 150, 200, and Mat 251. Four units. Fee: $50.00.

400. Data Structures and Algorithms
This course provides an indepth study of data structure methods. Using ICS 150 Advanced Programming Methodology as a foundation, the course makes an indepth study of the typical range of data structure methods, including methods of representing information both in memory and auxiliary storage, and extensive use of dynamic storage allocation. The course also examines tools and techniques for the analysis and measurement of algorithms. 4 hours. Prerequisites: ICS 130, 150, and 250. Four units. Fee: $50.00.

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 statistical computing, 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 student writes a paper expressing his/her Christian view as it relates to computer science. The second part of the course is devoted to the study of one's responsibility as a member of the computer science profession. The participants will examine techniques in resume preparation, interviewing, career goal setting, and professional identification. Under normal circumstances, seniors participate in the National Employment Registry of the Association for Computing Machinery. Fee: $100.00. Four 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 Curriculum Committee through the Dean of Faculty. 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
The core and distribution requirements for a major in interdisciplinary studies are those listed for baccalaureate degrees on page 10, with the following exception:

ID 492. Senior Integration Project (2 hours) is required.

Major and Supporting Course Requirements
Discipline of concentration ................................. 18 (minimum)
Second discipline ........................................... 12 (minimum)
Third discipline ............................................. 12 (minimum)
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.

Specific Requirements in Biblical Studies and Missions
Bib 272. Hermeneutics 3 3
Bible “book study” courses 6 6
Missions elective 3 3
Bib 376. Christian Apologetics or
371. Ethics or 487. Modern Theology 4 —
Bib 383. History of the Christian Church or
385. History of Dogma or
Mis 301. History of Missions 3 —

Specific Requirements in Education
(For Teacher Education Program in Bible, see requirements listed on page 30 below, under Education.)

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

Specific Requirements in Foreign Language (French or Spanish)

Specific Requirements in Historical Studies
His 212. U.S. History Since 1865 4 4
His 300. Historiography 4 4
His 214. The Age of Europe, 1400-1914 4 —
Historical Studies electives (at least 1 upper division) 8 —
Historical Studies electives (at least 1 upper division) — 8

Specific Requirements in Mathematics
Mat 145, 146, 247. Calculus I, II, III — 12
Mat 348. Differential Equations — 4

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

Specific Requirements in Philosophy
Phi 203, 204 or 101 3 3
Phi 201. Ethics, or
Phi 202. Philosophy of Religion 3 3
Philosophy electives 12 6
Mathematics

Specific Requirements in Psychology
Psy 100. General Psychology 4 4
Psy 220. Christian Issues in Psychology 2 2
Psychology electives 15 7

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 interrelatedness 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.

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. Two units.

271. History and Culture of Black Americans
Black people in America, their history, their cultural accomplishments, and the social problems that have accompanied them. Enrollment open to freshmen with permission. Three units.

281 (381). Environmental Studies
The Biblical principles upon which environmental problems are to be evaluated. Current misuse of environment: air, water, population growth. Methods of conservation. Federal, state, and local control and abatement activities. May be taken for upper-division credit. Three units.

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.

299 (399). Individual and Group Dynamics
A study of interpersonal behavior in small groups, with attention to group structure, individual factors, communication, developmental theories, and interpersonal skills in a residence hall environment. Procedures include role playing, simulation, and situational/dispositional diagnosis. May be taken for upper-division credit. Prerequisite: resident assistant status. Two units.

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. Two units.

492. Senior Integration Project in Interdisciplinary Studies
See page 10.

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
Mat 251. Elementary Statistical Methods ..................... 4
Mat 348. Differential Equations .............................. 4

Total 20

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 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 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)

The core and distribution requirements for a major in natural science concentration in mathematics are those listed for baccalaureate degrees on page 10, with the following exceptions:

ICS 120. Introduction to Computer Programming (4 hours) is required.

A literature course (4) is required in The Arts.

U.S. History (4 hours) is required.

American Government (4) and History of Georgia (2) are required to meet Georgia Institute of Technology requirements.

Major and Supporting Course Requirements

Phy 131-132. General Physics .................. 8
Mat *Modern Algebra .................. 8
Physics elective .................. 4
Mat 145-146. Calculus I, II .................. 8
Mat 247. Calculus III .................. 8
Mat 348. Elementary Differential Equations .................. 4
Mat 492. Senior Integration Project .................. 2

*Courses taken at University of Tennessee, Chattanooga

Requirements for Georgia Secondary School Certification in Mathematics

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 .................. 3
Bib 142 or 148. New Testament .................. 3
Bib 277-278. Christian Doctrine .................. 6
ID 31. Foundations for Learning .................. 4
ID 391. Philosophy of Culture .................. 2
Eng 11 or 12. English Composition or
   The Research Paper .................. 4 or 2
PE 51. Concepts in Physical Education .................. 1
PE 52. Aerobics .................. 1
PE 30-45. Individual or Team Sport .................. 1
Phy 131-132. General Physics .................. 8
Bio 111-112. General Biology or
   Che 121-122. General Chemistry .................. 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 (Psy 100 recommended) .................. 8
Humanities .................. 8

Teaching Field

Mat 145-146. Calculus with Analytic Geometry I, II .................. 8
Mat 247. Calculus with Analytic Geometry III .................. 8
Mat 348. 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 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 Mathematics

22. Fundamentals of Mathematics

Elementary set theory, the logical nature of mathematics, the real number system, topics of algebra, algebraic functions, and algebra word problems. Designed to fulfill requirements for elementary education students. Four units.

141. College Algebra

Elementary set theory, topics of algebra, algebraic, exponential and logarithmic functions, theory of equations and algebra word problems. Designed for those who need background preparation for the calculus sequence. Prerequisite: satisfactory Algebra II test score or bypass of Mathematics 22. Four units.

142. Pre-Calculus Mathematics

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.

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.

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: Basic Mathematics 146. Four units.

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 10, "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: $20.00. Four units.
Missions

348. 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.

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

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

Missions

Missions Department Goals

1. To provide the student with the Biblical basis for the missionary task and its goals.
2. To provide the student with a framework and a methodology for missions.
3. To acquaint the student with the challenges and problems of presenting the Gospel to peoples of other cultures and religions.
4. To provide the student with the opportunity to consider his or her own participation in the mission that God has given his people. This includes a survey of the roles of the local church, denominations, mission boards and other parachurch organizations.

Requirements for Major in Biblical Studies and Missions, Concentration in Missions

The core and distribution requirements for a major in biblical studies and missions, concentration in missions are those listed for baccalaureate degrees on page 10, with the following exception:

Instead of the general requirement of 8 hours of language, 8 hours of elementary Greek are required. However, elementary Greek may be replaced by another foreign language, with special permission.

Major and Supporting Course Requirements

Missions courses .......................................................... 12
Bib 272. Hermeneutics .................................................. 3
Soc 229. Cultural Anthropology ..................................... 3
Soc 341. The Family ..................................................... 3
Soc 346. Interpersonal Communication .......................... 3
Psy 360. Psychology of Religion ..................................... 4
Bib 492. Senior Integration Project ............................... 2
Biblical Studies or Missions electives ............................... 6

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. Introduction to Missions
A survey course for non-majors which raises the main issues, goals and practices of missions today. Discussions will range from the participation of the local church in missions to culture shock for first-term missionaries or international students in the USA. 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. Missionary Methods and Problems
Methods of conducting the missionary effort in foreign countries will be studied in relation to such matters as communications, elenctics, identification, unacceptable accommodation, the support and government of local churches, the problem of church and state, and various types of missionary endeavor. Three units.

301. History of Missions
The purpose of this course is to interpret missiologically the history of the church worldwide, and to apply the insights which emerge to present-day strategies of mission. Doctrines, methods, and the dynamics of expansion will be studied as will the means of renewal and the structures of mission. Three units.
Music

302. World Religions
An analytical and critical appraisal of the major non-Christian religious ideologies of animism, Hinduism, Buddhism, Shintoism, Islam, and Judaism. Emphasis will be placed on the world and life views with which their followers confront the missionary. Three units.

303. Modern Religious Cults
A critical study of the modern cults active in America today. Emphasis will be placed on their historical development and their doctrinal emphases as derived from their original sources. The practical effects on the world view and everyday life of their adherents will also be studied. Three units.

312. Cross-Cultural Theology
An anthropological approach to Theology, considering the importance of traditional Western Theology and insights into topics which it has minimized or ignored in the past. Prerequisite: Cultural Anthropology 229 or permission of the professor. Three units.

401. Missions Seminar
A course designed to engage in intensive study of one of the areas of Missiology, such as: Church Growth; Missionary Anthropology; World Views; Ecumenism; History of Missions; Theology of Missions. Study papers and discussion will form the basis for evaluation. Three units.

Music Department Goals
The faculty members of the music department at Covenant College are committed to interacting with students to whom God has given gifts in music. They are committed to the task of helping students grow, academically, musically, and spiritually. During students’ time of involvement with the music faculty and with the music curriculum at Covenant College, it is intended that they will learn significant aspects of the theory and structure of music, and music history and literature. It is also intended that students should develop their skills in aural perception and performance to a significant degree. Music education majors will study teaching and learning in music at an in-depth level.

The development of musical gifts is seen as an important work to which faculty and students are called. All music study at Covenant College is approached with the view that such study will offer students and faculty unique insights into and knowledge of the created structure of reality, insight and knowledge which only the art and discipline of music can provide.

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. Scholar 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.

The core and distribution requirements for a major in music, B.A. degree, are those listed for baccalaureate degrees on page 10.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</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>
</tbody>
</table>

Requirements for Minor in Music

<table>
<thead>
<tr>
<th>Course</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>4</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 K-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.
Music (Continued)

General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>6</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 or 12. English Composition or The Research Paper</td>
<td>4 or 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 30-45. 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 His 215. Contemporary Global History or His 316. Recent American History</td>
<td>4</td>
</tr>
<tr>
<td>Social Science (Psy 100 recommended)</td>
<td>8</td>
</tr>
</tbody>
</table>

Teaching Field

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</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>6</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>

Professional Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edu 211. Curriculum Materials</td>
<td>3</td>
</tr>
<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>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 music background. A junior and a senior recital are required of each student.

This core and distribution requirements for a major in applied music, B.Mus. degree, are those listed for baccalaureate degrees on page 10, with the following exception:

Language (8 hours) must be 2 semesters of the same modern foreign language, preferable French, German or Italian.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</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 363-364. Form and Analysis</td>
<td>4</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>Applied Music—major instrument</td>
<td>32</td>
</tr>
<tr>
<td>Ensemble</td>
<td>4</td>
</tr>
<tr>
<td>Music electives</td>
<td>11</td>
</tr>
<tr>
<td>Mus 492. Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Piano proficiency*</td>
<td>0</td>
</tr>
<tr>
<td>Junior recital**</td>
<td>0</td>
</tr>
<tr>
<td>Senior recital**</td>
<td>0</td>
</tr>
<tr>
<td>Concert and recital attendance (minimum 3 per semester)</td>
<td>0</td>
</tr>
</tbody>
</table>

*Students should register for piano proficiency the semester in which they wish to take the examination.

*Students should register for recital the semester during which it is to be given.

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.

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.

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.

374. Voice Literature

A comprehensive study of art song literature. Two units.

376. Hymnology

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.

473. Choral Literature

A comprehensive study of the choral literature of all periods. Two units.

474. Symphonic Literature

A course in the study of symphonic literature of the eighteenth, nineteenth, and twentieth centuries. Two units.

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
Music (Continued)

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. Four units.

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.

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.

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.

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

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.

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. Two units.

252. Brass Methods
Trumpet, French horn, Trombone, and Tuba. Two units.

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.

258. Vocal Methods
Class instruction in preparation for the teaching of voice in elementary and secondary schools. Two units.

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.

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.

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.

Miscellaneous Music Courses

282. Basic Conducting
Fundamental conducting techniques, including best patterns, left hand dynamic control, simple phrasing, tempo and rhythmic changes. Two units.

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.

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.

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

492. Senior Integration Project in Music
See p. 10.

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.

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.

195-196. Madrigal Singers
The study and performance of choral literature appropriate for small voice groups. Open to students with sight singing abili-
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.

The core and distribution requirements for an associate of arts degree in basic health sciences are those listed for associate degrees on page 11, with the following exception:

Laboratory science (4 hours) is not required.

Mat 141. College Algebra . 4
Mat 142. College Algebra and Trigonometry or Mat 251. Elementary Statistical Methods . 4
Bio 111-112. General Biology I, II . 8
Che 121-122. General Chemistry I, II . 8
*Additional Science . 4
*Elective Units . 2-6

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 might select such courses as the following:

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

Natural Science

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.

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.

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.

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.

Chattanooga Symphony Orchestra

Membership is by audition with the Music 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 contacting the Music Director, Chattanooga Symphony Orchestra, Chattanooga, Tennessee 37402.

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

Mathematics. Three hours lecture. Two hours laboratory. Laboratory fee: $15.00. Four units.

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.

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.

Nursing Education

Requirements for Pre-Nursing Program
By satisfactorily completing two years in 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 School of Nursing of the University of Tennessee at Chattanooga and with the Nell Hodgson Woodruff School of Nursing of Emory University, Atlanta, Georgia.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 31</td>
<td>Foundations for Learning</td>
<td>4</td>
</tr>
<tr>
<td>Bib 111 or 129.</td>
<td>Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 142 or 148.</td>
<td>New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 277-278.</td>
<td>Christian Doctrine (audit)</td>
<td>0</td>
</tr>
<tr>
<td>Eng 11</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>Soc 141</td>
<td>Principles of Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Soc 341</td>
<td>Family</td>
<td>3</td>
</tr>
<tr>
<td>Psy 100</td>
<td>General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Bio 111-112.</td>
<td>General Biology</td>
<td>8</td>
</tr>
<tr>
<td>Bio 216-217.</td>
<td>Human Anatomy and Physiology</td>
<td>8</td>
</tr>
</tbody>
</table>

Course in Nursing Education

101. Introduction to Nursing
A survey of the field of nursing is given by considering historical perspectives in nursing, the meaning of nursing as a profession, sociological and economic trends affecting nursing, and educational developments and opportunities in nursing. The student is introduced to beginning concepts in nursing practice. Ethical issues which are of urgent importance to the Christian nurse are considered. The purpose of the course is to help the student to determine if he/she wishes to continue in nursing or to select another field of study. A longer range purpose is to set the stage for courses that will follow in the nursing curriculum. One or three credits.

Organizational Behavior

(a field-experience program only)

The Organizational Behavior program is designed for adult students with several years of work experience who have completed at least two years of college. Students without sufficient work experience and a current situation which allows for field application of the coursework cannot be considered as candidates for this program. All applicants for this program must apply through the Quest Office and be interviewed by the program representative.

Credit is awarded in this program through the following means:

1) the coursework in the major
2) the assessment of life experience learning through the portfolio process (up to a maximum of 32 credit hours, no grades are assigned)
3) the applied research project (developed throughout the year in the program)
Admission Requirements
Admission requirements for this program are outlined as follows:
1) students must present 60 semester units of undergraduate credit through coursework or nationally recognized examination, e.g. CLEP, PEP
2) the 60 semester units must include 28 semester units of general education (core) requirements. These 28 semester units must include, but are not necessarily limited to, the following distribution:
   - Writing or composition ........ 2 credit minimum
   - Speech or communications ...... 2 credit minimum
   - Natural Science .................. 3 credit minimum
   - Social and behavioral science ... 9 credit minimum
   - Humanities (including art, music, or literature) ................... 6 credit minimum
On occasion, a student may be allowed to enter the program with minimal deficiencies in the above core requirements. In such an instance, the deficiencies must be made up prior to graduation. Specific details are provided at the time of acceptance, but students are not allowed to take more than one additional course concurrent with the Quest Program. Normally deficiencies should be made up prior to one’s entrance into the program.
3) no credit is accepted for marks of D or below
4) a writing sample is necessary, and unsatisfactory performance may require tutorial help prior to the program.

Transfer of Credit
Acceptable credits for transfer include the following:
- Coursework from regionally accredited colleges
- CLEP or other recognized examination
- Advanced placement credit
- Military training
- Transcripted credit from agency accredited junior colleges or professional schools is received as conditional credit
*Conditional credit is awarded as full credit and placed on the transcript upon successful completion of the Quest Program.
NOTE: The total number of credits transferred from institutions other than four-year regionally accredited colleges may not exceed 70 semester units.

Graduation Requirements
Graduation requirements for the field experience program in Organizational Behavior consist of:
1) completion of all program and degree requirements
2) a 2.0 grade average
3) 126 semester credits
4) acceptable competence in Bible knowledge as demonstrated by:
   - college level Bible credit (3 credit minimum)
   - successful completion of the Quest Bible course

Courses Required for the Major
The 32 semester credit curriculum is taught in a series of nine course modules which are taken consecutively rather than concurrently. All modules described are required for the program, and no substitutions or exemptions are permitted.

Semester I
Module 1: Group and Organizational Behavior
Soc. 344Q 3 credits/5 weeks
This module is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups of individuals.

Module 2: Career Assessment and Planning
IDS 301Q 3 credits/4 weeks
Each student prepares a portfolio of professional life-learning experiences. Career patterns are reviewed and analyzed, and goals are assessed through exercises and activities. Future trends are examined in relation to changing careers and lifestyles.

Research Methods & Project — Part I
Soc. 361Q 2 credits/2 weeks
Students will study issues of problem definition in doing social research and will be required to complete the Problem Definition and Literature Review portions of the research project before going on the Part II of the project.

Library Module
(Held on the Covenant Campus) 0 credit/1 week
During week 12, students are given instruction on library use and writing a literature review, and they also are given opportunity to do a computerized literature search.

Module 3: Principles of Management and Supervision
Bus. 300Q 3 credits/5 weeks
Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. An examination of contemporary concepts of management and the various presuppositions underlying the theories is included.

Module 4: Philosophy of Culture
IDS 391Q 3 credits/5 weeks
Students are expected to develop an understanding of the relationship of Christ to culture. A biblical theological framework is developed to enable students to begin to examine all dimensions of life from a Christian perspective. This perspective serves as a foundation for activity in the workplace and all of culture.

Research Methods & Project - Part II
Soc. 361Q 2 credits/2 weeks
Issues and practices related to data collection form the substance of this course. Students will formulate and execute a plan for collection of the data necessary to complete Part II of the project. Part II must be completed before Part III can begin.

Semester II
Module 5: Readings in Organizational Behavior
Soc. 345Q 2 credits/4 weeks
Special topics in the field of organizational psychology and behavior are explored through a series of readings which are read independently. Opportunity for exploring topics of the student’s individual interest is included.

Module 6: Interpersonal Communication
Soc. 346Q 3 credits/5 weeks
This module focuses on the development of communication skills including listening, attitude development, conflict resolu-
models for effective relationships necessary to create productive work environments.

**Module 7: Creative Problem Solving**

**Soc. 400Q** 3 credits/5 weeks

The objective of this module is to examine the components of any problem to determine which ones lend themselves to change and solution. Creativity is stressed as a new way of approaching a problem and designing solutions that satisfy the purposes of both the individuals and organizations involved.

**Research Methods & Project - Part III**

**Soc 361Q** 2 credits/2 weeks

Data analysis leading to appropriate conclusions is the topic of concern for this part of the research course and project. Students will complete the final portion of the research project by the end of the program.

**Module 8: Personnel Management**

**Bus. 320Q** 3 credits/5 weeks

This module provides a study of the personnel function in an organization. Current thought in the area of the personnel environment and its impact on the productivity in an organization is also included.

**Module 9: Ethics in a Changing Culture**

**Bus. 400Q** 3 credits/5 weeks

Ethical theories and personal values are examined through readings and discussion, especially as they relate to organizations in our culture. Particular emphasis is given to the development of a personal ethic for decision-making in the workplace and in public service opportunities.

**Courses in Philosophy**

21. Logic—Critical Thinking

A study of the practical analysis of arguments. The emphasis is on gaining skill in determining the logically pertinent features of arguments in everyday language. Some attention is also given to formal techniques for determining logical properties and logical relationships. Two units.

201. History of Ethics

A study of the principal theories, from the Greek schools on to Kant, Bentham, and Dewey. Three units.

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.

203. History of Ancient and Medieval Philosophy

From the earliest beginnings to Thomas Aquinas. Three units.

204. History of Modern and Recent Philosophy

From Descartes to the most important 19th century philosophers — including Hegel, Marx, and C. S. Peirce. Three units.

205. Philosophy of Knowledge

An interdisciplinary inquiry into the nature and justification of knowledge. The course will ordinarily involve members of the faculty in Bible and psychology as well as philosophy. Three units.

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. Prerequisite: Phi 309. Three units.

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.

309. Logic—Formal Logic

The propositional calculus and general quantification theory, with some attention to practical application of these principles. Three units.

310. Philosophy of Language

A study of the nature of verbal symbols and communication; Augustine's *On the Teacher*; the relation of language to
emphasizes the value of lifetime recreational sports and perseverance, and hard work are all emphasized in the overall qualities of cooperation, 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 technician in a hospital or Physical Therapy clinic.
4. Exercise supervisor in a corporation that has a personal fitness program for its employees.
5. Special education specialist (with Special Education emphasis).

6. YMCA, YWCA, or sports center as an exercise supervisor.
7. Specialized physical education work in summer camps.

Requirements for Major in Physical Education
The core and distribution requirements for a major in physical education are those listed for baccalaureate degrees on page 10, with the following exceptions:

PE 51-52 is not required.
PE Individual or Team Sports is not required.
Laboratory Science is not required.

Major and Supporting Course Requirements

Requirements for Minor in Physical Education

Requirements for Coaching Package

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 ................. 3
Bib 142 or 148. New Testament ................. 3
Bib 277-278. Christian Doctrine ............... 6
Physical Education and Recreation Education (Continued)

ID 31. Foundations for Learning ........................................ 4
ID 391. Philosophy of Culture ........................................... 2
Eng 11 or 12. English Composition or The Research Paper ........ 4 or 2
Bio 216. Human Anatomy/Physiology I ............................. 4
Bio 217. Human Anatomy/Physiology II .............................. 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
Social Science (Psy 100 recommended) ............................... 8

Humanities ................................................................. 8

Teaching Field
PE 211. History and Principles of Physical Education .......... 3
PE 212. Methods, Materials, and Measurement in Physical Education ......................................................... 3
PE 313. Critical Health Issues ........................................... 3
PE 335. Physical Education in the Elementary School ........ 2
PE 336. Individual and Team Sports I ................................. 3
PE 337. Individual and Team Sports II ............................... 3
PE 328. First Aid/Prevention and Treatment of Athletic Injuries ................................................................. 3
PE 386. Wilderness Learning Practicum ............................. 3
PE 431. Kinesiology .......................................................... 3
PE 433. Physiology of Exercise ............................................ 3
PE 30-45. Individual and Team Sports ................................. 4
PE 492. Senior Integration Project ....................................... 2

Professional Education
Edu 211. Curriculum Materials ........................................... 3
Edu 221. Introduction to Education .................................... 4
Edu 222. Education 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

Electives ................................................................. 3-5

Courses in Physical Education

30-45. Individual and Team Sports
30. Tennis. One unit.
31. Weight Training/Aerobics. One or two units.
32. Folk and Square Dance. One unit.
33. Softball/Touch Football. One unit.
34. Swimming. One unit.
35. Volleyball. One unit.
37. Soccer. One unit.
38. Karate. One unit.
41. Wilderness skills:
   c. Rock Climbing. One unit. Fee: $15.00.
   d. Orienteering. One unit.
42. Golf. One unit.
43. Ice Skating. One unit. Fee: $37.00.
45. Varsity Sport. One unit.
46. Bowling. One unit.

Four required for P.E. majors. It is strongly recommended that P.E. majors take subjects not included in PE 336 and PE 337.

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. One unit.

52. Aerobics
Prerequisite second in a sequence with PE 51. Guides student in designing and following his own aerobics 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. Methods, Materials, and Measurement in Physical Education
Motor learning theory and use of teaching resources and materials in the design of a secondary level curriculum in Physical Education. Methodology of teaching Physical Education at the secondary level is studied within the context of physical education as a part of the overall development of the person. Emphasis on tests and measurements and field experience in teaching grades 9-12. 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.

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: $7.00. Three units.

335. Physical Education in the Elementary School
A theory and methods emphasis focusing on basic motor learning through sequential movement education principles, childhood growth and development their significance to the overall learning and growth of children K-8 with special attention to considering needs of exceptional and handicapped children. The whole school health program is studied. Teaching labs for students at Chattanooga Christian School. Two units.

336. Individual and Team Sports I
Teaching, coaching, and officiating methods in basketball, football, baseball/softball, golf, and track and field Prerequisite: approval of instructor. Three units.

337. Individual and Team Sports II
Teaching, coaching, and officiating methods in gymnastics, soccer, volleyball, tennis, and racquetball/squash. Prerequisite: approval of instructor. Three units.

386. Wilderness Learning Practicum
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.
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phy 131-132. General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Physics electives</td>
<td>12</td>
</tr>
</tbody>
</table>

*If the core requirement in laboratory science is met by a science other than physics, this may be reduced.

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 Chemistry (Dual Degree Program)
The core and distribution requirements for a major in natural science concentration in chemistry are those listed for baccalaureate degrees on page 10, with the following exceptions:
A literature course (4) is required in The Arts. U.S. History (4 hours) is required. American Government (4) and History of Georgia (2) are required to meet the Georgia Institute of Technology requirements.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</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>Physics elective</td>
<td>3</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>Phy 492. Senior Integration Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: A minimum of 96 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.

321. Statics
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 friction. Prerequisite: General Physics and Calculus II. Three units.
Pre-medical Studies

322. Dynamics
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 work and energy, and impulse and momentum principles. Prerequisite: 331 Statics. Three units.

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. Four units.

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.

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.

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

492. Senior Integration Project in Physics
See p. 10.

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 mid to high 30's. Note that these are minimum realistic levels.

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

Successful completion of the pre-law program in no way guarantees admission to law school. Able Covenant graduates who have applied to law schools have been accepted and are now engaged in legal studies or have become practicing attorneys.

Pre-law students are encouraged to read John F. Dobbyn, "So You Want To Go to Law School", which is available in the college book store. Students should also consult the annually published Pre-Law Handbook which contains a description of all the American Bar Association approved law schools with GPA and LSAT profiles of the most recent classes admitted. Copies of the Handbook are available for persual from the pre-law advisor or the career counselor.

Dr. A. Kenneth Austin of the Department of Historical Studies serves as the pre-law advisor. Pre-law students will be assigned to Dr. Austin for academic advisement and prospective pre-law students are encouraged to contact Professor Austin for further description of the program.

Pre-law Studies

Students should present combined SAT scores of 1000 or above (or equivalent ACT scores) at the time of acceptance.

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, personal recommendations and an interview. The MCAT is taken during the junior or 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 Donaldson serve as the pre-medical committee. All pre-medical students are encouraged to contact one of them for further information on the program.

Required courses:

Core and distribution Requirements (listed page 10)
- English literature should be chosen for the arts requirement
- Logic may be omitted in a biology major but is recommended

Science and Math Requirements
- Mathematics 2 semesters
- General Physics 2 semesters
- General Chemistry 2 semesters
- Organic Chemistry 2 semesters
- Biochemistry
- General Biology 2 semesters
- Genetics
- Review for MCAT

Three courses chosen from Comparative Anatomy, Embryology, Animal Histology and Microtechnique, Microbiology, Comparative Animal, Physiology
The following course suggestions are proposed to serve as background. In the core curriculum, Greek is recommended to be laid in college. Covenant's liberal arts curriculum is designed to help the pre-ministerial students achieve such a general background. In the core curriculum, Greek is recommended to fulfill the language requirement. (Two years are preferable.)

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, Counselling Psychology, and Educational Psychology or Teaching of Bible.

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 the abilities to think critically and seriously 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 value 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 integra-
ion 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 relative 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

The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on page 10, with the following exceptions:

Social and behavioral science (3-4 hours) is not required.

Major and Supporting Course Requirements

Psy 100 or 101. General Psychology ........................................ 4
Psy 200. History and Systems of Psychology ............................. 2
Psy 220. Christian Issues in Psychology ................................ 2
Psy 251. Elementary Statistical Methods ................................. 4
Psy 261. Introduction to Research Methods ............................. 4
Psy 304. Psychology of Learning and Memory ...................... 4
Psy 344. Abnormal Psychology ............................................ 4
Psy 492. Senior Integration Seminar in Psychology .............. 2
Psychology electives (300 level or above) ....................... 14

Requirements for Major in Psychology, Concentration in Clinical Psychology

The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on page 10, with the following exceptions:

Social and behavioral science (3-4 hours) is not required.

Major and Supporting Course Requirements

Psy 100 or 101. General Psychology ........................................ 4
Psy 200. History and Systems of Psychology ............................. 2
Psy 220. Christian Issues in Psychology ................................ 2
Psy 251. Elementary Statistical Methods ................................. 4
Psy 261. Introduction to Research Methods ............................. 4
Psy 304. Psychology of Learning and Memory ...................... 4
Psy 344. Abnormal Psychology ............................................ 4
Psy 492. Senior Integration Seminar in Psychology .............. 2
Psychology electives (300 level or above) ....................... 14

Requirements for Major in Psychology, Concentration in Experimental Psychology

The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on page 10, with the following exceptions:

Social and behavioral science (3-4 hours) is not required.

Major and Supporting Course Requirements

Psy 100 or 101. General Psychology ........................................ 4
Psy 200. History and Systems of Psychology ............................. 2
Psy 220. Christian Issues in Psychology ................................ 2
Psy 251. Elementary Statistical Methods ................................. 4
Psy 261. Introduction to Research Methods ............................. 4
Psy 304. Psychology of Learning and Memory ...................... 4
Psy 344. Abnormal Psychology ............................................ 4
Psy 492. Senior Integration Seminar in Psychology .............. 2
Psychology electives (300 level or above) ....................... 14

Requirements for Minor in Psychology

Psy 100. General Psychology ................................................. 4
Psy 200. History and Systems of Psychology ............................. 2
Psy 251. Elementary Statistical Methods ................................. 4
Psy 261. Introduction to Research Methods ............................. 4
Psy 304. Psychology of Learning and Memory ...................... 4
Psy 344. Abnormal Psychology ............................................ 4

Requirements for Minor in Clinical Psychology

Psy 100 or 101. General Psychology ........................................ 4
Psy 220. Christian Issues in Psychology ................................ 2
Four psychology electives from the following courses .......... 15-16
Psy 225. Psychology and Christian Ministries ..................... 4
Psy 247. Relational Counseling ........................................... 4
Psy 303. Developmental Psychology .................................... 4
Psy 344. Abnormal Psychology ............................................ 4
Psy 345. Perspectives on Counseling and Psychotherapy ....... 4
Psy 353. Psychological Assessment ....................................... 4
Psy 441. Psychology Internship........................................... 4

Requirements for Minor in Experimental Psychology

Psy 100 or 101. General Psychology ........................................ 4
Psy 220. Christian Issues in Psychology ................................ 2
Four psychology electives from the following courses .......... 15-16
Psy 244. Social Psychology ................................................. 4
Psy 251. Elementary Statistical Methods ................................. 4
Psy 261. Introduction to Research Methods ............................. 4
Psy 304. Psychology of Learning and Memory ...................... 4
Psy 360. Psychology of Religion .......................................... 4
Psy 373. Physiological Psychology ...................................... 4

Requirements for Minor in Psychology and Christian Ministries

Psy 100 or 101. General Psychology ........................................ 4
Psy 220. Christian Issues in Psychology ................................ 2
Psy 225. Psychology and Christian Ministries ....................... 4
Three psychology electives from the following courses ...... 11-12
Psy 303. Developmental Psychology .................................... 4
Psy 331. Psychology of Personality ........................................ 4
Psy 344. Abnormal Psychology ............................................ 4
Psy 345. Perspectives on Counseling and Psychotherapy ....... 4
Psy 360. Psychology of Religion .......................................... 4
Psy 380. Psychology of Adulthood and Aging ....................... 4
Psy 441. Psychology Internship........................................... 4
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. Laboratory fee: $20.00. Four units.

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 laboratory exercises and class assignments. Prerequisite: introductory psychology course from another college. Laboratory fee: $20.00. Two units.

200. History and Systems of Psychology
This course will survey the historical roots of present Psychology. It will include an examination of important and influential people, systems of thought, and classic experiments. It will also consider the influence of various cultures, including the impact of Christian thought in Psychology today. Prerequisite: Psy 100. Two hours lecture. Two units.

201. Psychology Classics (Correspondence)
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 individual book reports, and then write a final report comparing and contrasting the books reviewed. One to four units.

210. Psychology Field Trip (Convention)
The psychology department arranges and sponsors field trips to various professional psychology conventions. The conventions attended in the past have included the Southeastern Psychological Association (SEPA), the Christian Association for Psychological Studies (CAPS) and the Society for the Scientific Study of Religion (SSSR). By this means, students are able to gain a wide sampling of the range of topics, issues, controversies, and personalities in psychology today. A travel fee is included. Prerequisites: Psy 100. Two hours lecture. Four units.

220. Christian Issues in Psychology
This course introduces the student to issues of importance to the Christian, and to the literature written on these issues. Two hours lecture. Two units.

225. Psychology and Christian Ministries
This is a topics course designed to investigate the practical relationships between psychology and the Christian ministries. Through reading assignments and discussion, the facilitative role of psychology in the experience of God’s people is examined. The psychological responsibilities and special problems associated with positions of Christian leadership are given special attention. Topics will vary, but may include a discussion of grief counseling, styles of leadership, conflict resolution, time management, faith development through the life-span, making referrals, and related matters. Four units.

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, correlation and 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. Laboratory fee: $10.00. Four units.

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 group project format, the student formulates a research proposal and carries out the research, reporting the results in a research manuscript prepared in a form acceptable for publication. Prerequisites: Psy 100, 251. Four hours lecture. Laboratory fee: $10.00. Four units.

364. 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 hours lab. Laboratory fee: $20.00. Two units.

Content Courses

202 (302). 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.

204. Introduction to Learning Theory
This course is a lower division course, intended for those with little background in Psychology, but who want to study basic theories and principles of learning, and their application in specific settings (e.g., the home or the classroom). It is recommended for the non-psychology major who wants to gain an understanding of how persons learn emotional responses, habits, skills, attitudes, perceptions, rituals, information, strategies for coping, and aspects of personal identity. Prerequisites: Psy 100. Two hours lecture. Two units.

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 personnel. The most influential in psychology today. Prerequisites: Psy 100, and permission of the instructor. Four units. Summers only. Five units.

303. Developmental Psychology
A comprehensive survey of the development of the human individual from conception through adolescence. 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. Four units.

304. Psychology of Learning and Memory
A critical examination of the principal theories and research in learning and memory. Consideration is given to the major theories of learning and their explanations for the learning of: emotional responses, habits, skills, attitudes, perceptions, rituals, information, strategies for coping, and aspects of personal identity. The student will also participate, both as subject and as experimenter, in a number of empirical investigations. Prerequisites: Psy 100, 200, 251, and 261. Three hours lecture, plus lab. Laboratory fee: $20.00. Four units.

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, Cattell, 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. 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. Four units.

345. Perspectives on Counseling and Psychotherapy
This course provides a clinical, scientific-theoretical, and Christian analysis of several approaches to counseling and psychotherapy. Among other schools, Psychoanalysis, Rational-Emotive Therapy, Gestalt Therapy, Person-Centered Therapy, Behavior Modification, and Logotherapy are examined. Biblical and pastoral counseling perspectives are also reviewed, as are their relationships with secular schools of thought. The possibilities for integration are discussed. Prerequisite: Psy 100. Four units.

360. Psychology of Religion
This course will examine the issues and data that aid in understanding religious experience, expression, and style. Team taught. 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: $20.00. Four units.

380. Psychology of Adulthood and Aging
This course will examine the physical, social and emotional development of adults. Four units.

399. Independent Study
This course is intended for the student who has demonstrated ability for independent study and wishes to examine an area not covered in available courses. It requires the agreement of a member of the psychology department to supervise the independent study. One to 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 221 and admission into the Teacher Education Program (except for the non-teaching minors). Three units.

347. Relational Counseling
See Sociology 247.

348. Marriage and Family Counseling
See Sociology 348.

353. Psychological Assessment
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.

440. Independent Research
Student 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. One to six units.

441. Psychology Internship
Students interested in the applied aspects of psychology are placed in internship positions with the Moccasin Bend Psychiatric Hospital, Orange Grove Retardation Center or other agencies. An effort is made to make the student aware of the discipline in its applied setting. Prerequisite: junior standing in the psychology major, or permission of the instructor. Offered each semester. One to four units.

492. Senior Integration Seminar in Psychology
A required course of all graduating seniors majoring in psychology. This course examines the various contemporary ap-
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

The core and distribution requirements for a major in sociology are those listed for baccalaureate degrees on page 10, with the following exception:

Social and behavioral science (3, 4 hours) is not required.

Major and Supporting Course Requirements

Soc 141. Principles of Sociology .................. 4
Soc/Psy 251. Elementary Statistical Methods ........ 4
Soc 361. Methods of Social Research ............. 4
Soc 402. Contemporary Social Thought ............ 3
Soc 490. Senior Integration Seminar in Sociology .... 3
Electives from the following courses (at least one course from each area) ........................................ 15

Social Interaction
   Soc 244. Social Psychology
   Soc 249. Interpersonal Communication
   Soc 344. Organizational Behavior
   Soc 347. Relational Counseling
   Soc 348. Marriage and Family Counseling

Social Concerns
   Soc 119. Cultural Anthropology

Soc 241. Social Problems
Soc 246. Crime and Delinquency
Soc 250. Introduction to Social Work
Soc 301. Sociology of Community

Social Institutions
   Soc 341. The Family
   Soc 342. Sociology of Religion
   Soc 343. Sociology of Health

Requirements for Minor in Sociology

The Sociology minor includes three tracks: a general one (minor in Sociology) providing breadth and two specialized ones (minor in Interpersonal Counseling and minor in Organizational Behavior) emphasizing depth. The minor in Sociology involves taking courses in each of the three areas of concentration (social interaction, social concerns, and social institutions) as well as the Principles of Sociology course (Soc. 141).

The specialized minors enable the student to develop skills in two areas of applied sociology.

Requirements for Minor in Interpersonal Counseling

Five of the six courses listed below:
   1. Soc 249. Interpersonal Communication
   2. Soc 250. Introduction to Social Work
   3. Soc 341. The Family
   4. Soc 347. Relational Counseling
   5. Soc 348. Family Counseling
   6. Soc 444. Sociology Practicum

Requirements for Minor in Organizational Behavior

Five of the six courses listed below:
   1. Soc 244. Social Psychology
   2. Soc 249. Interpersonal Communication
   4. Soc 344. Organizational Behavior
   5. Soc 361. Research Methods
   6. Soc 444. Sociology Practicum

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.

229. 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.

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. Prerequisite: Soc 141. Three units.

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.

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. Prerequisite: Soc 141. Three units.

249. Interpersonal Communication
This course focuses on the development of communication skills including listening, development of the self, the perception of meaning, attitude development, conflict resolution, and group problem solving. These skills would be developed for application in a variety of social settings including interpersonal relations in the family, among friends and in employment settings. A primary objective of the course would be to provide majors with applied skills to be used in social service vocations. Three units.

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.

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. Prerequisite: permission of instructor. Two units.

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.

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.

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 relation-
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.

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.

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.

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 or to be taken concurrently: Spanish 81-82 or equivalent. Three units.

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.

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.

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.

(Year in parenthesis indicates date of joining Covenant's faculty)

ANDERSON, Charles W.
Professor of Biblical Studies (1964)
S.T.M., University of the South; B.D., Faith Theological Seminary; A.B., Wheaton College

AUSTIN, A. Kenneth
Professor of History (1972)
Ph.D., University of Georgia; M.A., East Tennessee State University; B.A., Gordon College; B.D., Westminster Theological Seminary

BARKER, Nicholas P.
Vice-President for Academic Affairs and Dean of the Faculty (1966)
Ph.D. and M.A., University of Minnesota; A.B., Princeton University

BLAIR, Virginia G.
Assistant Librarian (1983)
M.A., University of Denver; B.A., Covenant College

CLARK, Raymond W.
Associate Professor Biblical Studies (1966)
Ph.D., Yale University

CROSSMAN, Brian F.
Assistant Professor of Physical Education (1964)
M.Ed. and B.S., Frostburg State College

DAMERON, Raymond H.
Professor of Physics (1964)
M.S., University of Tennessee at Chattanooga; B.S., Pennsylvania State College; B.A., Covenant College

DODSON, Christopher H.
Assistant Professor of Accounting (1982)
Master of Accountancy and B.S., Virginia Polytechnic Institute and State University

DONALDSON, Charles W.
Director of Planning (1967)
Ph.D., University of Pennsylvania; B.S., Wheaton College

EESENBURG, Martin
President (1978)
Ph.D. and M.A., University of Michigan; A.B., Calvin College

EVARITT, Timothy C.
Associate Professor of Education (1979)
Ed.D. and M.A., Illinois State University; M.A., Trinity Evangelical Divinity School; B.A., Fort Wayne Bible College

FITZGERALD, Eugene F.
Assistant Professor of Physical Education (1973)
M.A., Michigan State University; B.A., Gordon College

FOREMAN, Clifford W.
Assistant Professor of English (1986)
M.A., Boston University; A.B., Gordon College

GALLOWAY, Susan Van Zanten
Assistant Professor of English (1982)
Ph.D. and M.A., Emory University; B.A., Westmont College

GILCHRIST, Paul R.
Professor of Biblical Studies (1967)
Ph.D., Drew University; B.D., Faith Theological Seminary; B.A., Columbia Bible College

GRAHAM, Donovan L.
Dean (1972)
Ed.D. and M.A., New Mexico State University; B.A., University of Northern Colorado
HALVORSEN, Ira David  
Associate Professor of Music (1972)  
M.M., Eastman School of Music; M.A., Ohio State University; A.B., Morningide College; B.D., Grace Theological Seminary

HAMM, John  
Professor of Music (1964)  
Ph.D., Florida State University; M.M., Eastman School of Music; Mus.B., John Brown University

HEDDENDORF, Russell H.  
Professor of Sociology (1982)  
Ph.D., University of Pittsburgh; M.A., Columbia University; B.A., Queens College

HESSELINK, Paul K.  
Associate Professor of English (1972)  
Ph.D. and M.A., University of Chicago; A.B., Hope College

HUISMAN, Gary B.  
Librarian (1966)  
M.S., Western Michigan University; A.B., Calvin College

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

KELLOGG, Edward K.  
Associate Professor of Art (1973)  
M.A. and B.A., San Diego State College

KIRMS, Frederick O.  
Professor of Business Administration (1979)  
M.B.A., State University of New York at Albany; M.Div., Reformed Episcopal Seminary; B.S., United States Naval Academy

KRAHN, M. Hendrick  
Professor of Biblical Studies (1973)  
Th.D. and Th.M., Westminster Theological Seminary; B.D. (Equiv.) and B.A. (equiv.), Theologische Hochschule

LAMBERT, Roger L.  
Associate Professor of Biblical Studies and Missions (1982)  
Th.D., Fuller Theological Seminary; Th.M., Covenant Theological Seminary; B.A., Asbury College

LOTHERS, John E.  
Professor of Biology (1966)  
Ph.D., University of Kansas; M.S., Kansas State University; B.S., Oklahoma State University

MAYNOR, William W.  
Assistant Professor of Education (1985)  
Ph.D., University of Alabama; M.Ed., Delta State University

M.DIV, Reformed Theological Seminary; B.A., Bethel College

MITCHELL, Hadley T.  
Assistant Professor of Economics (1960)  
M.A.R., Westminster Theological Seminary; M.B.A., University of Colorado; B.A., Houghton College

MONROE, Robert C.  
Professor of Music (1981)  
Ph.D., Florida State University; M.M., University of Miami; B.S., Lebanon Valley College

MOSURINJOHN, Craig W.  
Director of Career and Counseling Services (1986)  
M.A., Wheaton College; B.S., University of Wisconsin at Stevens Point

MULLER, John S.  
Professor of Sociology (1971)  
Ph.D. and M.S., Florida State University; B.A., Covenant College; B.D., Westminster Theological Seminary

PARKER, Craig A.  
Associate Professor of Music (1972)  
D.M.A., University of Washington; M.A. and B.A., Western Washington University

RAYMOND, Scott W.  
Dean of Students (1985)  
M.A., Slippery Rock University; B.A., Fort Wayne Bible College

RULON, Michael J.  
Associate Professor of Psychology (1975)  
Ph.D., Ohio State University; M.A., Humboldt State College; B.A., Westmont College

SCHREUR, Barbara A.  
Associate Dean of Students (1986)  
M.A., Slippery Rock University; B.A., Calvin College

SIZEMORE, Douglas R.  
Associate Professor of Computer and Information Science (1974)  
Ph.D., University of Northern Colorado; M.A., Conservative Baptist Theological Seminary; B.A., Taylor University

SMISSON, Joseph Drake  
Assistant Professor of Modern Languages (1986)  
M.A., University of Kentucky; B.A., Georgia College

THOMAS, Charles R.  
Professor of Computer and Information Science (1983)  
Ed.D., University of Maine; M.S., Georgetown University; M.Ed. and B.S., Wayne State University

VOSKUIL, Louis J.  
Professor of History (1972)  
Ph.D. and M.A., Loyola University; A.B., Calvin College; B.D., Westminster Theological Seminary

WENGER, Jerome D.  
Assistant Professor of Biology (1972)  
Ph.D., University of Arkansas; M.A. and B.S., Western Michigan University

WILDEMAN, James A.  
Assistant Professor of English (1983)  
M.A., University of South Dakota; B.A., Covenant College

WRIGHT, Phillip G.  
Associate Professor of Psychology (1984)  
Ph.D., McGill University; M.A., University of Toronto; B.Sc., McGill University
Covenant College
Board of Trustees

Class of 1987
Mr. Joel Belz, Asheville, NC
Mr. Robert L. Butterfield, Orlando, FL
Mr. Clarence A. den Dulk, Daytona Beach, FL
Mr. Myron L. Dunton, Tulsa, OK
Mr. Robert J. Heerdt, Glenside, PA
Mr. James J. Kaufmann, Huntsville, AL
Rev. Stephen W. Leonard, St. Louis, MO

Class of 1988
Rev. J. Gary Atiken, Columbia, SC
Dr. James S. Bus, Cary, NC
Mr. C. Herbert Crews, Jr., Greenville, SC
Dr. W. Wayne Curles, Albany, GA
Mr. James K. Day, Brookhaven, MS
Dr. Graham D. Gutsche, Annapolis, MD
Rev. John M. MacGregor, Marietta, GA

Class of 1989
Rev. J. Render Caines, Chattanooga, TN
Rev. James J. Conrad, Naples, FL
Mr. Wendell J. Graves, Waterloo, IA
Mr. Robert D. Gray, Wilmington, DE
Dr. William H. Hall, Orlando, FL
Dr. Allen Mawhinney, San Marcos, CA
Mr. William McKay, Flat Rock, NC

Class of 1990
Dr. William S. Barker, Asheville, NC
Rev. Robert W. Bowman, Longwood, FL
Dr. Richard C. Chewning, Hewitt, TX
Rev. Thomas G. Kay, Sr., Centreville, AL
Rev. C. Al Lutz, Lexington, KY
Mr. Hugh O. Maclellan, Sr., Lookout Mtn., TN
Dr. Motron H. Smith, Lilburn, GA

Administration
President: Martin Essenburg, Ph.D.
Vice President for Academic Affairs and Dean of the Faculty:
Nicholas P. Barker, Ph.D.
Dean of Students: Scott W. Raymond, M.A.
Dean of Admissions and Records: Rudolph F. Schmidt, M.A.T.
Consultant for College Advancement: Frank A. Brock, M.B.A.
Dean of External Programs: Donovan L. Graham, Ed.D.
Director of Planned Giving: Arthur Klem, Ph.D.
Director of Planning: Charles W. Donaldson, Ph.D.
Business Manager: Robert E. Harbert, B.A.