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<td>74-76</td>
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</tbody>
</table>
DATES YOU SHOULD KNOW

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15, 1988</td>
<td>Maclellan Scholarship applications to students with SAT's of 1100+ or ACT's of 25+</td>
</tr>
<tr>
<td>November 17 - 19, 1988</td>
<td>Campus Preview Weekend, Thursday dinner, Saturday lunch</td>
</tr>
<tr>
<td>December 23, 1988</td>
<td>Financial Aid Forms will be mailed to you. (Plan to do your taxes early since these forms are completed with your 1988 tax return. It takes 4-6 weeks after you mail the form before we receive it.)</td>
</tr>
<tr>
<td>February 1, 1989</td>
<td>Deadline for Maclellan Scholarship application</td>
</tr>
<tr>
<td>February 23 - 25, 1989</td>
<td>Campus Preview Weekend</td>
</tr>
<tr>
<td>March 31, 1989</td>
<td>Priority deadline for financial aid</td>
</tr>
<tr>
<td>April 28, 1989</td>
<td>Pre-registration, housing and health forms will be sent to students.</td>
</tr>
<tr>
<td>May 1, 1989</td>
<td>Deposits are due.</td>
</tr>
<tr>
<td>May 10, 1989</td>
<td>Payment plan information should be arriving.</td>
</tr>
<tr>
<td>June, July, 1989</td>
<td>Housing assignments will be made.</td>
</tr>
<tr>
<td>August 19, 1989</td>
<td>New students arrive on campus.</td>
</tr>
</tbody>
</table>

CALENDAR FOR 1988 – 1989

Fall Semester 1988

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 18, 19</td>
<td>Faculty/Staff Conference</td>
</tr>
<tr>
<td>August 20</td>
<td>Freshmen and transfer students arrive, 1:00-3:00 p.m.</td>
</tr>
<tr>
<td>August 22-24</td>
<td>Academic counseling and orientation</td>
</tr>
<tr>
<td>August 22</td>
<td>Bible placement exam, 7:15 p.m.</td>
</tr>
<tr>
<td>August 23</td>
<td>Mathematics, foreign language and English exams, 8:00 a.m.</td>
</tr>
<tr>
<td>August 23</td>
<td>New students meet with advisors, 7:00 p.m.</td>
</tr>
<tr>
<td>August 25</td>
<td>Registration (one day only)</td>
</tr>
<tr>
<td>August 26</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August 26</td>
<td>Opening convocation</td>
</tr>
<tr>
<td>September 2</td>
<td>Last day for late registration</td>
</tr>
<tr>
<td>September 9</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>September 28</td>
<td>Day of Prayer (morning classes will meet)</td>
</tr>
<tr>
<td>October 14-18</td>
<td>Fall recess (note change to Friday-Tuesday)</td>
</tr>
<tr>
<td>October 19</td>
<td>Classes resume; mid-semester marks due</td>
</tr>
<tr>
<td>October 28</td>
<td>Last day to drop a course, change to audit, or change to or from Pass/Fail</td>
</tr>
<tr>
<td>November 2</td>
<td>Pre-registration for Spring Semester (no morning classes)</td>
</tr>
<tr>
<td>November 17-19</td>
<td>Campus Preview Weekend</td>
</tr>
<tr>
<td>November 24</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>November 25</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 1-3</td>
<td>Madrigal Dinners</td>
</tr>
<tr>
<td>December 9</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 12-15</td>
<td>Final examinations</td>
</tr>
</tbody>
</table>
### Spring Semester 1989

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 3</td>
<td>Students arrive.</td>
</tr>
<tr>
<td>January 4</td>
<td>Registration</td>
</tr>
<tr>
<td>January 5</td>
<td>First day of classes</td>
</tr>
<tr>
<td>January 12</td>
<td>Last day for late registration</td>
</tr>
<tr>
<td>January 19</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>January 25</td>
<td>Day of Prayer (morning classes will meet)</td>
</tr>
<tr>
<td>February 3</td>
<td>Board of Trustees Executive Committee Meeting</td>
</tr>
<tr>
<td>February 23-25</td>
<td>Campus Preview Weekend</td>
</tr>
<tr>
<td>February 24</td>
<td>Mid-semester marks due</td>
</tr>
<tr>
<td>March 4-13</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>March 14</td>
<td>Classes resume.</td>
</tr>
<tr>
<td>March 17</td>
<td>Last day to drop a course, change to audit, or change to or from Pass/Fail</td>
</tr>
<tr>
<td>March 23, 24</td>
<td>Board of Trustees Meeting</td>
</tr>
<tr>
<td>March 29</td>
<td>Pre-Registration for Fall Semester (no morning classes)</td>
</tr>
<tr>
<td>April 21</td>
<td>Honors Assembly</td>
</tr>
<tr>
<td>April 28</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 1-5</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 6</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### May Term

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 8</td>
<td>First day of classes</td>
</tr>
<tr>
<td>May 26</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>

### CAMPUS PREVIEW WEEKEND

You've seen the pictures, read the literature and maybe even talked to someone from Covenant College. Now is your chance to visit Covenant and see what we have to offer you.

It may be a sunny, clear weekend where you can see for hundreds of miles or it may be one of those mysterious cloudy weekends for which Carter Hall was named "Castle in the Clouds." Whatever the weather, we have a weekend packed with activities.

High school students from all over the country will start to arrive around 1:00 p.m. on Thursday, November 17 and stay through noon on Saturday, November 19. Come, join us!
### FEES AND EXPENSES FOR 1988 – 1989

#### GENERAL

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (payable only once)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Orientation fee (new students)</td>
<td>20.00</td>
</tr>
<tr>
<td>Tuition per semester (12-18 units)</td>
<td>2945.00</td>
</tr>
<tr>
<td>Tuition for students taking 1-6 units</td>
<td>$100 per unit;</td>
</tr>
<tr>
<td>for 7-11 units</td>
<td>$245 per unit;</td>
</tr>
<tr>
<td>for units in excess of 18</td>
<td>$165 per unit.</td>
</tr>
<tr>
<td>Student Activity Fee, per semester</td>
<td>50.00</td>
</tr>
</tbody>
</table>

#### RESIDENCE

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dormitory equipment fee (payable only once)</td>
<td>25.00</td>
</tr>
<tr>
<td>Key deposit</td>
<td>5.00</td>
</tr>
<tr>
<td>Board, per semester</td>
<td></td>
</tr>
<tr>
<td>21 meals/week</td>
<td>810.00</td>
</tr>
<tr>
<td>12 meals/week</td>
<td>750.00</td>
</tr>
<tr>
<td>5 meals/week (off campus students only)</td>
<td>200.00</td>
</tr>
<tr>
<td>Room, per semester</td>
<td></td>
</tr>
<tr>
<td>5/room</td>
<td>500.00</td>
</tr>
<tr>
<td>4/room</td>
<td>580.00</td>
</tr>
<tr>
<td>3/room</td>
<td>580.00</td>
</tr>
<tr>
<td>2/room</td>
<td>685.00</td>
</tr>
<tr>
<td>1/room</td>
<td>735.00</td>
</tr>
<tr>
<td>Student Apartments</td>
<td>750.00</td>
</tr>
</tbody>
</table>

#### SPECIAL

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room damage deposit (refundable)</td>
<td>35.00</td>
</tr>
<tr>
<td>Room reservation deposit (not refundable)</td>
<td>65.00</td>
</tr>
<tr>
<td>Advance deposit of fees (not refundable)</td>
<td>100.00</td>
</tr>
<tr>
<td>Late registration</td>
<td>30.00</td>
</tr>
<tr>
<td>Change in courses</td>
<td>10.00</td>
</tr>
<tr>
<td>Transcripts after first, each</td>
<td>2.00</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>30.00</td>
</tr>
<tr>
<td>Transportation to and from terminals – to be announced</td>
<td></td>
</tr>
<tr>
<td>Auditing fee (for part-time students), per unit</td>
<td>20.00</td>
</tr>
<tr>
<td>Health insurance fee, per semester</td>
<td>60.00</td>
</tr>
<tr>
<td>Computer use fee (for students not enrolled in computer classes), per semester</td>
<td>20.00</td>
</tr>
</tbody>
</table>

For course fees in science, physical education, psychology, computer science, education and art, see course descriptions in the catalog.
MUSIC

Fees for private instruction per semester for full-time students taking lessons required for their major or minor:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>One half-hour lesson weekly</td>
<td>$60.00</td>
</tr>
<tr>
<td>Two half-hour lessons weekly</td>
<td>$120.00</td>
</tr>
</tbody>
</table>

Higher fees are charged for private lessons not required for the student's major or minor.

To determine a total budget for the semester, the student may add the following estimated expenses to tuition fees, room and board. These costs will vary depending on the courses taken, the distance from the college, and personal spending habits.

- books and supplies: $210.00
- transportation: $250.00
- personal: $275.00

COVENANT COLLEGE
BOARD OF TRUSTEES

Dr. Lane G. Adams
Dr. J. Gary Aitken
Dr. Kenneth E. Avis
Dr. William S. Barker
Mr. Joel Belz
The Rev. Robert W. Bowman
The Rev. Arthur C. Broadwick
Mr. Robert L. Butterfield
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Mr. Ross E. Cook
The Rev. Linward A. Crowe
Dr. Myron L. Dunton
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Mr. Robert D. Gray
Dr. William H. Hall
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The Rev. Stephen W. Leonard
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Dr. Robert S. Rayburn
The Rev. Dale L. Smith
Dr. Morton H. Smith
PREAMBLE
TO THE
COVENANT COLLEGE FIVE-YEAR PLAN
1989 – 1994

Covenant College must be more than a safe enclave for Christian students. It must require a distinctive experience which motivates and enables its young men and women to make an impact on the world for Christ. Such is a reformed understanding of higher education.

Covenant College must not merely prolong adolescence, but must demand genuine maturity and Godly character. These can not be understood apart from a servant’s heart, a tenderness of conscience, and the courage that comes from a sense of righteousness and justice. Such is a biblical understanding of leadership.

Covenant College must not conform to the selfish dullness of the world, but promote a rigorous discipline which applied to academics produces learning and which applied to spiritual life produces wisdom. Such is a Christian understanding of excellence.

A plan must be built on these definitions if the college is to apprehend its mission for the Kingdom, but only a severe reliance on God can bring any plan to completion. It is by the grace of God alone that hearts are made regenerate and a people are empowered for His service.
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, Bachelor of Science, 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 appropriate the mind of Christ as the Biblical perspective from which we characterize and respond to reality. In attempting to make such a Biblically grounded frame of reference explicit and operative, we are committed to excellence in academic inquiry, and we seek to define all areas of the college’s structure and program according to this understanding of our purpose.

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

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

1) 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. The 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 background, 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.

**GENERAL INFORMATION**

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

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

**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, Bachelor of Science, and Bachelor of Music degrees with 16 liberal arts majors and several professional programs. (See Page 16-17.)

**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 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 14)

**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 5 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 1 and 1/2% 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 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 available upon request.
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 of 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 live in the residence halls, are permitted to remain during the college recesses for no extra room charges. They will provide their own meals during these recesses.

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 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 non-immigrant 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 schools 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 30750.

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 $200 ($100 non-refundable) 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 days of acceptance.

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

If, after enrollment, it is determined that a student has knowingly falsified statements on his or her application, the student's continued enrollment will be reviewed.

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 representing one year of satisfactory work in a subject. It is recommended that the units be distributed as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Mathematics (algebra, trigonometry, geometry)</td>
<td>2</td>
</tr>
<tr>
<td>One foreign language</td>
<td>2</td>
</tr>
<tr>
<td>History and social studies</td>
<td>2</td>
</tr>
<tr>
<td>Natural science</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

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 Education Testing Service's college-level Advanced Placement Program courses in secondary schools will be given credit for courses in which they earn scores of 3, 4 or 5 on the Advanced Placement Examinations for a maximum of 18 credits.

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 Records. Such credits are placed on the student's Covenant College record after successful completion of 12 units of credit at the college. Credit by examination will not be given for courses for which the student has already earned college credit.

Admission of Transfer Students

Students from other colleges or 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 that 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 nonaccredited. Full credit will be granted 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 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 students admitted from other institutions will be eligible for graduation from Covenant College until they have completed a minimum of 30 academic units (not including summer sessions) in this institution. Student grade-point averages are computed only on courses taken at Covenant College.

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 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

The Student Financial Planning Office is ready to assist students and parents in the development of a financial assistance plan. Financial assistance is available from a variety of sources, providing assistance with educational expenses regardless of your income level. Inquiries concerning financial assistance should be directed to the Director of Student Financial Planning. A Financial Aid Form (FAF) must be filed with the College Scholarship Service (CSS) to be considered for financial assistance based on financial need. Financial need is the difference between the cost of education and the estimated family contribution which is calculated from your FAF.

Indicate on the FAF that you wish to have the results of the FAF sent to Covenant College using code 6124. Allow four to six weeks for CSS to process the FAF and return the results to Covenant College. The FAF is based on the family income from the preceding calendar year. It cannot be completed until after January 1. In the awarding of assistance packages, priority is given to students whose FAF results are received before March 31. Additional information concerning the policies of financial aid is available from the Office of Student Financial Planning.
Assistance are available from the Student Financial Planning Office.

Transfer students may also receive financial assistance based on the March 31 priority deadline. A FAF is required to be considered for assistance based on financial need. A Financial Aid Transcript (FAT) is also required from each institution previously attended whether financial assistance was received or not. A FAT should be requested from the Financial Aid Office of each institution at the same time an academic transcript is requested.

Planning is the key to establishing a thorough financial plan. A student must first be accepted for admission before being considered for financial assistance. The admissions application and an FAF will serve as your application for financial assistance unless a separate application is requested for a particular scholarship below. Investigate the sources, note the priority or application deadline, and apply as early as possible.

I. Institutional Assistance from Covenant College

1. Academic Scholarships: Freshman awards are based on high school GPA and SAT/ACT scores ranging from $200 to $1800. Once a student has attended for two semesters, the academic scholarship will be based on the student's Covenant College GPA.

2. Athletic Scholarships: These are awarded by coaches to students capable of making a contribution to the athletic programs at Covenant. Individuals should contact the respective coach for information.

3. Music Scholarships: These are awarded by the Music Department to students with outstanding musical ability or who demonstrate musical performance potential. Interested students should contact the Chairman of the Music Department. Students who are unable to visit campus for an audition may be requested to send an audition tape.

4. James Buswell Music Scholarships: The Music Department awards a scholarship annually, one from each of the piano, string and woodwind specializations based on the students' musical performance abilities.

5. Maclellan Scholars Program: This program is designed to recognize and encourage academic and leadership endeavors. Selection is based on Christian commitment, scholastic achievement, demonstration of leadership ability, and extracurricular activities. Students must have a minimum SAT of 1100 and 3.3 GPA. Maclellan Scholars will not be eligible for an Academic Scholarship; however, a recipient may be eligible for Federal, State and other institutional awards. Contact the Admissions Counseling Office for an application. The completed application must be received by February 1.

6. Church Grants: These grants are awarded to students who are members or students whose parents are members of churches which participate in supporting the college financially. The award is based on the level of giving per member from the church to Covenant starting at $4.00 per member.

7. Covenant College Grant: This award is based on financial need and is funded by the college.

8. Officers Scholarships: The student senate president, vice president, secretary, treasurer and CAB chairman receive officer scholarships.

9. The Joe B. Alexander Scholarship: This scholarship was initiated in 1985 by Joe and Virginia Alexander and is awarded to deserving students from Arkansas and Texas.

10. The Barrows Scholarship: This scholarship was established by Mr. and Mrs. Fred C. Barrows of Lookout Mountain to provide assistance for students from Georgia, Alabama and Tennessee.

11. The Peggy Brock Scholarship: Established in 1986 by Mrs. W.E. Brock, Jr., this scholarship is a need-based scholarship for students who have demonstrated an earnest desire to succeed. These students need not be outstanding in any particular way. However, they must work hard in school and demonstrate initiative and leadership ability in school activities such as athletics, student government, music, drama or publications. This scholarship will be awarded to a recipient for consecutive years as long as a 2.5 or better GPA is maintained.

12. The Dora Maclellan Brown Endowed Scholarship: Begun in 1980 by the Dora Maclellan Brown Charitable Trust, this scholarship is awarded to students demonstrating a financial need.

12.5 The Dora Maclellan Brown Scholarship: This scholarship was initiated in 1971 by the Dora Maclellan Brown Charitable Trust. This scholarship will assist those who plan to enter full-time Christian service. Selection of recipients is based upon a written statement of the student's personal testimony and vocational plans, demonstrated financial need, academic achievement and evaluation of the student's Christian commitment and contribution to the community. Scholarships may be awarded consecutive years with new applications requested in the fall.


14. The Gilbert den Dulk Scholarship: Initiated in 1983 by Dr. Gilbert den Dulk, this scholarship is awarded to students who have demonstrated financial need.
15. The Gally Scholarship: Established in 1980 in memory of the late Don Gally, a Christian businessman and philanthropist from Knoxville, Tennessee. While maintaining satisfactory progress in school, this recipient must produce an average or better GPA and demonstrate a financial need for assistance to continue at Covenant. This scholarship may be awarded successively for several years while a student works to defray college expenses.

16. The Harrison Hughes Scholarships: Established in 1970 in memory of H. Harrison Hughes, Assistant Professor of Mathematics at Covenant; to perpetuate the ideal of his Christian example and dedicated service to Covenant College. This scholarship is to assist students in mathematics and the sciences.

17. The Daniel Ashley Jewell, Jr., Scholarship: Initiated in 1976 by Mrs. Vera Jewell in honor of her late husband, a pioneering businessman in Northwest Georgia. Recipients are selected from students in business administration and economics who demonstrate financial need, maintain a minimum GPA of 2.5 and have completed a minimum of 30 semester hours of course work.

18. The Jim Luikart Art Scholarship: Established in 1973 by Mr. and Mrs. Max Luikart in memory of their son Jim. Recipients will be students in the art program who demonstrate financial need.

19. The R. J. Maclellan Minority Scholarship: Initiated in 1975 by the R. J. Maclellan Charitable Trust to assist minority students who could not otherwise attend Covenant. This scholarship is awarded based on academic achievements and demonstrated financial need of minority students. Students are recommended for consideration by the Admissions Counseling Office and the Student Financial Planning Office.

20. The Donald Andrew Mouritzen Memorial Athletic Award: This fund was established in 1967 by the family of Donald Andrew Mouritzen, who was killed in action in Vietnam. This award is presented to the upperclassman who has made a significant contribution to the athletic program of Covenant.

21. The Donald Andrew Mouritzen Spiritual Life Award: Begun in 1985 by the family of Donald Andrew Mouritzen, this award is presented to the Covenant student whose Christian life sets an example in Outreach Ministry.

22. The Quarryville Presbyterian Church Scholarship: Established by the members of Faith Reformed Presbyterian Church of Quarryville, PA to encourage their young people to pursue a college education in a Christian institution with high scholastics.

23. The Milton M. Ratner Scholarship and Loan Fund: Initiated in 1979 by the Milton M. Ratner Foundation to provide assistance for financially needy students.

24. The Rush Scholarship: Established in 1985 by Miss Ruby Rush in honor of her mother to provide assistance for students having a demonstrated economic need.

25. The Mina Grundish Simpson Scholarship: Established in 1978 by her husband, H. C. Simpson, to provide assistance to students who major in music or a pre-seminary education. Academic proficiency, talent, and financial need are specifically considered.

II Federally-Funded Programs Administered by Covenant College

An FAF is required to be considered for any federal funding.

1. Pell grant: To apply for the Pell, you must indicate on the FAF that you wish to have information released to the U.S. Department of Education. The student will receive a Student Aid Report which must be sent to the Student Financial Planning Office in order for the grant to be awarded. This grant is designed for families with lower incomes.

2. Supplemental Educational Opportunity Grant (SEOG): These are direct grants which need not be repaid, designed for students in families with greater financial need.

3. Perkins Loans (formerly National Direct Student Loans): These are low interest loans repayable after the student leaves college.

4. College Work Study Program: This program provides work opportunities for students with financial need. 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. A monthly check will be issued to the student for the work hours completed.

III. Other Sources of Financial Assistance Outside Covenant College

1. Local Foundations and Organizations: The most often overlooked sources of funding are local foundations and civic organizations in your area. Clubs like the Rotary and Kiwanis Clubs and even some employers offer grant, scholarship and loan programs which are available but must be investigated. Also, high school guidance counselors may know of local sources.

2. Guaranteed Student Loans (GSL): This Federal program allows students to borrow money directly from banks and other lending institutions. This loan is based on
financial need with the maximum loan amount regulated by the Federal Government. For a freshman or sophomore the maximum is currently $2625, while for a junior or senior it is $4000. This low interest loan is repayable after the student leaves college. A five percent origination fee will always be assessed; however, a guarantee agency may charge up to three percent more as a guarantee or insurance fee. Further information may be obtained from a local bank, the State Higher Education Office or the Student Financial Planning Office.

3. SLS/PLUS Loans: These loans are based on credit criteria rather than financial need. The SLS is available to independent students while a PLUS is made to the parents of dependent students. The variable interest rate loan has a maximum rate of 12.0 percent. The repayment terms vary depending on the lending institution. Some banks require full payment from the start while others allow deferment of the principal payment making only interest payments while the student is in college. Fees also vary depending on the lending institution, up to three percent. Information may be obtained from sources listed under the GSL.

4. Georgia Tuition Equalization Grant: This is a state program providing a grant of $900 to all eligible students. An eligible student must be a legal resident of Georgia for a minimum of 12 months prior to the enrollment term and be classified as a full-time undergraduate. Applications for the grant are mailed from Covenant to all Georgia residents who apply for enrollment.

5. Georgia Incentive Grant: Financial need is a criterion for this state program as well as legal residence in Georgia for at least 12 months. Application is completed by filing a Georgia version of the FAF and indicating interest. Funding is limited for this program, so apply early. Grants vary from $150 – $450 a year.

6. Ty Cobb Education Scholarship: Students are eligible to apply for this scholarship if they are residents of Georgia, are not married, and have completed at least two semesters of B quality or higher in an accredited college. The scholarships range from $450 to $1000 to students who have financial need. Applications may be requested from: Ty Cobb Educational Scholarship P.O. Box 725 Forest Park, GA 30051

7. 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 Planning Office.

Satisfactory Academic Progress Policy
Federal regulations mandate colleges to establish standards of satisfactory academic progress for students receiving financial assistance. These standards are also applicable to institutional funds to maintain a consistent policy for all students. A student will be eligible to receive financial assistance for up to ten semesters as a full-time student as long as all other requirements are met for satisfactory progress.

A student must maintain a cumulative grade point average based on the student’s grade classification to be considered as making satisfactory progress. Students not making satisfactory progress are placed on academic suspension based on the grade-point average and grade classification indicated in the Academic Standards section of this catalog. Satisfactory progress is reviewed following a completion of two semesters at Covenant and each semester thereafter. Students on academic suspension who do not earn 12 credit hours with a 2.00 grade point average will not receive financial assistance the subsequent semester.

Students who have been denied financial assistance due to unsatisfactory progress may be reinstated by completing at least 12 credit hours with a 2.00 grade point average. During this time the student is not eligible for financial assistance. Aid would then be awarded on a semester-by-semester basis, providing the student earns 12 credit hours with a 2.00 grade point average.

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 or room 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 week, 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 Student Financial Planning 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.

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. Students who need to earn part or all of their college expenses must have their work plans approved in advance and arrange their academic loads in special conference with their advisers.

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

Orientation

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

Registration Rules

All students will be expected to register during the regular registration periods at the beginning of each semester. Late registration will entail a fee of $30.00.

Students are not considered fully registered until they have paid the entire amount of their 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

Students who wish to withdraw from an individual course, or to change enrollment from one course to another, must have the express 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 W if at the time of withdraw their average mark in the course is passing, or the mark F 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 the Student Development Office.

Privacy Rights of Students

Notice to Students

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

The college's Institutional Policy Concerning Privacy Rights of Students explains in detail the procedures to be used by the college for compliance with the provisions of the Act. Copies of the policy can be secured in the Office of 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 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Name, address, telephone number, dates of attendance, class.</td>
</tr>
<tr>
<td>II</td>
<td>Previous institution(s) attended, major field of study, awards,</td>
</tr>
</tbody>
</table>
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 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 Records.

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

Students' Standards of Conduct
The standards of conduct expected of members of the Covenant College student body are divided into three categories: (1) Biblical directives, (2) college rules, and (3) areas allowing for individual discretion. We attempt to differentiate these as clearly as possible in the following descriptions.

Student Development
For information regarding residence hall life, counseling and placement, chapel, outreach ministries, practical work program, health services, and various student activities, see the Student Handbook.

Biblical Directives
The Bible speaks of practices which are morally wrong and hence unacceptable for students of Covenant College. Among these are such things as drunkenness, stealing, gossip and slanderous talk, all types of dishonesty, including lying and cheating, and sexual sins such as fornication, adultery, homosexuality, lust and promiscuity. Scripture also condemns certain attitudes such as bitterness, greed, pride, jealousy, and an unforgiving spirit. In summary, anything clearly spelled out in the moral law of God is binding upon all Christians everywhere. This would include a proper observance of the Lord's Day, an area often overlooked by Christians today. We all carry a responsibility to encourage, exhort, and, when necessary, admonish one another in meekness concerning transgressions and sin. The idea of students minding their own business is as foreign to the Body of Christ as is the idea of each member abusing another.

Covenant College, as the college of the Presbyterian Church in America, recommends that students and employees familiarize themselves with that denomination's position on abortion (Report of the Ad Interim Committee on Abortion, adopted by the Sixth General Assembly, 1978). In accordance with that position and in recognition that abortion is one of the chief evils of our culture, Covenant declares itself opposed to abortion as a violation of God's moral law and declares it as its policy to deal with abortion as a violation of a biblical directive.

All students at Covenant College are required to abide by the biblical directives while they are enrolled as students.

College Rules
The college has certain standards which every student must follow. These regulations have been established because it is believed that the college community will function better with them and that the academic environment will be enhanced.

The college prohibits the possession or use of alcoholic beverages, the possession or use of tobacco, the non-medical use of narcotics, hallucinogenic drugs, or marijuana, gambling, and social dancing. (Before an activity consisting of any form of dance is scheduled, it must be approved by the Dean of Students, who will also authorize supervision for the event.)

Students living in college-provided housing or who are participating in college activities during stated vacation periods are required to maintain the standards of college conduct. While at home, students are responsible to their parents and/or local churches during vacation periods.

Areas of Personal Discretion
In addition to the specific rules stated above, it is expected that Covenant students will exercise discretion and wisdom in several other areas. Among them are:

1. The choice of television programs, movies, theater, music, literature, wall posters and various other art forms.

2. The choice of non-college organizations with which they associate.

3. Intimacy in dating relationships with special regard for excessive physical attention.

4. Modesty, neatness, and cleanliness in dress and appearance.

Demonstrated lack of responsibility in these areas may result in counsel and/or disciplinary action. In addition to the above mentioned rules, we also have residence hall rules and regulations which are described in the Residence Hall and Apartment Living Booklet.

Practical Work
Christianity has established the dignity of labor. Covenant believes that students who invest themselves (their labor, their "treasure") in their college find that
where their treasure is there their heart is also. Students engage in one to three hours of weekly work on campus. Students have opportunities to work in many different areas, and are encouraged to choose areas that are closest to their interests or career goals, especially during their sophomore and junior years. Full-time students, excluding seniors and married students, participate in this program. This program assists the college in holding down operating costs and helps participants to develop an attitude of servanthood.

ACADEMIC INFORMATION

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 25 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.
9. For some majors, completion of the Major Field Achievement Tests.

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.
7. Completion of the Major Field Achievement Test.

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 students to ideas and values of continuing concern and providing them 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

College Life ............................................. 1
( Normally taken fall of freshman year.)
The Christian Mind ..................................... 1
( Normally taken fall of freshman year.)
World Views ............................................. 2
( Normally taken fall of sophomore 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
( This requirement may be met by taking two courses of the same foreign language or two language-option courses. The language-option courses are: Eng 210. Classical Literature, Eng 211. European Literature in English Translation, Eng 220. Modern Drama, Eng 235. Introduction to Linguistics, and Phi 310. Philosophy of Language. Certain major programs require courses in a specific language; a few programs require no language. Students who score well enough on a foreign language test
administered during registration week in the fall to bypass a year of college language study will be allowed to bypass the language requirement.)

Physical Education 51 and 52 .................................. 2
Physical Education 30-45 ..................................... 1
(51-52 normally taken freshman year, 30-45 taken sophomore year. 51-52 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 to fulfill the core and distribution requirements may also be used for credit in the major or minor unless otherwise specified by the appropriate department.

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

Major-Minor Program Students must take at least 12 units of their major at Covenant College and at least 6 units of their minor. As an option, a student can concentrate entirely in a single major without any minor. Variations in the requirements for the different major programs, in addition to the possibility of bypassing certain parts of the core, make the number of units available for free electives range from 0 up to 52.

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

Majors in natural 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
Applied Music
Biblical Studies and Missions
Biology
Business Administration
Chemistry
Computer Science
Elementary Education
English
History
Interdisciplinary Studies
Music
Music Education
Natural Science
Organizational Behavior*
Psychology
Sociology

* a field experience program only

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

Special Program. Courses preparatory to professional training are available in the following fields:

Nursing Education
Pre-engineering (see Dual Degree Program under Engineering)
Pre-law (consult with Dr. Austin)
Pre-medical (consult with Dr. Lothers)
Pre-ministerial (consult with a member of the Biblical Studies Department)
Teacher Education, Elementary and Secondary

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 or Bachelor of Science Degree in Organizational Behavior.

The field-experience model utilizes seminar and workshop 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 52 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 on application of the concepts learned to the work or community situation. An applied research project is designed by each student to affect an issue or problem at the workplace. 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 requirements for graduation:

1. A minimum of 62 credit units.
2. A grade-point average of 2.0.
3. The fulfillment of all basic requirements.
4. Compliance with all requirements in the area of concentration.
5. No marks below C- in the area of concentration.
6. A residence of one year and the completion of 26 of the last 30 units at Covenant College.
7. The payment of all bills, the return of all equipment and library books, and the completion of all practical work.

Core Curriculum for Associate Degrees

Perspectives
ID 131. College Life. .......................... 1
ID 132. The Christian Mind. .................. 1
ID 233. World Views. .......................... 2
Bib 111 or 129. Old Testament. ............... 3
Bib 142 or 148. New Testament. ............... 3

Written Communication
Eng 111. 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, and Basic Health Sciences. Please see Biblical Studies, Business Administration, Natural Science and Nursing Education.

Summer Offerings
A variety of courses is offered by Covenant College during the summer months. A three-week session
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 30750.

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, the foreign missions agency of the Presbyterian Church in America. Details of each of the programs, 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.

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 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 bibliography for the program he or she 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 or her expected date of graduation. Such situations may arise when (a) a student received a grade of D in a major or minor course, (b) a student received a grade of F in a required course, (c) a student changed majors late in his or her college career or (d) a student transfers to Covenant College.

Credit Awarded by Examination

Please see page 0 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 Science, 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. A student’s grade-point average is computed for courses taken at Covenant College.

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 same 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 non-core 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).

Changing Grades. Though faculty members may at their discretion both grant incompletes and change grades after a semester is completed, justice requires that all students in a course be given equal opportunities. Also, as part of their academic and personal development, college students benefit from the discipline required in doing a specific amount of work in a specific amount of time and in learning to live with the consequences of their performance under such conditions. Faculty members will ordinarily, therefore, change students' final grades only under such circumstances as following: 1) the professor comes to realize that he or she has made an error in calculating the final mark, 2) the professor comes to believe that certain requirements of the course were so egregiously unfair as to warrant all students in the course being allowed to redo some work or to do additional work, or 3) the professor learns that a student's performance was affected by illness or emergency such that the professor would have granted an Incomplete had the professor known about it before the end of the semester.

Proficiency in Speaking 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.)

First semester Freshman ..................... 1.80
Second semester Freshman ................. 1.90
Sophomore .................................. 2.00
Junior .................................... 2.00
Senior .................................... 2.00

The exception will be the student who earns a 2.00 current grade-point average or higher for two consecutive semesters, who will be released from probationary status even though his or her cumulative grade-point average may still be below the required minimum for the class. The "two semesters" refers to the fall and spring semesters and does not include summer session. A student 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 students to get the maximum benefit from their studies. The students must report to their faculty advisor at least once a month. They will follow a no-cut policy in all courses, and their cases 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 the 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

Instructors are free and responsible to determine and enforce whatever policy they wish concerning excessive absences in their courses and will inform their students of such policies at the beginning of each semester. Such a policy will include information about making up missed work. It is the student's responsibility to contact the instructor about such work, and the faculty member will exercise his or her right of judgement 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 career 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 50 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 (number 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

Accounting, Business Administration, and Economics/Finance Department Goals

This department offers an integrated four-year major in business administration designed to prepare
students for careers in areas such as government, corporate industry, small business, and non-profit organizations. Students majoring in another department may take a minor in accounting, business administration, or economics. Students majoring in business administration may select a minor in accounting and economics, but are required to take more than the standard number of courses required for such a minor.

The department also offers an Associate of Arts degree in business administration requiring two years of study for various entry level employment opportunities. This program also allows students to proceed to the regular four-year degree program should they so choose.

Emphasis in all programs and courses is placed on integration of the Christian faith in the conduct of business.

Requirements for the various programs are presented below. Departmental policies giving more specific guidance are available to students for planning their courses of study.

Requirements for Minor in Accounting

The minor in accounting is designed to provide coverage of the theory and practice forming the foundation for all further accounting study.

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 I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 202</td>
<td>Principles of Accounting II</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</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses in Accounting

201 Principles of Accounting I

A study of the fundamental principles of financial accounting as applied to proprietorships and partnerships. Coverage includes the theory of debits and credits, the accounting cycle, income statement and balance sheet presentation, special journals, accounting for service and merchandising enterprises, cash, receivables, inventories, temporary investments, plant assets, payroll, notes payable, other current liabilities, and intangible assets. Three units.

202 Principles of Accounting II

A continuation of Acc 201 with treatment extended to corporations. Coverage includes stockholders’ equity, long-term liabilities, time value of money concepts, long-term investments, statement of cash flows, and financial statement analysis. Introduction to cost/managerial accounting including job order and process costing in the manufacturing environment, budgeting, standard costs and variance analysis, cost-volume-profit relationships, cost allocation, differential analysis, capital expenditure analysis, and managerial control and decision making. Prerequisite: Acc 201, Mat 142. Three units.

300 Intermediate Accounting I

This course begins with a review of the accounting cycle at the introductory level and progresses to more rigorous levels of financial accounting. Emphasis is on in-depth treatment of the measurement of the elements of the balance sheet and income statement; consideration of the conceptual framework of accounting theory and the authoritative literature; further treatment of time value of money concepts. Prerequisite: Acc 202. Three units.

301 Intermediate Accounting II

A continuation of Acc 300. Special topics include leases, pensions, financial reporting of income taxes, accounting changes and error analysis, statement of cash flows, earnings per share, accounting for changing prices, and financial statement analysis. Prerequisite: Acc 301. Three units.

302 Cost Accounting

A more rigorous treatment of the cost/managerial material covered in Acc 202. The development of cost accounting systems primarily in the manufacturing environment to facilitate the assignment of costs to finished units of product. The use of accounting information by management in planning, controlling and decision making. Topics include cost definition and behavior concepts, job-order and process costing, special cost allocation methods, budgeting, standard costing and variance analysis, variable vs. full absorption costing, profit planning using cost-volume-profit relationships, non-routine decisions, and performance evaluation. Prerequisites: Acc 202, Mat 142. Three units.

490 Selected Topics

Course content to be determined by individual student needs. Prerequisite: permission of instructor.

Requirements for Major in Business Administration

The core and distribution requirements for a major in business administration are those listed for baccalaureate degrees on pages 15-16, 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>
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</thead>
<tbody>
<tr>
<td>Acc 201</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 202</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Bus 230</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Fin 340</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<td>------------</td>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Bus 345</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Bus 300</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Bus 400</td>
<td>Seminar in Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>Bus 492</td>
<td>Senior Integration Project in Business</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Three units 300-400 level Accounting, Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Six units 300-400 level Business Administration</td>
<td>6</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>Mat 142</td>
<td>Precalculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Sta 251</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

**Requirements for Minor in Business Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>Acc 201</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Acc 202</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Bus 230</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Bus 300</td>
<td>Principles of Management</td>
<td>3</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>
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</tbody>
</table>

**Courses in Business Administration**

**100. Introduction to Business**

Covers the relationship between business and its environment, social responsibility, business functions, and management. 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 and consumer behavior as well as the legal and institutional environment of marketing. Four units.

**300. Principles of Management**

Covers the concepts, issues, terminology and practices of contemporary management. Contributions from organizational experience, theory, and research are examined as they relate to understanding, predicting and controlling business outcomes. Pre-requisite: Eng 252. Three units.

**320. Human Resource Management**

Emphasizes the importance of employees to successful achievement of organizational goals. Current practices in areas such as employment, training, compensation, health and safety, and employee relations are examined in light of the latest theory and research. Prerequisites: Bus 300 and ICS 120. Three units.

**321. Labor Relations**

Acquaints students with the history of labor relations in the United States in contrast to international models. Contemporary topics such as union avoidance, decertification, and labor-management cooperation are also covered. In addition there is a collective-bargaining simulation component. Prerequisite: ICS 120. Three units.

**322. Legal Environment of Employment**

Taught from a compliance management perspective, this course exposes students to the legislation and common law that impact the highly regulated employer-employee relationship. Prerequisite: Bus 300. Three units.

**344. Organizational Behavior**

Emphasizes the practical application of behavioral science theory and research to organizations. Topics areas include motivation, reward systems, leadership, social influence, group dynamics, and organization change. Prerequisite: Bus 300. Three units.

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

**Core Requirements (For details, see page 17.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 131</td>
<td>College Life</td>
<td>1</td>
</tr>
<tr>
<td>ID 132</td>
<td>The Christian Mind</td>
<td>1</td>
</tr>
<tr>
<td>ID 233</td>
<td>World Views</td>
<td>2</td>
</tr>
<tr>
<td>Bib 111 or 129</td>
<td>Old Testament</td>
<td>2</td>
</tr>
<tr>
<td>Bib 142 or 148</td>
<td>New Testament</td>
<td>2</td>
</tr>
<tr>
<td>Eng 111 or 112</td>
<td>English Composition or Research Paper</td>
<td>4 or 2</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The Arts.</td>
<td>3 or 4</td>
<td></td>
</tr>
<tr>
<td>History.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PE 151-152</td>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Area of Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acc 201</td>
<td>Principles of Accounting I</td>
<td>3</td>
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<td>Acc 202</td>
<td>Principles of Accounting II</td>
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<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Bus 300</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science course</td>
<td>4</td>
<td></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>Sta 251</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective Units .................................................. 7-10

Total Units .................................................. 62
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. Seminar in Business Policy and Strategy
As a capstone to the business program, this course concentrates on integration of the business disciplines primarily through lectures and cases from diverse industries. Strategic issues faced by organizations are comprehensively analyzed including their ethical dimensions. Prerequisites: Acc 201, 202; Mat 142; Sta 251; Eco 201, 202; Eng 252; ICS 120; Bus 230, 300, 345; Fin 340, and senior class standing. Three units.

492. Senior Integration Project In Business
An independent study required of all students majoring in business. The student will explore and analyze a topic related to the student’s area of interest in business in the light of Christian philosophy. The study will ordinarily result in a written thesis and an oral examination. Two units.

499. Independent Study
Directed studies in special topics in business for qualified students with consent of the instructor. Two or three units.

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

Courses in Economics

201-202. Principles of Economics
A general course designed to explain the economic system, the institutions that make up the system and their functions, and relationships of these institutions to mankind, business and government. Economic concepts, scope, methods to the solution of economic problems and the goals of the economy are examined, as are 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. Six units.

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. Monetarist and Keynesian approaches are considered. Prerequisite: Eco 201. Three units.

301. Intermediate Economics - Macro
A more comprehensive exposition of the new-Keynesian, Monetarist, and New Classical analyses 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.

311. International Economics
The theory of international trade, commercial policy and international macroeconomic and monetary theory will be covered. Topics such as exchange rate theory, gains from trade and appropriate policy measures are included. Three units.

313. American Economic History
This course surveys the economic development of the United States with the interest of explaining from economic theory why the country developed as it has. Concentration is made of the colonial era, but treatment will cover US history through the Great Depression. 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 student’s 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 and 310.

Three units.

410. Development Economics

This course examines the various theories and approaches to promoting economic growth and development in lesser developed nations with the view of understanding the philosophical and theoretical commitments of each approach. Students will be given tools to develop their own theories. Three units.

420. Economics of Natural Resources 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. Prerequisites: Eco 201 and 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

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 240. Three units.

343. 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.

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.

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 judgement 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 involving 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 painting medium. Prerequisite for Oil Painting II. Six hours studio. Three units.

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

394. Art for Children in the Early Grades
395. Art for Children in the Middle Grades
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 increasing knowledge of the message and content of the Bible, and to encourage them to structure their lives in obedience to its mandates.

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

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

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

Requirements for Major in Biblical Studies and Missions

Concentration in Biblical Studies
The core and distribution requirements for a major in biblical studies are those listed for baccalaureate degrees on pages 15-16; 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 or 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 17.)
ID 131. College Life. ......................... 1
ID 132. The Christian Mind. ................ 1
ID 233. World Views. ......................... 2
Bib 111 or 129. Old Testament. .......... 3
Eng 111 or 112. 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

25
Area of Concentration

Bib 277-278. Christian Doctrine ...................... 6
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
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 Testament history. Although the historical framework is of primary concern, considerable attention is given to Old Testament theology, with emphasis on the nature and history of the Covenant. Some attention is also given to the inter-testamental period in preparation for New Testament studies. Three units.

129. Old Testament Literature: The Prophetical Books

A comprehensive study of the Old Testament books of prophecy with special attention given to the nature and task of the prophetic office and its place in and effect upon redemptive history. Open to students who have given evidence of good knowledge of the history of Israel. Attention will also be given to the inter-testamental period in preparation for New Testament studies. 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 the 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 interpreted 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 the 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 patriarches of Israel, the critical problems regarding origins, as well as the matters of authorship, date and purpose. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Three units.

321. Teaching of Bible

For course description, see 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 concurrently: 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 during the inter-testamental period, including the Dead Sea scrolls, and an examination of various interpretations as developed in recent years. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. 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. Prerequisite 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 concurrently: 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 the teachings of other authors in the new Testament. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. Three units.

361. Ethics
A historical survey of approaches to Christian ethics, and 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 18, 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 on Paul’s approach to ethical problems arising in a Hellenistic-Jewish congregation, as well as a study of II Corinthians with special emphasis upon the principles of spiritual leadership set forth in this epistle. Prerequisite or to be taken concurrently: 111 or 129, and 142 or 148, and 277-278. 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 and Tillich 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 16.

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 emphasis 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 emphasis 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 missions courses see page 55.

Biology Department Goals
For general education:
To help students develop an understanding of living organisms that will enable them:
- to perceive the order and design therein and to revere more highly the God who created life
- to appreciate life and become better stewards of nature
- to make intelligent decisions on contemporary issues such as creation and evolution, genetic manipulation, test tube babies, and fetal research.

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 including secondary school teaching, various environmental options, and additional training in medical studies or graduate school.

Requirements for Major In Biology
The core and distribution requirements of a major in biology are those listed for baccalaureate degrees on pages 15-16 with the following exception: Laboratory Science (4 hours) is not required.

Major and Supporting Course Requirements*
1. General Professional Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 111-112</td>
<td>8</td>
</tr>
<tr>
<td>Bio 308</td>
<td>4</td>
</tr>
<tr>
<td>Bio 413</td>
<td>4</td>
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<tr>
<td>Bio 390</td>
<td>1</td>
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<tr>
<td>Bio 411</td>
<td>3</td>
</tr>
<tr>
<td>Biology electives</td>
<td>11</td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Bio 492</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Pre-medical Option
A minimum combined SAT score of 1000 or equivalent is required for entry into the 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. Substitute MCAT Review for GRE Review (both Bio 390)
C. Biology Electives—choose 3 from the following: Bio 302, 311, 312, 314, 317.

3. Environmental Option
Covenant College is affiliated with the AuSable 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, or naturalist). 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 ............................................ 4
Bio 413. Genetics ............................................ 4
Biology 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 Institute (3 courses) .................. 12
Mat 142. Pre-Calculus Mathematics .......................... 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 or her decision earlier in his or her 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

Requirements for Major in Biology with 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 131. College Life ......................................... 1
ID 132. The Christian Mind .................................... 1
ID 233. World Views .......................................... 2
ID 391. Philosophy of Culture ................................ 2
Eng 111 or 112. 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 required) .......................... 8
Humanities ...................................................... 8

Teaching Field

Bio 111-112. General Biology ................................ 8
Bio 308. Ecology ............................................. 4
Bio 315. Macroevolution and Microevolution ........... 4
Bio 413. Genetics ............................................ 4
Biology electives, upper division .......................... 8
Mat 142. Pre-Calculus Mathematics .......................... 4
Che 121-122. General Chemistry ............................. 8
*Che 323-324. Organic Chemistry .......................... 8
Bio 492. Senior Integration Project .......................... 2

Professional Education

Edu 211. Curriculum Materials ................................ 3
Edu 221. Introduction to Teaching ................................ 2
Edu 222. Educational Psychology .......................... 3
Psy 303. Developmental Psychology .......................... 4
Edu 340. Curriculum & Methods in
Secondary School ............................................ 3
Edu 361. Education of Exceptional Children .............. 3
Edu 370. History & Philosophy of
American Education ........................................... 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. Laboratory fee: $20.00. Four units.

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. Developmental Biology
Experimental and descriptive aspects of vertebrate development. 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 write one paper. 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 microscopical 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 structure, function and taxonomy. 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 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 Institute. Three units.

322. Field Botany
The taxonomy and ecology of vascular plants as components of natural communities in Michigan. Emphasis will be placed upon on-site examination of plants in communities such as bog, dune, forest, marsh, meadow, and swamp. Field identification of plant species will be stressed; however, plants difficult to study under field conditions will be brought to the laboratory for dissection and identification. Ecological features such as community stratification and plant zonation along ecological gradients will be examined. Prerequisite: one year of general biology or one semester of botany. AuSable Institute. Four units.

323. Water Resources
Field study of lakes and streams with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes and streams of the region. Prerequisite: one year of general biology and one year of general chemistry. AuSable Institute. Four units.

324. Natural Resources Practicum
Environmental analysis and natural resource planning in cooperation with local government. Required of AuSable Fellows. Prerequisite: permission of instructor needed for those who are not AuSable Fellows. AuSable Institute. Four units.

325. Directed Individual Study
Prerequisite: permission of instructor. One to three units.

326. Fish Biology and Ecology
Identification, ecology, exploitation and stewardship of fishes and their habitats. Field studies include non-commercial and commercial fisheries in the Great Lakes region, ecological dynamics of fisheries exploitation and population ecology, fishing techniques, and fishing rights and regulation. AuSable Institute. Four units.

390. Special Topics in Biology
This course explores topics of current interest in the department, not covered in other courses. Topics might include ornithology, entomology, limnology, vertebrate natural history, plant physiology, human genetics, history of biology, review for MCAT and GRE, and methods of biological research. Prerequisite: Biology 111-112 or equivalent. Repeatable. On to four units.

411. Current Concepts in Biology
Historic development of current concepts with emphasis on the theory of evolution. Examination of biological reference sources, and reports on current literature. Experimental design and interpretation. Coverage of topics needed by the class, particularly molecular and cellular biology. A practicum in the Chattanooga area is included. Prerequisite: Four hours of 200 or 300 courses. Two hours lecture plus practicum. Three units.

413. Genetics
Principles of heredity including classical, molecular, cellular, behavioral, and population genetics. Prerequisite: Biology 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four units.

492. Senior Integration Project in Biology
See page 16.

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

Chemistry

Chemistry Department Goals
For general education:

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

For related fields:

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

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

For the major field:

To provide students with a large body of information and techniques and with an appreciation of the role of chemical investigation in the kingdom of God.

To prepare students for careers in professional chemistry or for admission into medical school, and teaching.

Requirements for Major in Chemistry

Students interested in majoring in chemistry are encouraged to enroll at Covenant College for their first two years. Current staffing in the chemistry department is adequate to cover Che 121-122 (General Chemistry) and Che 323-324 (Organic Chemistry). These courses are normally taken in the freshman and sophomore years of the major. Until additional staff is secured, students planning to major in chemistry will need to transfer to another institution following the sophomore year.

The core distribution requirements for a major in chemistry are those listed for baccalaureate degrees on pages 16-17, with the following exception: Laboratory science (4 hours) is incorporated in the major.

Major and Supporting Course Requirements

Che 121-122. General Chemistry .................. 8
Che 323-324. Organic Chemistry ................ 8
Che 325-326. Analytical Chemistry ............. 8
Che 425-426. Physical Chemistry ............... 8
Chemistry elective .................................. 6*
Mathematics through 247. Calculus III ........ 8
Phy 131-132. General Physics .................... 8
Che 492. Senior Integration Project ............ 2

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

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

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

Requirements for Minor in Chemistry

Che 121-122. General Chemistry .................. 8
Chemistry electives ................................ 12*

*If the core requirement in laboratory science is met by an 8-units 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.

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

This program will not be available until additional staff is secured.

The core and distribution requirements for a major in natural science concentration in chemistry are those listed for baccalaureate degrees on page 0, with the following exceptions:

Laboratory science (4 hours) is incorporated in the major.

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

Che 121-122. General Chemistry .................. 8
Phy 131-132. General Physics .................... 8
Che 425. Physical Chemistry ...................... 4
Che 323-324. Organic Chemistry ................. 8
Che 422. Advanced Organic Chemistry .......... 4
Physics elective .................................... 3
Mat 145-146. Calculus I, II ...................... 8
Mat 247. Calculus III ............................ 4
Che 492. Senior Integration Project ............ 2

Courses in Chemistry

121-122. General Chemistry

An introduction to the science of chemistry with special emphasis on fundamental chemical principles and their applications. Physical chemistry including modern atomic theory is presented in the first semester. Descriptive chemistry including basic organic chemistry is covered during the second semester. Qualitative analytical procedures are included in the laboratory second semester. Three hours lecture. Three hours laboratory. Laboratory fee, 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 in the laboratory. Prerequisites: one year of General Chemistry and one semester of either biochemistry or organic chemistry. AuSable 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.

423. 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, electro-chemistry, 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) stressed advanced techniques in synthetic inorganic chemistry. Prerequisite: Che 1211-122. Three hours lecture. Three hours laboratory (optional). Laboratory
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. International 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. Not 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 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 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 (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 Commit-
nee 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. Such arrangements must be worked out with the prior approval of the Education Department, but we encourage students to look into possibilities which might enrich their professional semester experience.

The professional semester for secondary education and music education 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 and music 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 adequate performance.

Teacher Education Programs
Elementary Education Major—Early Grades (K-4) Certification

Humanities
Courses chosen from philosophy, art, literature, music, language, logic, speech. .......... 8
Bib 111 or 129. Old Testament. .......... 3
Bib 277-278. Christian Doctrine. .......... 20

Social Sciences
Courses chosen from economics, history, political science, psychology, sociology (Psy 100 required). .......... 8
His 211 or 212. History of the U.S. or
His 215. Contemporary Global History or
His 316. Recent American History .......... 12

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

Other
ID 131. College Life. .......... 1
ID 132. The Christian Mind. .......... 1
ID 233. World Views. .......... 2
ID 391. Philosophy of Culture. .......... 2
Eng 111-112. 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 55-57

Teaching Field

Curriculum and Methods I
Edu 335. Physical Education in the Early Grades. .......... 2
Edu 394. Art for Children/Early Grades. .......... 2

Curriculum and Methods II
Edu 313. Teaching of Language Arts in the Early Grades. .......... 3

Curriculum and Methods III
Edu 324. Teaching of Science in the Early Grades. .......... 3

Other
Edu 315. Teaching Reading in the Early Grades. .......... 3

Total 27
Professional Education
Edu 211. 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 410. Senior Integration Seminar for Elementary Student Teachers........... 3
Edu 422. Practicum I ................................ 71/2
Edu 423. Practicum II ................................ 71/2
Electives .............................................. 6-8

Total 126-128

Elementary Education Major—Middle Grades (4-8) Certification

General Education Core
Same as for Early Grades certification ............ 57

Teaching Field (General)

Curriculum and Methods II
Edu 314. Teaching of Language Arts in the Middle Grades .................. 3
Edu 367. Literature for Children in the Middle Grades .................. 3

Curriculum and Methods III
Edu 323. Teaching of Social Studies in the Middle Grades .................. 3
Edu 325. Teaching of Science in the Middle Grades .................... 3
Edu 327. Teaching of Mathematics in the Middle Grades .................. 3

Other
Edu 316. Teaching Reading in the Middle Grades .................. 3
Edu 417. Advanced Reading in the Middle Grades .................. 3

Total 21

Teaching Field (Concentrations)

Concentration I: Select one of the following subject areas.

Language Arts
Edu 314. Teaching of Language Arts in

Middle Grades ........................................ 3
Edu 367. Literature for Children in the Middle Grades .................. 3
Edu 417. Advanced Reading in the Middle Grades .................. 3
3 additional units in language arts .................. 3

Math
Edu 327. Teaching of Mathematics in the Middle Grades .................. 3
Mat 141-142. College Algebra, College Algebra and Trigonometry ............ 8
1 additional unit -- special project .................. 1

Total 12

Science
Edu 325. Teaching of Science in the Middle Grades .................. 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

Concentration II: Select one of the following subject areas or another from the subject areas listed above.

Concentration II: Select one of the following subject areas or another from the subject areas listed above.

Art
Edu 395. Art for Children in the Middle Grades .................. 2
10 additional units in art -- 4 of which must be above 200 level .......... 10

Music
Edu 353. Music in the Middle Grades .................. 2
10 additional units in music -- 4 of which must be above 200 level .......... 10

Physical Education
Edu 336. Physical Education in the Middle Grades .................. 2
10 additional units in physical education -- 4 of which must be above 200 level; a few may be activity courses ............ 10

Total 12
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 410. Senior Integration Seminar for Elementary Student Teachers. 3
Edu 422. Practicum I. 7 1/2
Edu 423. Practicum II. 7 1/2

Electives
Vary 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 222. 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 148. New Testament. 3
Bib 227-278. Christian Doctrine. 6
ED 131. College Life. 1
ID 132. The Christian Mind. 1
ID 233. World Views. 2
ID 391. Philosophy of Culture. 2
Eng 111 or 112. 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 required). 8
Elementary Greek. 8

Total 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
20
Professional Education
Edu 221. Introduction to Teaching. .......... 2
Edu 370. History and Philosophy of American Education. .......... 3
Edu 222. Educational 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
Non-Teaching Minor in Education
Edu 221. Introduction to Teaching .............. 2
Edu 222. Educational Psychology ................. 3
Edu 370. History and Philosophy of American Education ........ 3
Education electives .................................. 4
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 each course will be taught with both early and middle grades teachers included; assignments and tasks will differ according to the certification level.

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 human beings, their behavior, and their 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.

313. Teaching of Language Arts in the Early Grades
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. Three units.

314. Teaching of Language Arts in the Middle Grades
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. Three units.

315. Teaching Reading in the Early Grades
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.

316. Teaching Reading in the Middle Grades
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
This course involves a study of goals, methods, materials, ideas and institutional developments that have shaped the teaching of mathematics instruction in the middle school grades. Prerequisites: Edu 211, 222. Three 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 Early Grades
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 human beings' relationship to God, others, themselves, and the world in which they live. This course deals with the goals, teaching methods, materials, and assessment of social studies instruction. Prerequisites: Edu 211, 222. Three units.

323. Teaching of Social Studies in the Middle Grades
Social studies is distinguished from other areas in a middle school curriculum by its focus on people interacting with one another. A course in social studies from a Christian perspective deals with human beings' relationship to God, others, themselves, and the world in which they live. This course deals with the goals, teaching methods, materials, and assessment of social studies instruction. Prerequisites: Edu 211, 222. Three units.

324. Teaching of Science in the Early Grades
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 Science in the Middle Grades
The learner studies instructional procedures, materials, and evaluation in teaching biological and physical science in the middle school. Prerequisites: Edu 211, 222. Three units.

326. Teaching of Mathematics in the Early Grades
This course involves a study of goals, methods, materials, and evaluation of mathematics instruction in the elementary school. Prerequisites: Edu 211, 222. Three units.

327. Teaching of Mathematics in the Middle Grades
This course involves a study of goals, methods, materials, and evaluation of mathematics instruction in the middle school grades. Prerequisites: Edu 211, 222. Three units.

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

336. Physical Education in the Middle Grades
See Physical Education 335. Required for middle certification (5-8).

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. Teaching Music in the Early Grades
See Music 352. Required for elementary certification (K-4) and music education.

353. Teaching Music in the Middle Grades
See Music 354. Required for middle grades certification (5-8) and 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 in the Early Grades
See Lit 366. Required for elementary certification, (K-4).

367. Literature for Children in the Middle Grades
See Eng 367. Required for middle grades certification, (5-8).

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 Puritanism on education, the rise of the public school movement, the legacy of John Dewey and the Progressive Movement, and the Christian school movement. Students will look at educational developments within their social, intellectual, and political contexts. Prerequisite: Edu 221. Three units.

394. Art for Children in the Early Grades
See Art 394. Required for elementary certification, K-4.

395. Art for Children in the Middle Grades
See Art 395.

396. 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. 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 in the Early Grades
417. Advanced Reading in the Middle Grades
This course builds upon and extends the concepts and skills developed in Edu 315/316. 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, 315 or 316. 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, 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.

Engineering

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

Bachelor of Aerospace Engineering
Bachelor of Ceramic Engineering
Bachelor of Chemical Engineering
Bachelor of Civil Engineering
Bachelor of Electrical Engineering
Bachelor of Engineering Science and Mechanics
Bachelor of Industrial Engineering
Bachelor of Materials Engineering
Bachelor of Mechanical Engineering
Bachelor of Nuclear Engineering  
Bachelor of Science in Textile Chemistry and Textiles  
Bachelor of Textile Engineering

In the case of highly qualified students the Georgia Institute of Technology degree may occasionally be at the master's level. Admittance to or completion of the pre-engineering program at Covenant College does not automatically guarantee admission to the engineering programs at Georgia Institute of Technology. Each student must meet the transfer student admission requirements of Georgia Institute of Technology.

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 pages 16-17, 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

<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>Phy 131-132</td>
<td>General Physics</td>
<td>8</td>
</tr>
<tr>
<td>Phy 321</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>Phy 322</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Phy 331</td>
<td>Electricity and Magnetism</td>
<td>5</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>Mat 348</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>Mat 492</td>
<td>Senior Integration Project</td>
<td>2</td>
</tr>
</tbody>
</table>

The students must complete at least 70 quarter units at Georgia Institute of Technology with a grade-point average of 2.00 or higher.

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 human kind and of human beings living in particular cultures and employing particular literary techniques.

For general education:

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

For the major field:

For English majors and minors the department offers a variety of courses in writing and literature. Writing courses focus on different types of communication through writing; literature courses cover literature of different types of 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 for Students Not Majoring in English

Eng 114. 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 Major in English

The core and distribution requirements for a major in English are those listed for baccalaureate degrees on pages 15-16, 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

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

Majors should consider as desirable electives courses in the field of history and philosophy. The course in English history is strongly recommended.

Requirements for Minor in English

Eng 201 ........................................... 4
Eng 235, 245, 302, 304, 446, any combination totaling .................................. 4

Literature electives* .................................................. 8

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

Requirements for Major in English with 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 131. College Life. ........................................... 1
ID 132. The Christian Mind ........................................... 1
ID 233. World Views ........................................... 2
ID 391. Philosophy of Culture ........................................... 2
Eng 111 or 112. 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 316. Recent American History ........................................... 4
Social Science (Psy 100 required). ........................................... 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 311. The Restoration and Eighteenth Century .................................. 4
Eng 334. British Romanticism, 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 ........................................... 2 or 4
Eng 326. Advanced Reading ........................................... 3
Eng 492. Senior Integration Project ........................................... 2

Professional Education

Edu 211. Curriculum Materials ........................................... 3
Edu 221. Introduction to Teaching ........................................... 2
Edu 222. Educational Psychology ........................................... 3
Psy 303. Developmental Psychology ........................................... 4
Edu 340. Curriculum & Methods in
Secondary School ........................................... 3
Edu 361. Education of Exceptional Children ........................................... 3
Edu 370. History & Philos. of American Education .................................. 3
Edu 424. Teaching Practicum ........................................... 10
Edu 430. Curriculum Integration Workshop ........................................... 3

Courses in English

Courses in Writing and Speech

050. Basic Writing

A non-credit course in writing sentences and paragraphs to enable poorly prepared students to improve their writing skills before being placed in the regular composition course. The course seeks to make the students proficient in writing acceptable English sentences, paragraphs, and brief essays. At or before the end of the semester, students will submit their three best pieces of writing to the English department. The department will evaluate them using the same methods applied to the placement essays at the beginning of the semester. Any student whose writing is inadequate must take Basic English again. Those whose writing is now considered acceptable will be able to enroll in Eng 111. No units of credit.

111. 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, essays, and a library research paper. Methods of research, using sources effectively, and standard documentation forms will also be covered. Four units.
112. 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 Test of Standard Written English (or the ACT) and an essay test administered by the department can substitute English 112 for English 111 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. Two units.

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. Prerequisite: English 245, the recommendation of the journalism instructor, and permission of the English department. One to four units.

Courses in Language and Literature

114. 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 114, 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 of selected works from Old and Middle English literature, 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 translation. Prerequisite: Eng 114, 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 Spenser, Donne, and Milton. Prerequisite: Eng 114, 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 114, 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 114, 201, 203 or 204, or permission of the instructor. Four units.

341. 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 114, 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 114, 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 114, 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) achieving an appropriate level of proficiency in each of the four language skills: understanding, speaking, reading, and writing;
(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.
French

Core Requirement in Language
The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 16. 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

161-162. 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 and written activities and exercises. Eight units.

263-264. 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 263-264 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 263-264 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 263-264 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 263-264 or equivalent. Three units.

Greek

Core Requirement in Language
The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 16. The language requirements for specific major programs should be checked with the department involved.

Courses in Greek

175-176. Elementary Greek
An introduction to Ancient Greek with an emphasis on work formation, vocabulary, and basic syntax. Materials from both the Classical and Koine periods are studies. Eight units.

277-278. Intermediate Greek
Continued study of New Testament Greek. Emphasis is placed on vocabulary and syntax. Six units.

Hebrew

Core Requirement in Language
The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 16. The language requirements for specific major programs should be checked with the department involved.

Courses in Hebrew

191-192. 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.

Spanish

Core Requirement in Language
The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 16. 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.

281-282. Intermediate Spanish
Continued development of skills in speaking, understanding, reading, and writing Spanish, through an extensive study 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: Spanish 281-212 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 taken from recent magazines and newspapers. There may also be some exposure to readings of a literary nature. 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.

Health Professions

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

Historical Studies

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

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

For general education:
It is the aim of this history department to help each student who takes required history courses to understand the shape and the dynamics of his or her 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 of career 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 pages 15-16, 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. . . . . . . . . . . . . 8
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 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

Requirements for Major in History with 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 131. College Life 1
ID 132. The Christia1 Mind 1
ID 233. World Views 2
ID 391. Philosophy of Culture 2
Eng 111 or 112. English Composition or Professional Education

Social Science-Political Science, Economics
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
His 301. Historical Research 2
His 303. Ancient Greece and Rome 4
His 304. Medieval Civilization 4
History of Georgia 2
Social Science—Political Science, Economics or Sociology (six units in one of the three areas) 6

Professional Education
Edu 211. 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 424. Teaching Practicum 10
Edu 430. Curriculum Integration Workshop 3
junior year. The student is exposed to the problems of historiography with special attention given to the Christian approach to an interpretation of history. The course includes familiarization with the tools and techniques of historical research and requires their application in the form of a written presentation. Required of historical studies majors and interdisciplinary majors who select additional hours in historical studies. 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. The stress falls on constitutional, ecclesiastical, social and intellectual development. Prerequisite: Historical Studies 214 or 215 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 institution 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. 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 since the Renaissance. Some attention will also be given to contemporary Christian political writing. 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 215 or permission of the instructor. Four units.

309. Modern Germany
A study of modern Germany since 1815 with emphasis on the twentieth century. Student reports and papers will largely focus on the Nazi era. Considerable effort will be given to discussion and analysis of the “German problem.” Prerequisite: Historical Studies 214 or 215 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. Offered currently only as a correspondence course.

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 18.

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 or four units.

Information and Computer Science

Information and Computer Science
Department Goals

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

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

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

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

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:

1. Entering students will have four 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 para-church 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 pages 15-16, with the following exception:

Computer science (4 hours) is not required.

Major Course Requirements

ICS 130. Computer Programming Methodology . . . . 4
ICS 150. Advanced Programming Methodology . . . 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. Programming Languages . . . . . . . . . . . . 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 I . . . . . . . . . . . . . 3
Acc 202. Principles of Accounting II . . . . . . . . . . . . . 3
Mat 251. Elementary Statistical Methods . . . . . . . . . . . 4
Bus 300. Principles of Management . . . . . . . . . . . . . . 4

Scientific Concentration Required
Mat 145. Calculus I . . . . . . . . . . . . . . . . . . . . . . . . . 4
Mat 146. Calculus II . . . . . . . . . . . . . . . . . . . . . . . . . 4
Mat 251. Statistical Methods . . . . . . . . . . . . . . . . . . . 4
Mat 247. Calculus III . . . . . . . . . . . . . . . . . . . . . . . . . 4

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. Advanced Programming Methodology . . . 4
ICS 200. Systems Analysis . . . . . . . . . . . . . . . . . . . . 4
ICS 300. Data Base Concepts . . . . . . . . . . . . . . . . . . . 4
ICS 375. Software Engineering . . . . . . . . . . . . . . . . . . 4

Courses in Information and Computer Science

120. Microcomputer Applications
A course targeted for the student interested in the use of microcomputers and the software associated with the microcomputer environment. A general overview of microcomputing is followed by class and laboratory work in word processing, spreadsheets, and database management systems as they are implemented and used on microcomputers. This course is ideal for students in disciplines where the microcomputer is prevalent as part of the work environment. Four units. Fee: $50.00

130. Computer Programming Methodology
Designed for major and minors in Information and Computer Science and students who decide to fulfill their ICS core requirement in programming. The first course introduces the student to a general methodology for computer programming. Course content includes problem solving techniques, algorithm development, structured programming methodology, flowcharting, pseudocode, data types, selection, iteration, arrays, searching, sorting, and merging. Elementary file structures are also examined. Algorithm development in the course will be implemented in the PASCAL language. This course is rigorous. Students enrolling should be fully committed to the development of computer programming skills. Four units. Fee: $50.00.

150. Advanced Programming Methodology
This course examines programming methods of greater sophistication. Topics include data abstraction, data structures including linked lists, stacks, queues, and trees. The course provides an understanding of the different implementations of these data structures. The course provides an understanding of the different implementations of these data structures. The student is also introduced to searching and sorting algorithms and their analysis. This course provides the necessary foundation for further study in computer science. Prerequisite: ICS 130. Four units. Fee: $50.00

200. Systems Analysis
An introduction to systems, systems concepts, and the basic tools of systems analysis. Topics include human decision-making, project planning and control, philosophical foundations, and selected applications of systems techniques. Data flow diagramming will be included as an analysis technique. Prerequisite: ICS 130, 150. Four units.

250. Introduction to Computer Organization
An introduction to the basis of machine architecture with an emphasis on assembly language programming at the conventional machine level. Microprogramming and the
interation between hardware and software, firmware, and operating system software will be discussed. Prerequisite: ICS 130, 150. Four units. Fee: $50.00.

300. Data Base Concepts
A study of the nature and application of data base processing. The physical representation of data bases, the primary structured models used in organizing a data base, commercially available data base management systems, and the factors involved in implementing and using a data base are covered. Students will design and work with a data base using one of the data base management systems on the Covenant College academic computing system. Prerequisite: ICS 130, 150, and 200. Four units. Fee: $50.00.

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 studied include VMS< 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 support the development of large software systems will be given. The group project will consist of the study and implementation of a large software system of the type expected in industry. This type of project requires a high degree of interaction and communication among team members, as well as rigorous 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 was well as other disciplines. Possible topics include artificial intelligence, microcomputers, computers and the law, and statistical computing. 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 the student 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 the same in-depth grasp of a discipline that choice of a major in a single field would.

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 humankind'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 pages 15-16, with the following exception:

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

A minimum of 42 units must be earned in three disciplines, with at least 12 units in each discipline. At least 15 units overall must be 300 level.

Two or three disciplines are to be chosen from the following:

- Accounting
- Biblical Studies
- Biology
- Business Administration
- Chemistry
- Computer Science
- Education
- English
- History
- Mathematics
- Missions
- Music
- Philosophy
- Physics
- Psychology
- Sociology

The third discipline may be chosen from the following:

- Art
- Economics
- Foreign Language
- Physical Education

Courses in Interdisciplinary Studies

110 (210, 310, 410). Maclellan Scholars Program
A variety of special courses for the Maclellan Scholars and, occasionally, other selected students. Courses may be team taught, and may follow a variety of formats (e.g., seminar, travel, internship, practicum). Prerequisites and units of credit may vary from semester to semester.

131. College Life
A course designed to increase college students' success by assisting them in obtaining skills necessary for them to reach their educational objectives. Topics include time planning, test taking, communication skills, study techniques, question-asking skills, library use, and personal issues that face many college students. One unit.

132. The Christian Mind
A study of the characteristics of the Christian mind, the use of Scripture in academics, and the interrelatedness of knowledge. The course also introduces the student to the problem of the Christian's relation to culture and the need for a Christian response. One unit.

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

233. World Views
A study of the nature and place of world views in learning and life. Christian and secularist world views are compared and contrasted. 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 (381). 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 16.

Law
See Pre-Law Studies

Mathematics
Mathematics Department Goals
The primary goal of the mathematics department is to provide services 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
Stat 251. Elementary Statistical Methods. 4
Mat 348. Differential Equations. 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.

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 pages 16-17, 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 341. Modern Algebra. 8
Physics elective. 4
Mat 145-146. Calculus I,II. 8
Mat 247. Calculus III. 4
Mat 348. Differential Equations. 4
Mat 492. Senior Integration Project. 2

Requirements for Major In Natural Science with 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 Science 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 131. College Life. 1
ID 132. The Christian Mind. 1
ID 233. World Views. 2
ID 391. Philosophy of Culture. 2
Eng 111 or 112. 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 required). 8
Humanities. 8
Teaching Field
Mat 145-146. Calculus with Analytic Geometry I, II. .......... 8
Mat 247. Calculus with Analytic Geometry III. .............. 4
Mat 348. Differential Equations. .......................... 4
ICS 100. Introduction to Computer Science. ................. 4
Stat 251. Elementary Statistical Methods. .................. 4
Mat 341. Modern Algebra or Mat 401. Linear Algebra. ........ 3
Mat 342. Modern Geometry. .................................. 3
Math electives (one course may be in computer science). ......... 6

Professional Education
Edu 211. 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 & Philos. of American Education. ............ 3
Edu 424. Teaching Practicum. ................................ 10
Edu 430. Curriculum Integration Workshop. ................... 3

Courses in Mathematics
122. 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 122. 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...
techniques are studied. Prerequisite: Mathematics 247.
Four units.

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

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 pages 16-17, 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 341. The Family .................................... 3
Soc 346. Interpersonal Communication ............. 3
Psy 360. Psychology of Religion ........................ 3
Bib 492. Senior Integration Project ................... 2
Biblical Studies or Missions electives ................. 9

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
Perspectives on the world Christian movement, which raise 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.

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 emphasis 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 discussions will form the basis for evaluation. Three units.

402. Summer Missions Practicum
Students may 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 (the foreign missions agency of the Presbyterian Church in America) or other approved agencies. Requirements vary according to the agency and project. One, two, or three units.

Music

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 Basis 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 pages 15-16.

Major and Supporting Course Requirements
Mus 161-162. Theory I .......................... 6
Mus 163-164. Ear Training I ..................... 2
Mus 261-262. Theory II ........................... 6
Mus 263-264. Ear Training II ..................... 2
Mus 282. Basic Conducting .......................... 2
Mus 371-372. Music History and Literature ........ 6
Applied Music - major instrument .................. 16
Ensemble .......................................... 4
Music electives ..................................... 4
Mus 492. Senior Integration Project ............... 2
Concert and recital attendance (minimum three per semester) .................................. 0

Requirements for Minor in Music
Mus 161-162. Theory I .......................... 6
Mus 163-164. Ear Training I ..................... 2
Mus 171. Introduction to Music ...................... 4
Ensemble for 2 semesters .......................... 1-2
Applied Music, 2 semesters ........................ 4

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.

**Courses In History and Literature**

This course is 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 major. 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.

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

374. 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 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, harmonization 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. Two units 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. Two units 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 Sonatas 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 the 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.

352. Teaching Music In the Early Grades
353. Teaching Music In the Middle Grades
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.
354. Teaching 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 page 11.

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 ability and with the approval of the director. Three hours per week. Fee: $2.00 per year. One unit per semester.

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 $60 (2 credits) or $120 (4 credits) 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 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:

**B.A. or Music Education:**
- Level I: Elementary 201 (2 units)
- Level II: Intermediate 301 (2 units)
- Level III: Advanced 401 (2 units)

**Applied Music:**
- Level I: Elementary 202 (4 units)
- Level II: Intermediate 302 (4 units)
- Level III: Advanced 402 (4 units)

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).

### 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 18, with the following exception:

Laboratory science (4 hours) is not required.

- Core .............................................. 26-28
- Mat 141. College Algebra .................. 4
- Mat 142. College Algebra and Trigonometry or Stat 251. Elementary Statistical Methods ....... 4
- Bio 111-112. General Biology I, II ............ 8
- Che 121-122. General Chemistry I, II .......... 8
- Additional Science ............................ 4
- *Additional Units ............................. 6-8
- 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 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. Fundamentals of 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 that Mat 22. Fundamentals of 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.

**110. Problems of Environmental Science**

This course, offered to non-science majors, is a study of factors affecting the environment, with special attention to humankind's responsible stewardship of the natural creation. It includes a study of the fundamentals of astronomy, including a short section on cosmology; the chemistry and physics of the atmosphere, including weather phenomena; and the chemistry and physics of internal and surface characteristics and processes such as volcanoes, earthquakes, weathering, and erosion. Special
emphasis will be placed on pollution problems of land, water, and the atmosphere. Three hours lecture. One hour laboratory. Laboratory fee: $15.00. 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 Nell Hodgson Woodruff School of Nursing of Emory University, Atlanta, Georgia, and with the Department of nursing, Trinity Christian College, Palos Heights, Illinois.

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>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 131</td>
<td>College Life</td>
<td>1</td>
</tr>
<tr>
<td>ID 132</td>
<td>The Christian Mind</td>
<td>1</td>
</tr>
<tr>
<td>ID 233</td>
<td>World Views</td>
<td>2</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 111</td>
<td>English Composition</td>
<td>4</td>
</tr>
<tr>
<td>Soc 141</td>
<td>Principles of Sociology or Family</td>
<td>4, 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 or Bio 216-217, Human Anatomy and Physiology</td>
<td>8</td>
</tr>
<tr>
<td>Bio 302</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Che 121-122</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Psy 303</td>
<td>Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Mat 22</td>
<td>Fundamentals of Mathematics or Mat 141</td>
<td>College Algebra or Stat 251, Elementary Statistical Methods</td>
</tr>
<tr>
<td>Nurs 101</td>
<td>Introduction to Nursing</td>
<td>1</td>
</tr>
<tr>
<td>Courses required by the selected school, Nutrition, Critical Health Issues, Psychology of Aging, history and literature</td>
<td>10-11</td>
<td></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 unit.

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 either sufficient work experience or 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.

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)

Admissions Requirements

Admissions requirements for this program are outlined as follows:
1) students must be currently active in either the work force or some type of community service and must have had extensive work experience or community involvement in the past.
2) students must present a minimum of 60 semester units of undergraduate college credit through coursework or nationally recognized examination, e.g. CLEP, PEP.
3) Two semester credits in writing or composition are required for entry into the program. An additional 28 semester credits, for a total of 30 credits, must be completed to meet the general education (core) requirements for graduation. These 30 semester units must include, but are not necessarily limited to, the following distribution:

- writing or composition: 2 credit minimum
- speech/communication: 2 credit minimum
- natural science or math: 3 credit minimum
- social and behavioral science: 9 credit minimum
- humanities (including 3 credits in art, literature, or music): 6 credit minimum
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 removed prior to graduation. Students are not allowed to take more than one additional course concurrent with the Quest Program; specific details will be provided to individual students when they are accepted into the program.

4) no credit is accepted for marks of D or below.
5) 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
- Transcribed credit from agency accredited junior colleges or professional schools is received as conditional credit.

Coursework from non-accredited colleges may be accepted on a very limited basis 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 grade point average of 2.0 or above
3) 126 semester credits
4) acceptable competence in Bible knowledge as demonstrated by:
   - college level Bible Credit (3 credit minimum) or
   - successful completion of the Quest Bible course

Portfolio Development
0 credit/2 weeks
Students in this non-credit, extracurricular course learn how to develop a portfolio of professional experience to earn college credit. Those who need additional credit receive instruction in writing the life-learning essay which may be submitted through the portfolio process as an appeal for academic credit in specific disciplines. Credit is awarded, at a standard hourly fee, after a student is accepted for and has entered the Quest Program, and after satisfactory completion of the portfolio.

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 1
Module 1: Group Dynamics and Organizational Behavior Soc 344Q
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. 3 credits/5 weeks.

Module 2: Business Communications Eng 302Q
Developing skills in business communications is the purpose of this course. Students prepare and give formal and informal speeches, concentrate on basic principles of writing and organization of ideas, learn how to structure memos and reports, and develop and use audio-visual presentations. Can be used to meet speech requirement with additional course work. 3 credits/5 weeks.

Research Methods & Project--Part I Soc 361Q
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 to Part II of the project.

Module 4: Philosophy of Culture IDS 391Q
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
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. 3 credits/5 weeks.
Research Methods & Project--Part II Soc 361Q
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. 2 credits/2 weeks.

Semester II
Module 5: Readings in Organizational Behavior Bus 345Q
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. 3 credits/5 weeks.

Module 6: Interpersonal Communication Soc 346Q
This module focuses on the development of communications skills including listening, attitude development, conflict resolution, and group problem solving. A major goal is to develop modules for effective relationships necessary to create productive work environments. 3 credits/5 weeks.

Module 7: Creative Problem Solving IDS 400Q
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. 3 credits/5 weeks.

Research Methods & Project--Part III Soc 361Q
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. 2 credits/2 weeks.

Module 8: Personnel Management Bus 320Q
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. 3 credits/5 weeks.

Module 9: Ethics in a Changing Culture Bus 400Q
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.

Philosophy

Philosophy Department Goals

The study of philosophy at Covenant College is directed to helping students to understand what philosophy is and how it has an inescapable relevance to their lives. The history of philosophy is an account of philosophers and thinkers making recommendations about how to conceive of or to interpret this or that element of human experience. One of the aims of philosophy is to examine these recommendations to see how they stand up under rigorous analysis. A further aim of philosophy is to bring together such interpretive ideas and concepts into a coherent framework or world-view. Distinctively Christian philosophy seeks to study the ideas and concepts that compose a given world view from the standpoint of biblical presuppositions. The end of such activity is to assist students in developing a Christian world-view that enables them better to live in a way that pleases God and that consequently provides for a more meaningful life.

The study of philosophy provides an intellectual background in the history of human thought that equips students to have a better understanding of other academic disciplines. It also increases skill in the logical analysis of ideas.

Requirements for the Minor in Philosophy
Philosophy electives ........................................... 12

Courses in Philosophy
121. Logic-Critical Thinking
A study of the evaluation of arguments and what it means to think critically. A major focus will be on informal fallacies in arguments although some formal logic will be considered. The course will also emphasize the role of language in argument and how what one considers to be logical presupposes a certain view of the nature of reality. Two units.

131. Introduction to Philosophy
An introduction to philosophical thinking, what it is, and what it has to do with human life. The course will emphasize the role of a conceptual framework or world-and-life view in one's knowledge about the world and the problems involved in attempting to validate such frameworks or world-views. There will be a consideration of the traditional areas of philosophical concern such as the nature of reality, knowledge, and moral and aesthetic values. A major focus of the course will be to consider all these issues from a distinctively Christian perspective. Three units.

201. Ethics
A study of philosophical and Christian ethics. (This course is cross-listed with the Bible department.) The
course will emphasize what it means to seek to justify a moral norm and various approaches to such justification will be examined. The course will also focus on the distinctives of Christian ethics from a philosophical perspective. The Ten Commandments will be studied in some detail and issues such as submission to authority, abortion, medical ethics, sexual morality, and capital punishment will be examined in light of the commandments. The purpose of this course will be not only to provide information about the field of ethics, but to assist the student in making responsible moral choices informed by biblical truth. Four units.

203. History of Philosophy: Ancient and Medieval
From the earliest beginnings to Thomas Aquinas. Three units.

204. History of Philosophy: Modern to the Present
A survey of major philosophers and schools of philosophical thought from Descartes to the present. Three units.

305. Contemporary Philosophy
A more detailed 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 systematic and detailed study of the question: "How does a word 'mean'?" Various theories of meaning will be examined. A major focus will be on the relationship of one's metaphysics or view of reality to one's theory of meaning. Hermeneutics, or what it means to interpret the Bible or a work of literature, will also be a significant emphasis of the course. Three units.

311. Philosophy of Knowledge
A detailed inquiry into the nature and justification of knowledge claims. The course will examine various historical approaches such as rationalism and empiricism and particularly examine the question of what is involved in saying that one knows something is the case. A major focus of the course will be an examination of what it means to speak of a Christian view of knowledge. Some attention will be given to Christian apologetics. Three units.

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

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

402. Philosophy Seminar
Philosophy seminars take up special topics and issues in philosophy as well as in-depth studies of prominent and influential philosophers. A class presentation of a ten page paper is required. Three units.

Physical Education

Physical Education Department Goals
Covenant's Physical Education minor provides the student with an in-depth study of the human body and its various functions as they relate to health and fitness and the Christian world-and-life view. The minor prepares students to assume leadership in the field by helping them to develop neuro-muscular skills in various sports, and to develop sensorimotor learning through sports and games. Courses provide an understanding of nutritional aspects of good health as well as a thorough study of contemporary issues in health and fitness. The corporate qualities of 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 minor 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. YMCA< YWCA, or sports center as an exercise supervisor.
6. Specialized physical education work in summer camps.

Requirements for Minor in Physical Education
PE 211. History and Principles of Physical Education .......................... 3
PE 313. Critical Health Issues ............................................. 3
PE 336 or 337. Individual and Team Sports ................................. 3
Bio 216. Anatomy/Physiology I or PE 431. Kinesiology ...................... 4 or 3
PE 328. First Aid/Prevention and Treatment of Athletic Injuries ........... 3
PE 433. Physiology of Exercise ................................................. 3

Requirements for Coaching Package
PE 328. First Aid/Prevention and Treatment of Athletic Injuries ........... 3
PE 336 or 337. Individual and Team Sports ................................. 3
Bio 216. Anatomy/Physiology I .................................................. 4
PE 431. Kinesiology ................................................................. 4
PE 433. Physiology of Exercise ................................................. 3
PE 460. Principles of Coaching/Officiating ...................................... 3

Courses in Physical Education
130-145. Individual and Team Sports
130. Tennis. One unit.
131. Weight Training/Aerobics. One or two units.
132. Folk and Square Dance. One unit.
133. Softball/Touch Football. One unit.
134. Swimming. One unit.
135. Volleyball. One unit.
140. Racquetball. One unit. Fee $20.00
141. Wilderness skills:
a. Whitewater Canoeing. One unit. Fee $25.00
b. Backpacking. One unit. Fee $25.00
c. Rock Climbing. One unit. Fee $15.00
d. Orienteering. One unit.
142. Golf. One unit.
145. Varsity Sport. One unit.
146. Bowling. One unit.
147. Advanced Soccer. One unit.
149. Badminton. One unit.
Four required for P.E. majors. It is strongly recommended that P.E. majors take subject areas not included in PE 337 and PE 338.

151. Concepts in Physical Education, Fitness, and Health
Introduction to principles of physical education, fitness, and health. Topics to be covered through lectures and labs include: exercise physiology, fitness testing, nutrition, diet, systems of training, and motor skill acquisition for lifetime sports. Development of a personal exercise program will be the culminating activity for the course. One unit.

152. Personal Aerobics and General Fitness
Guides students in designing and following their own aerobics and general fitness program. Cooper's 12-minute run and other fitness tests will be used to gauge improvement. Prerequisite - PE 151. 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: $10.00. Three units.

335. Physical Education in the Early Grades
A theory and methods emphasis focusing on basic motor learning through sequential movement education principles, childhood growth and development and 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. Physical Education in The Middle Grades
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.

337. 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.

338. 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. Offered in the May term. Prerequisite: approval of department chairman. Three units.

431. Kinesiology
Detailed study of the muscles; joint action, mechanics of human balance and motion, both normal and pathological, with guidance in specific movement analysis. Prerequisite: Biology 216-217. Human Anatomy and Physiology. Three units.

433. Physiology of Exercise
Characteristics of muscular exercise, the responses of body systems to physical activity; review of modern training and testing and measurement methods; review of current research in muscle physiology and physical fitness. Prerequisite: Biology 216-217. Human Anatomy and Physiology.

460. Principles of Coaching
The philosophical and sociological basis for leadership in sports. Leadership theory, administrative practice, and organizational problems in athletics. Study of the values of sport and their relationship to physical education and intramurals. Scheduling and the design of interscholastic and intramural sports programs are studied. Three units.

482. Practicum In Community Recreation
Practical work assignments under the auspices of the Chattanooga YMCA. Experience in planning, implementing and directing YMCA programs, through exposure to all facets of the organization and operation program. Prerequisite: approval of department chairman. Three units.

492. Senior Integration Project In Physical Education
See page 16.

493. Physical Therapy Practicum
Work experience under a certified physical therapist at Erlanger Hospital with patients needing various kinds of physical therapy. Prerequisite: approval of department chairman. Three units.

494 Practicum In Adult Fitness
Practical application and exercise physiology/rehabilitation principles with adults at Erlanger Medical Center's Cardiac Rehabilitation Unit. Supervision by staff and exercise physiologist at hospital. Prerequisite: approval of department chairman. Three units.

495. Special Topics In Physical Education and Health
Guided independent study in the field of health and physical education. Topics approved by department head.

Physics

Physics Department Goals
To provide basic service instruction in the physical sciences to students majoring in other sciences and those not majoring in science.

To prepare students for advanced work at other schools; for example, through the dual degree program in engineering.

Requirements for Minor In Physics

Phy 231-232. General Physics. .................. 8
Physics electives .................................. 12*
*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
Five-year program leads to a B.A. from Covenant and a B.S. in physics from Georgia Tech. The program includes three years at Covenant College and two years at Georgia Institute of Technology. Candidates who follow the program outlined below are eligible to seek the degree of Bachelor of Science in Physics from the General College of Georgia Institute of Technology. In the case of highly qualified students, the Georgia Institute of Technology degree may be at the master's level.

Requirements for Major In Natural Science Concentration In Physics (Dual Degree Program)
The core and distribution requirements for a major in natural science concentration in physics 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 Georgia Institute of Technology requirements.

Major and Supporting Course Requirements
Che 121-122. General Chemistry. . . . . . . . . . . . . 8
Phy 231-232. General Physics .. . .. .. .. . . . . . . 8
Physics elective. . . . . . . . . . . . . . . . . . . . . . . . . . . 11
Mat 145-146. Calculus I,II. . . . . . . . . . . . . . . . . . 8
Mat 247. Calculus III. . . . . . . . . . . . . . . . . . . . . . . 4
Mat 248. Differential Equations. . . . . . . . . . . . . 4
Phy 492. Senior Integration Project. . . . . . . . . . . . 2

Courses In Physics

231. General Physics I
The study of the calculus-based description of rigid-body mechanics, gravitation, friction, elasticity, fluid mechanics, and thermometry. Prerequisite: Mat 145 (may be taken concurrently) or permission of instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four units.

232. General Physics II
A continuation of Phy 231 covering physics of vibrations, electricity, magnetism, electromagnetic radiation, and modern physics. Prerequisite: Mat 145 (may be taken concurrently) or permission of instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four 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.

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 motion, work and energy, and impulse and momentum principles. Prerequisite; 321 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. Five 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 231-232, 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 231-232. Three hours laboratory. Laboratory fee: $10.00 per semester. Two units.

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

492. Senior Integration Project in Physics
See page 11.

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 (GOA), 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. 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 perusal 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-medical Studies

Students should present combined SAT scores of 1000 or above (or equalivent 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, Donaldson and Lothers 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 on page 16) English literature should be chosen in most cases 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

For those majoring in biology 7 additional hours of biology would be needed
For those majoring in chemistry 16 additional hours of chemistry, 3 hours of electronics and 12 hours of calculus (replacing 12 hours of biology)

Majors other than biology and chemistry are also possible.

Pre-ministerial Curriculum

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

The Christian ministry calls for a broad acquaintance with the thought and life of our contemporary world and of our cultural heritage. It also requires a knowledge of people and an ability to communicate with them. Quite obviously it demands a thorough understanding of the Bible, the source of our message of the Gospel.

Much of the specialized knowledge for the ministry can be gained in theological seminary, but the broad foundation should be laid in college. Covenant's liberal arts curriculum is designed to help 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, Counseling Psychology, and Educational Psychology or Teaching of Bible.

Psychology

Psychology Department Goals

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

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

For the major field:
For students majoring in psychology, the goals of the psychology department are:
1. To provide students with the state-of-the-art understanding of human behavior.
2. To help students develop the capabilities needed to conduct research that adds to our understanding of human behavior.
3. To prepare qualified students for advanced work in psychology.
4. To instill in our students the 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 courses of sequences:
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.

For further information about the program in psychology, write or contact: Chairperson, Department of Psychology, Covenant College, Lookout Mountain, Georgia 30750.

Requirements for Major In Psychology
The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on pages 16-17.

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
Total 48

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.

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
100. General Psychology

Survey Courses

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 surveys the historical roots of present psychology. Includes an examination of important and influential people, systems of thought, and classic experiments. It also considers 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 offer a psychology student the opportunity to read books in an area of psychology that should benefit and 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 Psychology 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, personalities in psychology today. A travel fee is individually set for each field trip (based on distance, housing, etc.). One unit.

220. Christian Issues in Psychology

This course introduces the student to issues of importance in the integration of psychology and Christianity. Models of integration, critical issues in psychology, and contemporary issues are examined in light of the Scriptures and modern thinkers in Christian psychology. Prerequisite: Psychology 100. Two hours seminar. 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 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. Seminar. 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, correlational
This course supplements the Elementary Statistical Methods course, Psy 251. Topics considered include scientific method, problems and hypotheses, variable definition, research design, 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.

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: high school algebra. Three hours lecture and two hours laboratory. 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, 251. 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, death and dying, 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, perceptions, rituals, information, strategies for coping, and aspects of personal identity. Prerequisite: 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 is an intense three-week experience in which a small group of students form various Christian colleges travel to prominent research centers, laboratories, hospitals and universities to examine ideas and theories in the presence of both Christian and secular persons most influential in psychology today. Prerequisites: Psy 100, and permission of the instructor. Tour fee. 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 include: theories of development, research methods, infancy, childhood, physical, cognitive and emotional, social, and moral development. Prerequisite: Psy 100. Three hours lecture and field observations. 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, 251, and 261. Three hours lecture, plus lab. Laboratory fee: $20.00. Four units.

331. Psychology of Personality
A critical examination of historical and contemporary theorists in the study of human personality. Theorists considered include Freud, Jung, Adler, Allport, Cattell, Dollard and Miller, Rogers, Maslow, and Frank and Ellis. Prerequisite: Psy 100. 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 focuses on the clinical description, causes, prognosis, and treatment of abnormal behavior. A practicum provides direct contact with the behavior being studied and involves weekly participation at a mental health agency. Prerequisite: 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 Logotheraphy 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 examines the issues and data that aid in understanding religious experience, expression, and style. Prerequisite: Psy 100. Three 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. Prerequisite: Psy 100. Three hours lecture, plus lab. Laboratory fee: $20.00. Four units.

380. Psychology of Adulthood and Aging
This course examines the physical, social and emotional development of adults. Special attention is given to the elderly: both problems and opportunities for growth are considered. Alzheimer’s disease, Social Security, living arrangements for the elderly, and geriatric psychopathology are among the special topics considered. Prerequisite: Psy 100. Three 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 human beings, their behavior, and their 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
This is a basic course geared toward introducing the student to the many facets of counseling relationships. Attention is given to developing basic counseling skills, such as techniques of interviewing and responding, as well as formulating plans of action with counseling in various settings. One area of emphasis will include an examination of community organizations needing counseling expertise, such as schools, churches, businesses, and human service organizations. Prerequisite: Soc 249 or 250. Three units.

348. Marriage and Family Counseling
A course requiring the successful completion of Soc 341. The Family. Readings will be both assigned as well as selected by the student in order to enhance his or her knowledge of the principles, theories, and techniques of current marriage and family counseling. Prerequisite: Soc 341, 347. Three units.

Sociology

Sociology Department Goals

1. To enable the student to develop a Christian perspective relating to human kind’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 students the necessary methodological tools whereby they 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 pages 15-16, with the following exception:
Social and behavioral science (3, 4 hours) is not required.

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 229. 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 course 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; including Sociology Practicum:
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; including Sociology Practicum:
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.

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
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 are 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 is 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 is 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 of procedure, counseling techniques, and a visit to a local social work agency are 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 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 is 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 is given to the way in which social factors are etiologically related to illness as well as the way sociology can help understand the health institution such as the doctor-patient relationship and the delivery of health care services. Prerequisite: Soc 141. Three units.

347. Relational Counseling
This is a basic course geared toward introducing the student to the many facets of counseling relationships. Attention will be given to developing basic counseling skills, such as techniques of interviewing and responding, as well as formulating plans of action with counselees in various settings. One area of emphasis will include an examination of community organizations needing counseling expertise, such as schools, churches, businesses, and human service organizations. Prerequisite: Soc 249 or 250. Three units.

348. Marriage and Family Counseling
A course requiring the successful completion of Soc 341. The Family. Readings will be both assigned as well as selected by the student in order to enhance his or her knowledge of the principles, theories, and techniques of current marriage and family counseling. Prerequisite: Soc 341, 347. Three units.

361. Methods of Social Research
Valid data, evaluation, techniques in practical research situations. Prerequisite: Soc 141, 251. Four units.

399. Independent Study
Special topics in sociology or anthropology.

402. Contemporary Social Thought
A study of the development of social theory in recent Western history. Theorists in the 19th century who receive special emphasis include Durkheim, Marx, and Weber; in the 20th century attention is given to Sumner, Parks, Cooley, Mead, Parsons, and Merton. Prerequisite: Soc 141, 251, 361. Three units.

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

490. Senior Integration Seminar in Sociology
This course considers how the students of sociology can apply their learning in the discipline to their own life work. Special attention is given to the relationship between the students' Christian commitment and their interest in the area(s) of social interaction, social concerns, and/or social institutions. A senior thesis paper will be written and presented. Prerequisites: Soc 141, 251, 361, and 402. Three units.

Faculty

(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

ASHLOCK, Robert B.
Professor of Education (1988)
Ed.D., Indiana University; M.S. and B.S., Butler University

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

BROCK, Frank A.
President (1987)
M.B.A., Harvard University; B.A., University of North Carolina at Chapel Hill

CLARK, Raymond W.
Associate Professor of Biblical Studies (1966)
Th.M., Trinity Evangelical Divinity School; B.D., Covenant Theological Seminary; B.R.Ed., Tyndale College

CLUMPNER, Joseph A.
Professor of Mathematics and Applied Science (1985)
Ph.D., Yale University; S.M and S.B., Massachusetts Institute of Technology

CROSSMAN, Brian F.
Assistant Professor of Physical Education (1984)
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 Military College; M.Div., Covenant Theological Seminary

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

DONALDSON, Charles W.
Associate Professor of Chemistry (1967)
Ph.D., University of Pennsylvania; B.S., Wheaton College

EVEARITT, Timothy C.
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)
Ph.D. and M.A., Boston University; A.B., Gordon College

FRIBERG, David C.
Assistant Professor of Music (1988)
M.A. and B.A., Bob Jones University

GRAHAM, Donovan L.
Professor of Education (1972)
Ed.D. and M.A., New Mexico State University; B.A., University of Northern Colorado

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

HOOVER, David J.
Associate Professor of Business Administration (1988)
Ph.D., Virginia Polytechnic Institute and State University; M.Div., Westminster Theological Seminary; B.A., Covenant College

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

KAUFMANN, Stephen R.
Associate 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

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

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
McLELLAND, Reginald F.
Professor of Philosophy (1987)
Ph.D. and M.A., University of Georgia; M.Div., Reformed Theological Seminary; B.A., Western Carolina University

MITCHELL, Hadley T.
Assistant Professor of Economics (1980)
M.A., University of Tennessee at Knoxville; M.A., Villanova University; 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

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

SCHMIDT, Rudolph F.
Dean of Records (1955)
M.A.T., University of Tennessee at Chattanooga; A.B., Highland College

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

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

TRIMIEW, Oliver L., Jr.
Assistant Professor of Interdisciplinary Studies (1988)
M.A., University of Chicago; M.Div., Gordon-Cornwell Theological Seminary; B.A., Covenant College

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.
Associate 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 does not discriminate on the basis of race, color, sex, national and ethnic origin, age, or handicap in administration of its policies and programs.