"In all things...
Christ pre-eminent"

Covenant College

1990-1991 ACADEMIC BULLETIN
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## Dates you should know

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 14, 1990</td>
<td>Maclellan Scholarship applications sent to qualified students</td>
</tr>
<tr>
<td>November 15-17, 1990</td>
<td>Campus Preview Weekend, Thursday dinner-Saturday lunch</td>
</tr>
<tr>
<td>December 22, 1990</td>
<td>Financial aid forms will be sent to students (It is important that 1990 U.S. tax returns be filed early, since information from the tax returns is needed for the financial aid form. It takes four to six weeks for College Scholarship Service to process the financial aid form before it is sent to the college.)</td>
</tr>
<tr>
<td>January 25, 1991</td>
<td>Postmark deadline for Maclellan Scholarship application</td>
</tr>
<tr>
<td>February 21-23, 1991</td>
<td>Campus Preview Weekend</td>
</tr>
<tr>
<td>March 31, 1991</td>
<td>Last date for priority consideration for financial aid</td>
</tr>
<tr>
<td>May, 1991</td>
<td>Pre-registration, housing and health forms sent to students</td>
</tr>
<tr>
<td>May 1, 1991</td>
<td>Deposits due</td>
</tr>
<tr>
<td>May 9, 1991</td>
<td>Payment plans sent to students</td>
</tr>
<tr>
<td>June, July, 1991</td>
<td>Housing assignments made</td>
</tr>
<tr>
<td>August 18, 1991</td>
<td>New students arrive on campus</td>
</tr>
</tbody>
</table>

## Calendar for 1990-1991

### Fall Semester 1990

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16-17</td>
<td>Faculty conference</td>
</tr>
<tr>
<td>August 18</td>
<td>Freshmen and transfer students arrive, 1:00-3:00 P.M.</td>
</tr>
<tr>
<td>August 20-22</td>
<td>Academic counseling and orientation</td>
</tr>
<tr>
<td>August 20</td>
<td>Bible placement exam, 7:15 P.M.</td>
</tr>
<tr>
<td>August 21</td>
<td>Mathematics, foreign language and English exams, 8:00 A.M.</td>
</tr>
<tr>
<td>August 22</td>
<td>New students meet with advisors, 8:30 A.M.</td>
</tr>
<tr>
<td>August 23</td>
<td>Registration</td>
</tr>
<tr>
<td>August 24</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August 24</td>
<td>Opening convocation</td>
</tr>
<tr>
<td>August 31</td>
<td>Last day for late registration</td>
</tr>
<tr>
<td>September 7</td>
<td>Last day to add a course</td>
</tr>
<tr>
<td>September 26</td>
<td>Day of prayer</td>
</tr>
<tr>
<td>October 12-16</td>
<td>Fall recess (Friday through Tuesday)</td>
</tr>
<tr>
<td>October 17</td>
<td>Classes resume</td>
</tr>
<tr>
<td>October 19-20</td>
<td>Homecoming</td>
</tr>
<tr>
<td>October 26</td>
<td>Last day to drop a course, change to audit, or change to or from Pass/Fail</td>
</tr>
<tr>
<td>October 31</td>
<td>Pre-registration for spring semester (no morning classes)</td>
</tr>
<tr>
<td>November 15-17</td>
<td>Campus preview weekend</td>
</tr>
</tbody>
</table>
November 22  Thanksgiving Day recess
November 23  Reading day
Nov 29 - Dec 1  Madrigal dinners
December 7  Last day of classes
December 10-13  Final examinations

Spring Semester 1991

January 2  Students arrive
January 3  Registration
January 4  First day of classes
January 11  Last day for late registration
January 18  Last day to add a course
January 23  Day of prayer
February 21-23  Campus preview weekend
March 2-11  Spring recess
March 12  Classes resume
March 15  Last day to drop a course, change to audit, or change to or from Pass/Fail
March 29  Good Friday (no classes)
April 3  Major Field Achievement Tests for seniors
April 3  Pre-registration for fall semester (no morning classes)
April 19  Honors assembly
April 26  Last day of classes
April 29-May 3  Final examinations
May 4  Commencement

May Term 1991

May 6  First day of classes
May 24  Last day of classes

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 juniors and seniors from all over the country will start to arrive around 1:00 P.M. on Thursday, November 15, and stay through noon on Saturday, November 17, and Thursday, February 21, through Saturday, February 23.

Come, join us!
# Fees and expenses 1990-1991

## GENERAL

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (payable only once)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Orientation fee (payable only once)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Tuition per semester (12-18 units)</td>
<td>$3,700.00</td>
</tr>
<tr>
<td>Tuition (1-11 units) per unit</td>
<td>$308.00</td>
</tr>
<tr>
<td>Tuition (19+ units) per unit</td>
<td>$206.00</td>
</tr>
<tr>
<td>Student activity fee, per semester</td>
<td>$75.00</td>
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## ROOM AND BOARD

<table>
<thead>
<tr>
<th>Item</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>Room, per semester</td>
<td></td>
</tr>
<tr>
<td>5 person room</td>
<td>$560.00</td>
</tr>
<tr>
<td>4 person room</td>
<td>$650.00</td>
</tr>
<tr>
<td>3 person room</td>
<td>$650.00</td>
</tr>
<tr>
<td>2 person room</td>
<td>$770.00</td>
</tr>
<tr>
<td>1 person room</td>
<td>$825.00</td>
</tr>
<tr>
<td>Apartments</td>
<td>$850.00</td>
</tr>
<tr>
<td>Board, per semester</td>
<td></td>
</tr>
<tr>
<td>21 meals/week</td>
<td>$865.00</td>
</tr>
<tr>
<td>14 meals/week</td>
<td>$800.00</td>
</tr>
<tr>
<td>5 lunches per week (off campus students only)</td>
<td>$225.00</td>
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## SPECIAL

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room damage deposit (refundable)</td>
<td>$35.00</td>
</tr>
<tr>
<td>Room reservation deposit (non refundable)</td>
<td>$65.00</td>
</tr>
<tr>
<td>Advance deposit of fees (non refundable)</td>
<td>$100.00</td>
</tr>
<tr>
<td>Late registration</td>
<td>$30.00</td>
</tr>
<tr>
<td>Course change fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Transcript fee, per request (first one free)</td>
<td>$2.00</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Auditing fee, per unit (part-time students)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Health insurance fee, per year (billed in fall)</td>
<td>$140.00</td>
</tr>
<tr>
<td>Health care fee, per semester</td>
<td>$15.00</td>
</tr>
<tr>
<td>Computer use fee, per semester</td>
<td>$20.00</td>
</tr>
<tr>
<td>Automobile/motorcycle registration fee, once per year</td>
<td>$30.00/5.00</td>
</tr>
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<td>Course fees in various areas (see Academic Information)</td>
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MUSIC

Private instruction for full-time students taking lessons required for their major or minor:
One half-hour lesson weekly, per semester............................... $60.00
Two half-hour lessons weekly, per semester................................ 120.00
Private lessons not required for the major or minor at higher rates.

*In addition to the above fees, the student may add the following estimated costs to determine a total budget for the semester. These costs will vary depending on courses taken, the distance from the college, and personal spending habits.*

Books and supplies................................. $225.00
Transportation ........................................ 275.00
Personal ............................................. 275.00

INSURANCE

All students not completing an insurance waiver form will be required to participate in the student medical insurance program sponsored by the college. Details on coverage and cost are available upon request from the student development office. All students desiring to participate in the college's intercollegiate athletic program should participate in the intercollegiate athletic medical insurance program.

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 fifth 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.
Room and board refunds will be prorated on days remaining in the semester. No refund is allowed on a late registration fee.
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 cannot 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.

Education, leadership, excellence.
Purpose

Covenant College is a Christ-centered 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. to see creation as the handiwork of God and to study it with wonder and respect;
2. to acknowledge the fallen nature of ourselves and of the rest of creation and to respond, in view of the renewal that begins with Christ’s redemption, by seeking to bring every thought and act into obedience to Him;
3. to reclaim the creation for God and redirect it to the service of God and humankind, receiving the many valuable insights into the structure of reality provided by the good hand of God through thinkers in every age, and seeking to interpret and re-form such insights according to the Scriptures;
4. to see learning as a continuous process and vocation;
5. to endeavor to think scripturally about culture so as to glorify God and promote true human advancement.

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

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

1) Identity in Christ. A Covenant student should be a person who is united with Christ and committed to Him. This union and commitment should lead to an understanding both of one’s sin and of one’s significance as a person redeemed by Christ, resulting in a growing awareness of purpose. This awareness of purpose should facilitate the development of goals, priorities, and practices that foster spiritual effectiveness and well-being, including the emotional, social, physical, and intellectual aspects of the individual student.

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

   (a) Scriptural knowledge. 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. 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. Students should be acquiring the capacity for incisive, critical and logical thinking.

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

3) Service that is Christ-like.

   (a) 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) Students should be assuming responsibilities in society as servants of God. This involves a total life-calling to fulfill one’s covenantal responsibilities as succinctly summarized in Genesis 1:28 and Matthew 28:18-20, including not only the student’s specific vocation, but all other activities as well.

B. Students participating in external or other non-traditional programs display a wide variety of backgrounds, purposes, and needs. Non-traditional programs are designed to meet the many diverse situations encountered; but, because God calls us to proclaim a Christian perspective on reality in the marketplace of society, such programs are seen as a significant part of our educational mission.

Although students in non-traditional programs may not be able to participate fully in accomplishing the general aims outlined in an earlier part of this statement, faculty members in such programs will teach from the Christian educational perspective of the College.
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 credal 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 on 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 pre-professional programs. (See Page 28.)

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 33).

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 10 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 college 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 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 May 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 May 1 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 GPA must be at least 2.5; SAT, 900; and ACT, 21. The student should have at least 16 units, each representing one year of satisfactory work in a subject. It is recommended that the units be distributed as follows:

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

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

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

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

Advanced Placement Testing Program

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

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

College Level Examination Program

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. A maximum of 30 credits may be earned by Advanced Placement and/or CLEP 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 educational institutions of approved standing will, for courses completed with a mark of C- or better, ordinarily be granted transfer credit provided the courses apply toward the selected Covenant program. No more than 70 units may be transferred from a junior college. Students accepted from nonaccredited schools will receive credit for a limited number of units. The credits will initially be recorded as conditional, with full credit given after the student demonstrates ability to do satisfactory work at Covenant College. The admissions committee will also consider admitting a few transfer students each year who are on current academic probation 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 a single semester persons who have appealed their academic suspension status and desire one more opportunity to demonstrate their ability to do college work. Special students will not receive college credit unless their status is changed to regular standing. They will be required to pay the regular tuition fees.

Auditors

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

Financial Planning

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 determined 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 assistance are available from the Student Financial Planning Office.

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

Verification. If the FAF is selected for verification by the Department of Education, the following information must be sent to the Student Financial Planning Office: a complete copy of the student’s and parent’s signed 1040 Income Tax Return and a completed Verification Worksheet. The verification process must be completed before federal funds will be credited to a student’s account. If the FAF information is not accurate, corrections may need to be processed before funds are credited.

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 institutional 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

A student must be enrolled for at least 12 credit hours per semester to receive institutional assistance for that semester. If a student’s enrollment status changes after an assistance package has been awarded, that package may also be changed according to the institutional policies and federal regulations.
Academic Scholarships: Scholarships for incoming students will be based on high school GPA and SAT/ACT scores ranging from $200 to $1800. Once a student has attended Covenant for two semesters, the academic scholarship will be based on the student’s Covenant cumulative GPA.

African American Scholarship Fund: This scholarship fund was established to assist deserving African American students who otherwise would not be able to attend Covenant College, and to assist the college in achieving its desire to enroll a culturally diverse student body.

Athletic Scholarships: Currently in men’s and women’s basketball and men’s soccer, these awards are based on contribution to the athletic program. All awards are made by the coach of the respective sport and approved by the athletic director. Awards must be accepted by the student based on a signed award acceptance agreement describing the scholarship guidelines. To be considered for a scholarship, students should contact the respective coach to arrange a try-out.

Church Partnership Promise (CPP) Grants: A CPP Grant is based on the giving per member from the church for the previous calendar year and a student’s membership in a grant-receiving church during the period of giving. A grant is awarded and if the FAF is received before the priority deadline, the college promises to meet 100% of the financial need level as determined by the FAF. See the CPP brochure for specific details.

Covenant College Grants: These awards are based on financial need and are funded by Covenant.

International Student Scholarship Fund: This scholarship fund will be used to assist eligible international students to receive a Covenant education for the express purpose of furthering the Lordship of Christ in their home country upon completion of their studies, and to assist the college in achieving its desire to enroll a culturally diverse student body. Applications are available from the admissions counseling office.

Music Scholarships: Awarded based on contribution to the music department, these scholarships are assigned by the music department. An audition is required and should be scheduled with the music department.

Officer’s Scholarships: The student senate president, vice president, secretary, treasurer, CAB and Spiritual Affairs chairpersons receive officer’s scholarships.

Endowed and Annual Scholarships

The Joe B. Alexander Scholarships: These scholarships were initiated in 1985 by Joe and Virginia Alexander and are awarded to deserving students from Arkansas and Texas.

The Barrows Scholarships: These scholarships were established by Mr. and Mrs. Fred C. Barrows of Lookout Mountain to provide assistance for freshman students from Georgia, Alabama and Tennessee.

The Brock Scholarships: Established in 1986 by Mrs. W. E. Brock, Jr., these scholarships are a need-based scholarship for students who have demonstrated an earnest desire
to succeed. They must work hard in school and demonstrate initiative and leadership ability in school activities such as athletics, student government, music, drama or publications. These scholarships will be awarded to a recipient for consecutive years as long as a 2.5 or better GPA is maintained.

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.

The Dora Maclellan Brown Scholarships: These scholarships were initiated in 1971 by the Dora Maclellan Brown Charitable Trust to 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 achievements and evaluation of the student’s Christian commitment and contribution to the community. Scholarships may be awarded consecutive years with new applications accepted in the spring.

James Buswell Music Scholarships: The music department awards these scholarships based on a student’s musical performance abilities. These scholarships have been provided in the name of noted violinist James Buswell through the generosity of Robert Case of Ellensburg, Washington.

The Gilbert den Dulk Scholarships: Initiated in 1983 by Dr. Gilbert den Dulk, these scholarships are awarded to students who have demonstrated financial need.

The Martin and Barbara Essenburg Scholarship: Established in 1987 by Dr. and Mrs. Martin Essenburg, this scholarship may be awarded to international students or students who are the children of missionaries. Dr. Essenburg served as president of Covenant College from 1978–1987.

The Gally Scholarships: Established in 1980 in memory of Don Gally, a Christian businessman and philanthropist from Knoxville, Tennessee. While maintaining satisfactory progress in school, these recipients must produce an average or better GPA and demonstrate a financial need for assistance to continue at Covenant. These scholarships may be awarded successively for several years while a student works to defray college expenses.

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, these scholarships are to assist students in mathematics and the sciences.

The Daniel Ashley Jewell, Jr., Scholarships: 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.

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.

Maclellan Scholars Program: This program is designed to recognize and encourage academic and leadership endeavors. Selection for this four-year scholarship is based on
Christian commitment, scholastic achievement, demonstration of leadership ability, and extracurricular activities. To apply, students must have a minimum SAT of 1100 (or ACT of 25) and a high school GPA of 3.3. 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.

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 upper classman who has made a significant contribution to the athletic program of Covenant.

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.

The Quarryville Presbyterian Church Scholarship: Established by the members of Faith Reformed Presbyterian Church of Quarryville, Pennsylvania, to encourage their young people to pursue a college education at Covenant College.

The Milton M. Ratner Scholarships: These scholarships were initiated in 1979 by the Milton M. Ratner Foundation to provide assistance for financially needy students.

The Rush Scholarships: Established in 1985 by Miss Ruby Rush in honor of her mother, the Rush Scholarships are to assist students having a demonstrated financial need.

The Mina Grundish Simpson Scholarships: Established in 1978 by her husband, H. C. Simpson, these scholarships are designed 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

A student must complete an FAF and be enrolled for at least 6 credit hours to be eligible for federal assistance in that semester. If any federal program is included in a student’s award package, the total award (federal, institutional and private funds) cannot exceed the financial need level determined by the FAF.

College Work Study Program: This program provides work opportunities for students with financial need. Students will work in one of the departments of the college at a standard hourly rate of pay. A monthly paycheck will be issued to the student for the hours actually worked.

Pell Grants: To apply for a Pell Grant, the student must indicate on the FAF the willingness to have information released to the U.S. Department of Education. The student will receive a student aid report which must be signed and sent to the student financial planning office in order for the grant to be awarded. A valid SAR must be received before the grant will be credited to the student’s account.

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

Supplemental Educational Opportunity Grants (SEOG): Priority for these grants are given to Pell Grant recipients and those with the greatest financial need.
III. Other Sources of Financial Assistance Outside Covenant College

*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. Your high school guidance counselor may know of other local sources.

*Stafford Loan (formerly Guaranteed Student Loans):* 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, your State Higher Education Office or the student financial planning office.

*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. A determination of eligibility for a Pell Grant and Stafford Loan must be completed in order for a student to receive an SLS. This variable interest rate loan (12.00 percent for the 1989-90 award year) 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.

*Georgia Tuition Equalization Grants:* These grants are based on residency in Georgia for 12 months prior to the beginning of the semester for which the award will be given. A student must be enrolled as a full-time student and complete a grant application available from the SFPO to receive this $925 grant.

*Georgia Student Incentive Grants:* These grants are based on residency in Georgia for 12 months prior to the beginning of the semester for which the award will be given, and a student’s expected family contribution as determined by the Congressional Methodology which cannot exceed $3,600 for the academic year. This fund is allocated by the Georgia Student Finance Commission to be recommended by the SFPO based on the criteria above. In order to apply, students must complete a Georgia version of the FAF and release information to the state agency.

*Ty Cobb Education Scholarships:* Students are eligible to apply for these scholarships 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
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.

Satisfactory progress for students will be determined at the end of each spring semester and will require that students have completed a minimum of 12 semester units for every semester in attendance as full-time students. In addition, students must have earned the minimum cumulative grade-point average designated for their class standing. See Satisfactory Progress Requirements in the Academic Information section of the Academic Bulletin. Students attempting less than 12 units will be required to complete satisfactorily the number of units attempted each semester.

Financial assistance will be terminated at the end of the spring semester if it is determined that the students have failed to demonstrate satisfactory progress, i.e., 12 units each semester with the minimum cumulative grade-point average. Such students should enroll in the May Term or correspondence courses to raise their cumulative grade-point average and to earn a sufficient number of units to be eligible for financial assistance for the following academic year.

Failing to show satisfactory academic progress does not preclude enrollment at Covenant College; students may appeal to the academic standards committee to be readmitted. However, financial assistance will not be reinstated until such time as satisfactory progress is demonstrated. Students who believe assistance has been terminated unjustly or who have extenuating circumstances, may appeal to the director of student financial planning. If the appeal cannot be resolved at that level, students may appeal to the student financial planning committee.

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.
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 withdrawal 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

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 of Records.

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 I</th>
<th>Name, address, telephone number, dates of attendance, class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category II</td>
<td>Previous institution(s) attended, major field of study, awards, honors, degrees conferred (including dates).</td>
</tr>
<tr>
<td>Category III</td>
<td>Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.</td>
</tr>
</tbody>
</table>

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.
The Students’ Standard of Conduct

As a Christian community, we cultivate an atmosphere that will encourage a balance of personal freedom, personal growth and mutual accountability. We do not attempt to overwhelm a student with burdensome rules that will create a legalistic lifestyle. We provide a foundation of rules, called the Students’ Standard of Conduct, that is designed to assist our students in every decision and action. Our major emphasis is on personal responsibility and consequences of actions, good or bad. As our students observe these rules, community will be achieved. When and if a student violates these rules, we make every effort to restore that brother or sister, first to the Lord and then secondly to the community of believers here at Covenant College. In some cases, disciplinary action will be taken as the form of restoration.

Our Students’ Standard of Conduct is divided into four categories: Biblical Directives, Civil Authority, College Rules and Personal Discretion.

Biblical Directives

The Covenant student is obliged to uphold the moral law of God. Students are expected to mature in their Christian faith by choosing a lifestyle based on the scriptural absolutes and principles of truthfulness, holiness, righteousness, commitment, sacrifice, sensitivity to others’ needs, patience, love, joy, encouragement and empathy for one another’s weaknesses and faults. Scripture clearly states that we are responsible for one another’s actions. The contemporary idea of everyone minding his or her own business is foreign to the body of Christ.

Scripture specifically describes practices which are morally and ethically wrong, and are therefore unacceptable for all students while they are enrolled at Covenant College. In our student’s education, we expect our student to choose not to engage in these practices: drunkenness, adultery and fornication (defined as cohabitation and/or premarital sexual relationships of a heterosexual or homosexual nature), stealing, slanderous talk, gossip, profanity, lying, cheating, and possession of obscene or pornographic materials. Scripture also condemns such attitudes as bitterness, greed, pride, jealousy, lust, an unforgiving spirit, condemnation and deception. Scripture prohibits harmful discrimination and prejudice such as is based on race, gender or socioeconomic status. When a student chooses to act or live against the Biblical Directives, that student will be confronted and his or her actions will be considered as grounds for discipline. Admission or readmission to the college is contingent upon maintaining the Biblical Directives.

Members of the Covenant College student body will observe Sunday as a day set apart for worship, ministry, rest and recreation. It is expected that students will choose to become actively involved in a local church. Activities suggesting “business as usual” are not encouraged or sanctioned except when absolutely necessary. Outdoor recreation activities on college property are to be limited to the practice field and tennis courts south of the college. The swimming pool, athletic facilities and recreational areas surrounding the residence halls are closed on Sundays to provide a quiet atmosphere for worship, ministry and rest, not because those activities are “sinful” on a Sunday.

Covenant College, as the College of the Presbyterian Church in America, recommends that students familiarize themselves with the Report of the Ad hoc Interim Committee on Abortion. Copies of this report are available in the Student Development Office.
College declares itself opposed to the action of, or the participation in, an abortion as a violation of God’s moral law.

Civil Authorities

Covenant College recognizes the obligation to submit to legal authorities. Students are expected to uphold the local community, state, and federal laws except on the rare occasions when the church or a Christian group would view obedience to civil authorities in conflict with the Scriptures’ higher moral law.

Some specific laws, about which a student must be concerned and to which the student is responsible, cover such actions as the following: underage use of alcoholic beverages; possession and/or use of an illegal substance; underage use of tobacco; participation in illegal gambling; physical or verbal abuse against persons or property (rape, date rape, assault, vandalism, harassment); violations of copyright laws; illegal entry; and possession, sale or use of fireworks, explosives or incendiary devices in Lookout Mountain, Georgia and Tennessee. Students who are in violation of a civil law may receive disciplinary action from the college, in addition to civil action taken by the governing legal authorities.

College Rules

Covenant College rules have been chosen to enhance the academic nature and atmosphere of our college, as well as to enhance the personal development of each individual student. The college, as an educational institution, requires all students, on and off-campus regardless of age, to abstain from the possession and/or use of alcohol and tobacco, and, on campus, to abstain from the possession and/or use of firearms.

Every student, in on-campus residence, off-campus residence or commuter housing, is required to follow these rules while the college is officially in session. Students participating in college-sponsored activities during stated vacation periods must maintain the College Rules. Parental approval, whether explicit or tacit, does not warrant the violation of a College Rule. Students who are home during official college breaks (i.e., fall break, Christmas break, spring break and summer break) are under their parent’s or legal guardian’s authority.

On-campus and off-campus college sponsored activities may include some form of pre-approved dance. These forms of dance include: folk dance; dramatic dance; interpretive dance; classical dance; aerobic dance; ballet; square dance. Certain forms of dance and entertainment enhance the educational community and edify the body of Christ. Campus activities and personal entertainment that support or model a life-style promoting good moral actions and attitudes such as self-control, fun, integrity, responsibility, honesty and edification are planned and encouraged on campus at Covenant College.

Covenant College takes a strong stand against forms of dance, music, or entertainment that reflect current worldly standards encouraging students to be irresponsible, lose self-control, be sexually suggestive, or use any form of illegal drug or alcohol. These life-styles hinder the unity and growth of the academic community.

All activities are planned and designed to assist our students in integrating their faith and learning and to apply the college motto, “In all things . . . Christ Pre-eminent.”

Married students who are not living in college housing are not subject to College Rules while they are off-campus. Married students are required to maintain these rules while on campus, attending a college-related event, or with a single or resident student.
Areas of Personal Discretion

The fourth category for the standards of conduct is the area of personal discretion. When a student becomes a member of the Covenant College community, he or she is expected to be willing to lay aside behavior that is not in the best interest of the total college community. Behavior that is not explicitly encouraged or discouraged by the Biblical Directives, legal authorities and the College rules must conform to these standards in principle. Any action and/or behavior that, in the opinion of the college authorities, is contrary to these standards will receive disciplinary action. Some general areas where personal discretion is especially advised are as follows:

1. Personal choice of television programs, movies, theater, music, literature and various art forms.
2. Personal choice of non-college organizations with which to associate.
3. Personal choice of intimacy in dating relationships, with special regard for excessive physical attention.
4. Personal choice of modesty, neatness, and cleanliness in dress, appearance and one's own room.
5. Personal choice of which church to attend. Attendance, membership and regularity of church participation and worship are expected of all our students.

Demonstrated lack of responsibility in these areas may result in counseling 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 Handbook*.

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

Covenant College's academic program is foundational to the entire educational enterprise and has been a trademark of Covenant. It is Covenant College's goal that students characterize and respond to reality from a biblical perspective. In order to make such a biblically based groundwork explicit and operative, the faculty has developed an unusual approach to the curriculum consisting of four basic parts:

A. Biblical Knowledge
B. Interdisciplinary Perspectives
C. Equipment for Inquiry
D. Major Specialization

The presumption is that a carefully designed curriculum can significantly augment the effect of an individual teacher in a particular course.

Biblical Knowledge

If students are to have a biblical world-and-life view, they must have a working knowledge of the Bible—how to read it, interpret it, and apply it—with full consideration of the knowledge that has been gained over the centuries. Six credit hours are devoted to the study of the Bible and six hours to the study of doctrine.

Interdisciplinary Perspectives

Even with Christian students, experience has shown that the development of a biblical world-and-life view takes place over a period of several years as students mature and gain knowledge. Therefore, an interdisciplinary course has been designed for each of the four years of college.

The freshman course, The Christian Mind, is 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 Christian response.

The sophomore course is entitled World Views and is a study of the nature and place of world views in learning and life. Christian and secularist world views are compared and contrasted.

The junior course is a two-hour course entitled The Philosophy of Culture, which is a survey of the system of doctrine taught in the Scriptures with a view toward seeking solutions for the problems of the relationship between Christ and culture. The course consists of lectures and student forums.

The senior course, Senior Integration Project, requires the student to prepare a written thesis or project which explores and analyzes a problem in the student's major field in light of Christian philosophy.

These interdisciplinary courses are crucial in helping students make important connections as they take other courses.

Equipment for Inquiry

Students should be gaining progressively greater ability to orient their lives by perspectives based on Scriptural revelation and to apply their biblical perspective to all other areas of inquiry. To do this, they must acquire and refine skills as learners. Two sets of courses are designed to achieve this end: courses in the basics of English writing and speech, foreign language, logic, computer science, and physical training, and courses in the basics of the natural creation and human culture.

Major Specialization

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. In each course and major field of study, faculty members must keep in mind the overall goal of developing a biblical world-and-life
view. As the student’s attention is directed toward a particular discipline, broad principles must become more specific. Integrated thinking means that two or more bodies of knowledge are brought together. Evidence that the student and the college have attained these goals occurs when the senior prepares a major thesis or project which, as stated above, explores and analyzes a problem in the student’s major field in light of Christian philosophy.

Such a curriculum is not very common and makes a significant impact on the Covenant College student.

**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 of 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.

**The Bachelor of Science Degree.** Upon recommendation of the faculty and approval by the Board of Trustees, the degree of Bachelor of Science is conferred upon students in the Organizational Behavior field experience program who present a concentration in technical or professional courses (rather than liberal arts) in the 60 semester units required for admission to the program. The requirements for graduation parallel those of the Bachelor of Arts degree listed above.

**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**
- The Christian Mind .................. ........... .... . 2
  (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 151 and 152 ...... 2
- Physical Education 130-145 ........... ........... .... . 1
  (151-152 normally taken freshman year, 130-145 taken sophomore year; physical education courses not required for 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
- Chemistry
- Computer Science
- Elementary Education
- English
- History
- Interdisciplinary Studies
- Music
- Music Education
- Natural Science
- Organizational Behavior*
- Psychology
- Sociology

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 Programs. 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

B.A./B.S., Organizational Behavior
Covenant’s QUEST program provides adult students (age 25 and older) a baccalaureate degree through a program combining traditional and non-traditional learning. QUEST brings Covenant’s Christian education to the busy, working adult learner.

Students must have 60 semester hours of college credit to enter the program. Course work in this major constitutes another 32 hours. The 32-semester credit curriculum is taught in a series of course modules taken consecutively. Additional credits may be earned through CLEP, correspondence courses, military, portfolio, and others.

* a field experience program only
Classes are offered in convenient locations, meeting one night per week for four hours. Most students earn their baccalaureate degree in just a little over one year.

Courses center around management problems, supervision, and organizational behavior. Each student designs and implements a major research project carried out during the entire course of study.

Through the portfolio, students earn college credit for various life and work experiences. Students compile a portfolio of learning from prior experiences (military service, seminars, volunteer work, etc.) and may earn up to 32 semester credits for these experiences.

The QUEST faculty is composed of Covenant professors or other committed Christian men and women active in the business community. All are chosen for teaching expertise and practical knowledge.

### Graduation Requirements for Associate Degrees

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

**The Associate of Arts Degree.** Upon recommendation of the faculty and approval by the Board of Trustees, the degree of Associate of Arts is conferred upon students who have met the following requirements for graduation:

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

### Core Curriculum for Associate Degrees

#### Perspectives
- The Christian Mind ................................ 2
- World Views ........................................... 2
- Old Testament ......................................... 3
- New Testament ......................................... 3

#### Written Communication
- 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, 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 immediately following commencement in May offers students the opportunity of earning three units of credit in a limited number of standard classroom courses, some of which meet core requirements. The Psychology Tour, a month-long travel-study program, offers students five units of psychology credit. During this tour, students visit many counseling centers, research centers and other institutions stretching as far west as California. Students may also earn credit by working as interns with a variety of organizations.

These offerings, in which tuition costs are less than during the academic year, provide the opportunity for students to make up deficiencies, earn extra credit or take required units in order to lighten their loads during the regular semesters. Students from other colleges are also welcomed to these special summer courses.

Correspondence Studies

Covenant College offers a variety of correspondence courses on a continuing basis. 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 16 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 only 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. Students earning an F in a core course or required course for the major or minor will be expected to re-take that course the next term that the course is offered. Units are included in computing the grade-point average.

R means REPEAT and removes the effect of the previous mark 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
not required in 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 the 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 Writing**

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.

**Academic Probation**

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.
Satisfactory Progress Requirements
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 judgment as to whether or not a penalty will be assessed and whether or not the work may be made up at all.

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

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

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

- SOPHOMORES must have at least 26 semester units.
- JUNIORS must have at least 58 semester units.
- SENIORS must have at least 90 semester units.

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

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

Students who maintain a grade-point average of 3.50 throughout their Covenant College course will be graduated cum laude. Those who maintain an average of 3.75 will be graduated magna cum laude. Those who
maintain an average of 3.90 will be graduated summa cum laude. Students must be in residence for a minimum of 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.

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
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

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.
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. Prerequisite: Edu 221. 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 29 and 30, 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 371. Ethics ......................................3
Bib 372. Hermeneutics ..........................3
Bib 376. Christian Apologetics ..............3
Bib 383. History of the Christian Church or Mis 301. History of Missions ......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

Requirements for Minor in Biblical Studies
Bib 371. Ethics or Bib 372. Hermeneutics or Bib 376. Christian Apologetics .......3
Bible "book study" courses ....................6
Elective in Missions .........................3

Requirements for Associate of Arts Degree in Biblical Studies

Core Requirements
(For details, see page 32)
ID 132. The Christian Mind .................2
ID 233. World Views ..........................2
Bib 111 or 129. Old Testament ..........3
Bib 142 or 148. New Testament ..........3
Eng 111 or 112. English Composition or The Research Paper ..........4 or 2
Laboratory Science .........................4
Social and Behavioral Science ......3 or 4
The Arts ................................. 3 or 4
History ......................................... 4
PE 151-152. Physical Education ....... 2

Area of Concentration
Bib 277-278. Christian Doctrine/The Philosophy of Christianity .......... 6
Bib 372. 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
Bible elective ..................................... 6
Elective ........................................... 6-10

Total 62

Seminary credit available. Pre-seminary students at Covenant College may receive up to 28 units (approximately one year) of advanced standing credit at Covenant Theological Seminary in St. Louis. Up to 16 semester hours of language courses taken toward the B.A. degree (8 each in Hebrew and Greek) may be used for advanced standing at the seminary. In addition, the following courses if not taken for credit toward the B.A. degree may also be taken for three hours each of seminary core unit credit.

Bib 371. Ethics = 3 hours seminary credit
Bib 372. Hermeneutics = 3 hours seminary credit
Bib 376. Christian Apologetics = 3 hours seminary credit
Mis 202. Theology of Missions = 3 hours seminary credit

Biblical Studies majors who use the core courses listed above for seminary credit will be required to take additional substitute courses which are approved by the Biblical Studies department in order to complete their degree major.

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 the 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 Prophetic 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.

211. Introduction to Relational Youth Ministry
This course examines the biblical basis for youth ministry and helps students understand the dynamics and philosophies of relational youth ministry. This is a foundational course which focuses on the biblical model and the cultural need for quality Christian relationships. Personal contact and observations of local youth ministries help students to identify levels of relationships, styles and philosophies, and types of ministry available as they seek to understand their own call toward youth. Three units.

212. Preparing for Relational Youth Ministry Skills
A practical course designed to draw each student into a closer look at relationships and characteristics that lead to quality friendships, and to teach practical skills needed by people wishing to take relational ministry to teenagers. Three units.

213. Team Relational Youth Ministry Practicum
This course gets students involved in a youth ministry in the community, the instructor interacting with them as individuals and as a group with regard to training, adjustment, time pressures, and commitment. Three units.

277-278. Christian Doctrine/The Philosophy of Christianity
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 semesters. Six units.

297. Special Topics
This course offers opportunities for study in various topics of interest within the field of Biblical Studies. These may be short-term courses offered during the semester or during the summer term. Topics will be decided by the Biblical Studies and Missions faculty as need and interest arise. Credit to be determined.

306. History of the Early Church (cross listed as His 306)
A study of the historical and theological formation of the early church (C.E. 30-600). Emphasis will be placed on the major theological controversies of the period, and the development of church government. The role of women in the early church will also be discussed. Students will be challenged to understand early Christianity within the context of the social, political, and spiritual climate of the Roman world. Three units.

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

315. Genesis
An analysis of the book, with specific reference to the Mesopotamian backgrounds of the patriarchs of Israel, the critical problems regarding origins, as well as the matters of 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 twentieth 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.

371. Ethics (cross listed as Phi 371)
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. Three units.

372. 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.

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 its early formation within the Roman Empire, its role in medieval civilization, the sixteenth-century reform, modern revivals and the like. Course work will stress source reading and short reports. Three units. A fourth unit of credit may be earned by the writing of an additional paper. See History 311.

385. Religion in America
(cross-listed as His 385)
This course will examine the historical roots of America’s religious traditions. Beginning with the religious views of Native Americans, the course will also explore movements such as Puritanism, revivalism, Roman Catholicism, the liberal-fundamentalist controversies, evangelicalism, and ecumenism. Attention will also be given to African American religion, the religious heritage of Jewish Americans, and the significant role of women in the development of religion in America. Three units.

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 33, 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 31.

493. Biblical Studies Seminar
A course designed to provide opportunity to apply research methods and to engage in intensive study of 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.

497. Special Topics
The same type of course as Bib 297, but designed for upper-division students both in content and in level of instruction. Credit to be determined.

Note: For missions courses see page 91.

Biology

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 29 and 30 with the following exception: Laboratory Science (4 hours) and Logic are not required.

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.
Major and Supporting Course Requirements*

1. General Professional Option
   Bio 111-112. General Biology .......... 8
   Bio 308. Ecology ........................ 4
   Bio 390. GRE Review .................... 1
   Bio 413. Genetics ........................ 4
   Biology electives, upper-division ... 15
   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) ........ 4 or 8
   Che 121-122. General Chemistry ...... 8
   Che 323-324. Organic Chemistry ...... 8
   Phy 131-132. General Physics .......... 8
   Bio 492. Senior Integration Project ... 2

2. Pre-medical Option
   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 (2 credits) for GRE Review (both Bio 390)
   C. Biology electives—choose 3 courses from the following: Bio 302, 311, 312, 314, 317.
   D. Some medical schools specify calculus as one of the entrance requirements.

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, ornithologist). Covenant College will give credit for most AuSable Institute courses. 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 courses from the following: Bio 312, 316, 318, 390—Ornithology or Entomology)
   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
   Bio 492. Senior Integration Project ... 2

4. Secondary School Option
   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 132. The Christian Mind ............. 2
   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 151. Concepts in Physical Education
   PE 152. Aerobics ........................ 1
   PE 130-145. Individual or Team Sport .. 1
   His 211 or 212. History of the U.S. or His 215. Contemporary Global History .......... 4

*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.
Courses in Biology

Note: On demand courses can be offered when five or more students desire them.

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
Same topics as in Bio 302, but Bio 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 ana-
lyzing 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: Bio 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four units.

308. Ecology
Relations of organisms to the physical and biological conditions under which they live. Three hours lecture. Three hours laboratory. Prerequisite: Bio 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: Bio 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $15.00. Four units.

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

314. Animal Development
Experimental and descriptive aspects of animal development, with emphasis on vertebrates. Prerequisite: Bio 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 Bio 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. Edible and poisonous plants surveyed. 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: Bio 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: Bio 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 river. 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: Biol 111-112 or equivalent. Repeatable. One 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. A practicum in the Chattanooga area is included. Prerequisite: Four hours of 200 or 300 level biology courses. One and one-half hours lecture plus practicum. Two units.

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

492. Senior Integration Project in Biology
See page 31.
**Business Department Goals**

This department offers an integrated four-year major in business designed to prepare students for careers in areas such as government, corporate industry, small business, and non-profit organizations. Students majoring in another discipline may take a minor in accounting, business, economics, or finance. Students majoring in business may also take a minor in one of the other areas of this department.

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

Emphasis in all programs is placed on integrating the Christian faith with the conduct of business.

Requirements for the various programs are presented below. Departmental policies giving more specific guidance are made available in the academic advising process.

**Requirements for Major in Business**

The core and distribution requirements for a major in business are those listed for baccalaureate degrees on pages 29 and 30, with the exception that the Social and Behavioral Science course is not required. All business majors must take a minimum of six credit hours of free electives outside the department of business.

**Major and Supporting Course Requirements**

Acc 201. Principles of Accounting I .......... 3  
Acc 202. Principles of Accounting II ........ 3  
Bus 300. Principles of Management .......... 4  
Bus 302. Quantitative Methods for Business Decisions .................. 3  
Bus 330. Principles of Marketing .......... 4  
Bus 345. Business Law .................. 3  
Bus 400. Seminar in Business Policy and Strategy .................. 3  
Bus 492. Senior Integration Project in Business .................. 3  
Six units 300-400 level, business, accounting, economics, or finance ... 6  
Eco 201. Principles of Economics .......... 3  
Fin 340. Business Finance .................. 3  
Mat142. Pre-Calculus Mathematics .......... 4  
Sta 251. Elementary Statistical Methods .................. 4  
Total ........................................ 52

**Requirements for Departmental Minors**

**Minor in Business**

Acc 201. Principles of Accounting I .......... 3  
Acc 202. Principles of Accounting II ........ 3  
Bus 300. Principles of Management .......... 4  
Bus 345. Business Law .................. 3  
Eco 201. Principles of Economics .......... 3  
Total ........................................ 19

**Minor in Accounting**

Acc 300. Intermediate Accounting I .......... 3  
Acc 301. Intermediate Accounting II ........ 3  
Acc 302. Cost Accounting .................. 3  
Upper division accounting electives .......... 6  
Total ........................................ 15

**Minor in Economics**

Eco 301. Intermediate Economics  --Macro .................................. 3  
Eco 302. Intermediate Economics  --Micro .................................. 3  
Three other upper division economics courses .................................. 9  
Total ........................................ 15
Minor in Finance
Acc 300. Intermediate Accounting I ...... 3
Acc 301. Intermediate Accounting II ...... 3
Fin 300. Money and Banking .............. 3
Any two of the following courses:
Fin 340. Business Finance .................. 3
Fin 343. Principles of Investment .......... 3
Fin 344. Computer Applications in Finance ........................................ 3
Fin 346. Life and Health Insurance ........ 3
Fin 350. Personal Finance ................. 3
Fin 405. Principles of Taxation .......... ... 3

Total 15

Please consult course descriptions regarding prerequisites.

Requirements for Associate of Arts Degree in Business
Core Requirements (For details, see page 32.)
ID 132. The Christian Mind .................. 2
ID 233. World Views .......................... 2
Bib 111. or 129. Old Testament .......... ... 3
Bib 142 or 148. New Testament ............ 3
Eng 111 or 112. English Composition or Research paper .......... 4 or 2
Laboratory Science ........................... 4
The Arts ........................................ 3 or 4
History ........................................ 4
PE 151-152. Physical Education ............ 2

Area of Concentration
Acc 201. Principles of Accounting I ...... 3
Acc 202. Principles of Accounting II .... 3
Bus 300. Principles of Management ...... 4
Bus 330. Principles of Marketing ......... 4
Bus 345. Business Law ........................ 3
Eco 201. Principles of Economics ........ 3
Fin 340. Business Finance ................. 3
Upper division accounting, business, economics, or finance electives ...... 6
ICS 120. Microcomputer Applications .. . 4
Electives ..................................... 1-4

Total 62

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. Prerequisites: 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.

400. Advanced Accounting
Covers special topics not covered in Intermediate Accounting. Heavy emphasis is placed on business combinations and governmental accounting. Other topics are selected from foreign currency transactions and translation, partnerships, estates, trusts, interim reporting non-profit accounting, SEC reporting, troubled debt restructuring, and bankruptcy and liquidations. Prerequisites: Acc 300., 301. Three units.

405. Principles of Taxation (cross listed as Fin 405)
Covers the principles of federal income taxation as they are applied primarily to individuals and corporations. Some limited coverage given to partnerships, estates, and trusts. Emphasis is given to the conceptual foundations with some treatment of compliance and procedures. Prerequisite: Acc 202. Three units.

490. Independent Study
Directed studies in accounting topics for seniors. Students must develop a course proposal and obtain formal agreement from a department faculty member.

499. Selected Topics
Course content to be determined by special student needs. Prerequisite: permission of instructor.

Courses in Business

100. Introduction to Business
Covers the relationship between business and its environment, social responsibility, business functions, and management. Three 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. Prerequisites: Eng 111, 252. Four units.

302. Quantitative Methods for Business Decisions
Students will learn mathematical approaches to managerial decision-making. Designed for non-mathematicians. Students will gain a practical grasp of the insights of management science. Prerequisites: ICS 120 or Math 142, Stat 251, Bus 300.

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. Prerequisites: Bus 300, 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.

323. Compensation
Students will learn the theory and contemporary practices utilized by sophisticated employers to determine employee pay. Through exercises, students will develop skills in techniques like those used to determine pay scales, pay ranges and level of benefits. Prerequisites: Bus 320, ICS 120. Three units.

330. 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.

333. Small Business Management
Students will learn the intricacies and complexities of owning and/or managing a small business in the current American business environment. Prerequisite: Bus 300.

335. Principles of Advertising
Students will examine the role of advertising and promotional activities in the contemporary business environment. Topics like market research, ad agencies, media, and the impact of advertising on the public are discussed. Prerequisite: Bus 330.

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

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.

350. Business Ethics Seminar
Conceptual approaches to ethics will be critically evaluated, including a self-consciously Christian approach. Contemporary articles about business ethical issues will be discussed. Students will develop their own responses to a series of cases that raise typical ethical issues encountered in business. 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; Eng 252; ICS 120; Bus 230, 300, 345; Fin 340, and senior class standing. Three units.

490. Independent Study
Directed studies in business topics for seniors. Students must develop a course proposal and obtain formal agreement from a department faculty member. Two or 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. Prerequisites: Bus 350, 400. Three units.

499. Selected Topics
Course content will be determined by the department. Three units.

Courses in Economics

201. Principles of Economics
A general course designed to explain the economic system, the institutions that make up the system and the functions and relationships of these institutions to mankind, business and government. Economic concepts, scope, methods for 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. Prerequisite: Mat 142. Three units.

300. Money and Banking (cross listed as Fin 300)
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. Three units.

310. History of Economic Thought
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. Prerequisites: Eco 301, 302. 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. Prerequisites: Eco 301, 302. Three units.

313. American Economic History
This course surveys the economic development of the United States with the goal of explaining from economic theory why the country developed as it has. Concentration is made on the colonial era, but treatment will cover US history through the Great Depression. Prerequisites: Eco 201, 202. Three units.
400. Economics Policy Seminar
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, 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. Prerequisites: Eco 301, 302. 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 301, 302. Three units.

490. Independent Study
Directed studies in economics topics for seniors. Students must develop a course proposal and obtain formal agreement from a department faculty member. Two or three units.

499. Selected Topics
The course content will depend upon student interest or opportunities for guest or visiting lecturers to conduct studies at an advanced level of undergraduate economics. Prerequisite: Consent of instructor. Three units.

Courses in Finance

300. Money and Banking
(cross listed as Eco 300)
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.

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 202. Three units.

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

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.

344. Computer Applications in Finance
This course will develop the student's skills
in Lotus 1-2-3 sufficiently to be able to analyze various financial applications. It will expand the student’s understanding of financial concepts and ability to apply them to various case studies, which will make use of the student’s knowledge of Lotus. Prerequisites: Fin 340, ICS 120. 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.

350 Personal Finance
This course will cover various topics in financial planning, such as budgeting, saving and investment, life and health insurance needs, planning for retirement. Prerequisites: Fin 340, Eco 201. Three units.

405. Principles of Taxation
(cross listed as Acc 405)

490. Independent Study
Directed studies in finance topics for seniors. Students must develop a course proposal and obtain formal agreement from a department faculty member. Two or three units.

499. Selected Topics
Course content will be determined by the department. Three units.
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 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.

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.

Requirements for Major in Chemistry

The core and distribution requirements for a major in chemistry are those listed for baccalaureate degrees on pages 29 and 30, 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 225. Analytical Chemistry .......... 4
Che 323-324. Organic Chemistry ........ 8
Che 326. Instrumental Analysis .......... 4
Che 425-426. Physical Chemistry ........ 8
Chemistry electives .......................... 6*

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

Mathematics through 247. Calculus III
Phy 231-232. General Physics ............. 8
Che 492. Senior Integration Project ...... 2

Entering freshmen who plan to major in chemistry should plan to take calculus the first year. Placement in calculus is based on a strong high school math background (through trigonometry), math scores on the SAT or ACT, and the score on a math placement test given at the beginning of each semester.

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

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 Institute of Technology, 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)

The core and distribution requirements for a major in natural science concentration

*If the core requirement in laboratory science is met by an 8-unit sequence in a science other than chemistry this may be reduced to 8 units.
in chemistry are those listed for baccalaureate degrees on pages 29 and 30, 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
Che 323-324. Organic Chemistry .......... 8
Che 422. Advanced Organic Chemistry 4
Che 425. Physical Chemistry ............... 4
Mat 145-146. Calculus I, II .................... 8
Mat 247. Calculus III ............................ 4
Phy 231-232. General Physics ............... 8
Physics elective .................................. 3
Che 492. Senior Integration Project ...... 2

Courses in Chemistry

103-104. Introductory Chemistry
An introduction to the science of chemistry with emphasis on basic atomic theory, chemical reactions, properties of the various physical states, and descriptive chemistry. Basic organic chemistry and biochemistry are covered during the second semester. This course is designed for pre-nursing students and for those electing to take chemistry to fulfill the core requirement in laboratory science. Other students needing to take chemistry should enroll in 121-122 unless they do not have the prerequisites for that course. Three hours lecture. Three hours laboratory. Laboratory fee, breakage deposit. Eight units.

121-122. General Chemistry
Fundamental chemical principles and their applications. Atomic theory, molecular structure, stoichiometry, and the properties of the various physical states are presented in the first semester. Chemical kinetics, equilibrium, electrochemistry, and descriptive chemistry are covered in the second semester. Qualitative analytical procedures are included in the laboratory second semester. This course is designed for students in the following programs: chemistry major, biology major, pre-medical program, and pre-engineering program. Prerequisite: one year of high school chemistry, Mat 141, or two years of high school algebra. Special permission of the instructor may be given if these prerequisites are not met. Three hours lecture. Three hours laboratory. Laboratory fee, breakage deposit. Eight units.

225. Analytical Chemistry
An introduction to the principles and practices of quantitative chemical analysis. Gravimetric, volumetric, and potentiometric methods are studied. Includes statistical evaluation of data and experimental design. Prerequisite: Che 121-122. Two hours lecture. Six hours laboratory. Laboratory fee, breakage deposit. Four 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, or Che 103-104 with a grade of B or better. Three hours lecture. Three hours laboratory. Laboratory fee, breakage deposit. Eight units.

326. Instrumental Analysis
Principles of design and operation of modern instrumentation in chemistry. Consideration of methods common in chemical research as well as in applied sciences such as environmental monitoring and medicine. Techniques include: optical spectroscopy, magnetic resonance, mass spectrometry, instrumental chromatographies, and dynamic electrochemistry. Introduction to digital signal processing and laboratory automation. Prerequisites: Che 323-324, Phy 231-232. Three hours lecture. Four
hours laboratory. Laboratory fee, breakage deposit. Four 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. Prerequisites: Chemistry 121-122, Physics 231-232, Mathematics 145-146 or consent of instructor. Three hours laboratory. 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) stress advanced techniques in synthetic inorganic chemistry. Prerequisite: Che 121-122. Three hours lecture. Three hours laboratory (optional). Laboratory fee, breakage deposit. Three or four units.

492. Senior Integration Project in Chemistry
See page 31.

Computer Science
See Information and Computer Science

Economics/Finance
See Business
Education

Certification Programs Available:
Elementary Education
  K-4 certification
  4-8 certification
Secondary Education,
  7-12 certification
English
History
Mathematics
Science (Biology)
K-12 Certification
Music Education (K-12 certification)

Non-Certification Programs Available:
Secondary Bible
  (Biblical Studies Major)
Non-Teaching Minor in Education

Teacher Education
Program Goals

In our effort to prepare and train Christian teachers, we are concerned that the following characteristics be exhibited by each of our students. Each student should be able to demonstrate cognitively and experientially:

A. That the Word of God affects his or her understanding of:
   1. the mission of the school
   2. the nature of the child
   3. the nature of the learning process
   4. the nature of the school curriculum (subject matter)
   5. the nature of various teaching methodologies.

B. The ability to examine carefully various secular and Christian insights, principles, and practices of education, and to utilize those which fit within the perspective developing in letter “A” above. The ability to apply those insights, principles, and practices should be demonstrated in a particular educational setting.

C. An awareness of the function and role of the Christian teacher both in the Christian and the public school.

D. The ability to adapt to various educational settings by:
   1. identifying pupil and community characteristics influencing the educational process;
   2. planning curriculum and selecting materials appropriate to the nature and abilities of the students involved;
   3. planning for, using, and evaluating various teaching methodologies appropriate for the subject matter and students.

E. Growth as individuals in Christian maturity: specifically, acquiring a sense of calling as a teacher, and rendering Christ-like service.

Further, we prepare our students for teacher certification in the state of Georgia. Currently this means they must satisfactorily complete one of our state-approved teacher education programs and demonstrate sufficient content knowledge in the area of certification by obtaining an acceptable score on the appropriate Teacher Certification Test.

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 means increased and more concentrated field work in different types of educational settings.
Requirements for Georgia Teacher Certification

A Georgia NT-4 Associate Professional Teacher's 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 concerned. 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 K-4 or middle grades 4-8 certification program early in their college career. Preparation programs differ for the two levels; 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 (biology), 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.)

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 and under the music 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. To be eligible for admission to the Teacher Education Program, the student must:

a. have a cumulative grade point average of 2.3 or better
b. complete Edu 221, Introduction to Teaching with a grade of C- or better
c. complete at least 26 units of credit
d. complete at least one semester in residence at Covenant College
e. have a personal interview with a faculty member of the Education Department
f. receive a recommendation by the Dean of Students
g. receive a recommendation by an adult who has knowledge of the candidate's personal qualifications for the teaching profession.

A student must make application by completing the appropriate forms available in the Teacher Education Office. Each candidate is screened by the Teacher Education Program Committee. No professional education course work may be applied toward certification requirements until Edu 221 has been successfully completed and approval to enter the program has been granted.

Student Teaching and the Professional Semester

Persons desiring to student teach must formally apply and be approved by the Teacher Education Program Committee prior to the professional semester. Application forms are available in the teacher education office and must be completed before the student can be considered for student teaching. In order to apply for student teaching, a student must:
a. have been accepted into the Teacher Education Program;
b. have completed Edu 221 and 222 with the grade of C- or better in each;
c. have completed at least 58 semester units of credit.

In order to be approved for student teaching, a student must:
a. have maintained a cumulative grade point average of 2.3 or better through the semester prior to the teaching practicum;
b. have a satisfactory recommendation by a professor in the major discipline;
c. have a satisfactory recommendation by a professor under whom two or more education courses were taken;
d. have completed the necessary methods and professional education courses.

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. 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 students are encouraged to look into possibilities that 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 Edu 430, 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

**General Education Core**

**Humanities**
Courses chosen from philosophy, art, literature, music, language, logic, speech ................. 8
Bib 111 or 129. Old Testament ................... 3
Bib 142 or 148. New Testament ................... 3
Bib 277-278. Christian Doctrine .................. 6

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**Social Sciences**
Courses chosen from economics, history, political science, psychology, sociology ............... 4
His 215. Global History ......................... 4
Psy 100. General Psychology .................... 4

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

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**Other**
Eng 111 or 112. English Composition or The Research Paper .................. 4 or 2
ID 132. The Christian Mind ...................... 2
ID 233. World Views ............................. 2
ID 391. Philosophy of Culture .................. 2
PE 130-145. Individual or Team Sport ........ 1
PE 151. Concepts in Physical Education 1
Elementary Education Major, Middle grades (4-8) Certification

General Education Core

Humanities
Courses chosen from philosophy, art, literature, music, language, logic, speech

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine</td>
<td>6</td>
</tr>
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Social Sciences
Courses chosen from economics, history, political science, psychology, sociology

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<thead>
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<th>Course</th>
<th>Units</th>
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<tr>
<td>Psy 100. General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>His 215. Global History</td>
<td>4</td>
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<tr>
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Math/Science
Mathematics (Logic, Computer Science do not meet this requirement)
Laboratory Science (courses chosen from two of the following areas: physical science, biological science, or environmental science)

<table>
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<th>Course</th>
<th>Units</th>
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<tr>
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Other
ID 132. The Christian Mind
ID 233. World Views
ID 391. Philosophy of Culture
Eng 111-112. English Composition or The Research Paper
PE 151. Concepts in Physical Education
PE 152. Aerobics
PE 130-145. Individual or Team Sport

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Total

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<tbody>
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</table>
Teaching Field (General)

Curriculum and Methods II (CAM 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 (CAM 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 ......................... 4

Other
Edu 316. Teaching of Reading in the Middle Grades .................................. 3
Edu 415. Essentials of Instruction in the Middle Grades ............................ 3

Teaching Field (Concentrations)
Concentration I: Select one of the following subject areas

Language Arts: a minimum of 12 units required
Edu 314. Teaching of Language Arts in the Middle Grades ....................... 3
Edu 367. Literature for Children in the Middle Grades ........................... 3
At least six additional units in language arts ......................................... 6

Mathematics: a minimum of 12 units required
Mat 141. College Algebra .......................................................... 4
Mat 142. Pre-calculus Mathematics ................................................... 4
Edu 327. Teaching of Mathematics in the Middle Grades ......................... 4

Science: a minimum of 12 units required
Edu 325. Teaching of Science in the Middle Grades ............................... 4

One course from the third science area not selected in the science requirement of the General Education Core ................. 3-4

Of the remaining units in this concentration, four must be 200 level or above

Social Science: a minimum of 12 units required
His 211., 212., or 216. U.S. History .................... 4
Edu 327. Teaching of Social Studies in the Middle Grades ....................... 3
Two additional courses, 3 units of which must be above 200 level

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

Art: a minimum of 12 units required
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: a minimum of 12 units required
Edu 353. Music in the Middle Grades ............................................. 2
10 additional units in music; no more than 4 units may be performance courses and 4 units must be above 200 level .............. 10

Physical Education: a minimum of 12 units required
Edu 336. Physical Education in the Middle Grades ............................... 2
PE 313. Critical Health Issues ..................................................... 3
PE 337. Individual and Team Sports I .............................................. 3
PE 338. Individual and Team Sports II ............................................ 3
One additional unit from the physical education curriculum .............. 1

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 .................. 7 1/2
Edu 423. Practicum II .................. 7 1/2

Electives vary with the concentration chosen. Total number of semester units must be at least 126.

Secondary Education Certification (7-12) (Mathematics, English, History, Science)

General Education Core
See certification requirements under appropriate major.

Teaching Field
See certification requirements under appropriate major.

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 and Methods
in the Secondary School .................... 3
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 vary with the major chosen. A minor in an academic discipline is desirable (but not required) for secondary certification students. Total number of hours must be at least 126.

Elementary and Secondary Education Certification (K-12) in Music

General Education Core
See certification requirements under major in Music Education.

Teaching Field
See certification requirements under major in Music Education.

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 and Methods
in the Secondary School .................... 3
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

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

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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

Courses in Education

Because of separate programs for early
grades and middle grades certification,
courses have been designed to meet the
special needs and interests of either early
grades or middle grades. Only one section
of such courses will be taught with both
early and middle grades teachers included;
assignments and tasks will 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 teach­
ing materials and selection and utilization
of teaching materials as pertains to the
desired teaching area. Emphasis will also
be placed on gaining competence in the use
of audiovisual equipment. Laboratory fee:
$12.50. Three units.

221. Introduction to Teaching
A course designed to provide an introduc­
to and exploration of teaching as a
profession. A Christian philosophical frame­
work 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 to ascertain
possible gifts for teaching and to under­
stand through firsthand experience the na­
ture and magnitude of the task of teaching.
Two units.
Z222. Educational Psychology (cross listed as Psy 222)
The central concern of this course is the question, “How do people learn?” For 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. The last part of the course emphasizes the measurement and evaluation of learning. Prerequisite: Edu 221. 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 on the tasks confronting the reading teacher. Prerequisites: Edu 211, 222. 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 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 on the tasks confronting the reading teacher. 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 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. Components in geography and Georgia history are included. 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. If the course is taken for four units, the student will be required to complete a special project(s). Prerequisites: Edu 211, 222. Three or four units.

326. Teaching of Mathematics in the Early Grades
This course focuses on the goals, methods, materials, and assessment procedures of mathematics instruction in the early grades. Two hours lecture. Two hours laboratory. Prerequisites: Edu 211, 222. Three units.

327. Teaching of Mathematics in the Middle Grades
This course focuses on the goals, methods, materials, and assessment procedures of mathematics instruction in the middle grades. An extensive unit on geometry is included with special projects. Two hours lecture. Two hours laboratory. Prerequisites: Edu 211, 222. Four units.

335. Physical Education in the Early Grades
See Physical Education 335. Required for early grades certification (K-4). Prerequisite: Edu 221. Two units.

336. Physical Education in the Middle Grades
See Physical Education 336. Required for middle grades certification (4-8). Prerequisite: Edu 221. Two units.

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 level. Students are expected to understand how a Christian philosophy regarding knowledge and the child should be taken into account in structuring curriculum and teaching methods. Students will have several opportunities to practice various teaching methods, including participation in an outdoor learning experience geared to the middle school student. A unit evaluating educational software is also included. Prerequisites: Edu 211, 222. Three units.
352. Teaching Music in the Early Grades
See Music 352. Required for early grades certification (K-4) and music education. Prerequisite: Edu 221. Two units.

353. Teaching Music in the Middle Grades
See Music 353. Required for middle grades certification (4-8) and music education. Prerequisite: Edu 221. Two units.

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. Prerequisites: Edu 211, 222. Three units.

366. Literature for Children in the Early Grades

367. Literature for Children in the Middle Grades
See English 367. Required for middle grades certification (4-8). Prerequisites for elementary education 4-8 majors: Edu 211, 222. Three units.

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 are 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 early grades certification (K-4). Prerequisite: Edu 221. Two units.

395. Art for Children in the Middle Grades
See Art 395. Required for middle grades certification (4-8). Prerequisite: Edu 221. Two units.

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 two or three weeks. Activities will include a daily log, working with groups of children and individuals, teaching, interviewing various school personnel, and working with the school administration. 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 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. Prerequisites: Edu 211, 222 and most curriculum and methods courses. Three units.

414. Essentials of Instruction in the Early Grades
All teachers have certain beliefs, traits, behaviors, and practices that can either improve or inhibit learning in the classroom. Today there exists a growing body of literature on effective teaching. This course focuses on strategies that can lead teachers to choices and actions that should enhance learning. An effort is made to connect a Christian philosophy of education with a research-based instructional skills model. This model is relevant to the early grades and all subject matter. A two-week practicum in a local school allows the student to apply what he or she is learning to the classroom. Prerequisites: Edu 211, 222 and most curriculum and methods courses. $5.00 fee. Three units.

415. Essentials of Instruction in the Middle Grades
All teachers have certain beliefs, traits, behaviors, and practices that can either improve or inhibit learning in the classroom. Today there exists a growing body of literature on effective teaching. This course focuses on strategies that can lead teachers to choices and actions that should enhance learning. An effort is made to connect a Christian philosophy of education with a research-based instructional skills model. This model is relevant to the middle grades and all subject matter. A two-week practicum in a local school allows the student to apply what he or she is learning to the classroom. Prerequisites: Edu 211, 222 and most curriculum and methods courses. 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. Prerequisite: approval by the Teacher Education Program Committee. 15 units total.

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. Prerequisite: approval by the Teacher Education Program Committee. Ten units total.

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 Nuclear Engineering
- Bachelor of Science in Textile Chemistry and Textiles
- Bachelor of Textile Engineering

Covenant students are able to complete the Georgia Institute of Technology program in six quarters. However, some have found it beneficial to extend the required courses over more than six quarters. 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 29 and 30, with the following exceptions:

- ICS 130, Computer Programming Methodology (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 (2) are required to meet Georgia Institute of Technology requirements.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 121-122</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>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>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 332</td>
<td>Electricity and Magnetism</td>
<td>5</td>
</tr>
<tr>
<td>Phy 492</td>
<td>Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Fortran</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

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 humankind 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 speech 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). The following courses—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 25 and 26, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 201</td>
<td>4</td>
</tr>
<tr>
<td>Eng 203 or 204</td>
<td>4</td>
</tr>
<tr>
<td>Eng 235</td>
<td>4</td>
</tr>
<tr>
<td>Eng 245, 302, 304, 446, any combination totaling</td>
<td>4</td>
</tr>
<tr>
<td>Eng 311, 318, or 331</td>
<td>4</td>
</tr>
<tr>
<td>Eng 334, 341, or 352</td>
<td>4</td>
</tr>
<tr>
<td>Eng 401</td>
<td>2 or 4</td>
</tr>
<tr>
<td>Eng 418</td>
<td>4</td>
</tr>
<tr>
<td>English electives, 200 level or above*</td>
<td>4</td>
</tr>
<tr>
<td>Eng 492. Senior Integration Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Desirable electives for majors are courses in history and philosophy. The course in English history is strongly recommended.

*If a student desires a minor, the electives may be omitted for a 30- or 32-unit major.
Requirements for Minor in English
Eng 201 ........................................ 4
Eng 235, 245, 302 304, 446,
   any combination totaling ............ 4
Literature electives* ................ 8

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 132, The Christian Mind ............ 2
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 151, Concepts in Physical Education 1
PE 152, Aerobics .......................... 1
PE 130-45, 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 331, The Restoration and
   Eighteenth Century .................. 4
Eng 316, Teaching of Reading
   in the Middle Grades ............... 3

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

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 toward graduation.

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

Courses in Language and Literature

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
An introduction to the major genres of literature and the techniques of study appropriate to them. Designed especially for prospective English majors and minors, this course will enhance students’ ability to read with enjoyment and understanding and will give them practice in analyzing and writing about works of Western and non-Western 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, and Johnson. Prerequisite: Eng 114, 201, 203 or 204, or permission of the instructor. Four units.

334. British Romanticism
A study emphasizing 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: 1865-1945
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 in the Early Grades
A course designed to explore the vast resources in children’s literature and to show appropriate ways of making literature a delight for young children. Prerequisites for elementary education K-4 majors: Edu 211, 222. Three units.

367. Literature for Children in the Middle Grades
A course designed to explore the vast resources in children’s literature and to show appropriate ways of making literature a delight for the middle-grade learner. May be taken for credit in either English or education. Suggested for English, non-certification majors. Prerequisites for elementary education 4-8 majors: Edu 211, 222. 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. 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.

Core Requirement in Language
The options for fulfilling the language requirement are indicated in the description of the core curriculum on pages 29 and 30. The language requirements for specific major programs should be checked with the department involved.

Courses in French
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.

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. Laboratory fee $10 ($5 each semester). Eight units.

263-264. Intermediate French
Continued development of skills in speaking, understanding, reading, and writing French, through an extensive study 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. Laboratory fee $5. Three units.

333. Advanced French Conversation and Reading Practice
Extensive conversation and vocabulary practice on a wide variety of topics, correlated with readings taken from magazines and newspapers. There may also be some exposure to readings of a literary nature. 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.
Courses in Greek
175-176. Elementary Greek
An introduction to Ancient Greek with an emphasis on word formation, vocabulary, and basic syntax. Materials from both the Classical and Koine periods are studied. Eight units.

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

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.

Courses in Spanish
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.

179-180. 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 and written activities and exercises. Laboratory fee $10 ($5 each semester). 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 Hispanic 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 281-282 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 281-282 or equivalent. Laboratory fee $5. 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 281-282 or equivalent. Three units.

354. Introduction to Hispanic 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 281-282 or equivalent. Three units.

Health Professionals
See Natural Science: Requirements for Associate of Arts Degree in Basic Health Sciences; Nursing Education; pre-medical Studies.
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, the historical studies department 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 humankind takes place.

For general education:

It is the aim of this 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 29 and 30, 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 214. The Age of Europe, 1400-1914 .......................... 4
His 215. Contemporary Global History ............................. 4
His 300, 301. Historiography and Research .......................... 6
History Electives (at least one seminar is recommended) ........ 12*

Requirements for
Minor in Historical Studies

His 211, 212. History of the United States ......................... 4
His 214. The Age of Europe, 1400-1914 .......................... 4
His 215. Contemporary Global History ............................. 4
His 300. Historiography ........................................... 4
Upper-division history electives ................................. 4

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.

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

ACADEMIC BULLETIN/77
General Education
Bib 111 or 129. Old Testament .......... 3
Bib 142 or 148. New Testament .......... 3
Bib 277-278. Christian Doctrine .......... 6
Eng 111 or 112. English Composition or
   The Research Paper ................. 4 or 2
ID 132. The Christian Mind ............. 2
ID 233. World Views .................... 2
ID 391. Philosophy of Culture .......... 2
PE 151. Concepts in Physical Education 1
PE 152. Aerobics ........................ 1
PE 130-145. Individual or Team Sport ... 1
Laboratory Science ..................... 8
Mathematics (Logic, Computer Science
   do not meet this requirement) .......... 4

Teaching Field
His 211. United States History to 1865 ... 4
His 212. United States History
   Since 1865 ............................ 4
His 213. History of Georgia ............ 2
His 300. Historiography ................ 4
His 301. Historical Research ........... 2
His 303. Ancient Greece and Rome ....... 4
His 304. Medieval Civilization ......... 4
His 320. The Age of Europe,
   1400-1914 .......................... 4
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 340. Curriculum & Methods in the
   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 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 offer-
   ring.) Open to freshmen. Four units each
   semester.

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

214, (320). 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 indus-
   trial revolution and resulting ideological
   and societal changes. (His 320 is an upper-
   division version of 214, required for history
   education students; additional independent
   work is required.) Four units.

215. Contemporary Global History
   A study of the shape and forces of contem-
   porary society from a global viewpoint. The
   course begins with the ending of European
   world dominance at the end of the nine-
   teenth 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. Four units.

300, 301. Historiography and Research
A course designed for historical studies majors in their junior year. The student is exposed to the problems of historiography with special attention given to the Christian approach to 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 minors. Open to others. 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 developments. Prerequisite: His 214 or 215 or permission from the instructor. Four units.

303. Ancient Greece and Rome
A study of Bronze Age Greece, the rise and formation of the Greek city-state, the impact of Alexander the Great, and the institutions of the Hellenistic world. Attention will then shift to Rome, 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.

306. History of the Early Church (cross listed as Bib 306)
A study of the historical and theological formation of the early church (C.E. 30-600). Emphasis will be placed on the major theological controversies of the period, and the development of church government. The role of women in the early church will also be discussed. Students will be challenged to understand early Christianity within the context of the social, political, and spiritual climate of the Roman world. Three 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: His 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: His 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. Offered currently only as a correspondence course. Four units.

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.

320. The Age of Europe 1400-1914
See His 214.

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

322. History of the Modern Far East
A study of China 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.

385. Religion in America
This course will examine the historical roots of America’s religious traditions. Beginning with the religious views of Native Americans, the course will also explore movements such as Puritanism, revivalism, Roman Catholicism, the liberal-fundamentalist controversies, evangelicalism, and ecumenism. Attention will also be given to African American religion, the religious heritage of Jewish Americans, and the significant role of women in the development of religion in America. Three units.

399. Directed Studies in U.S. History
Individually directed studies in one of the following areas in which the student will survey the literature in the field and deal with major historiographical and interpretive problems: (a) the South, (b) the West,
400. Independent Study
Independent study in history may be pursued by qualified students in accordance with established guidelines. See page 32.

401. Studies in U. S. History
Advanced studies in selected topics (e.g., the Federalist Era, Civil War, New Deal) 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 by 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
Study of topics in modern history. Normally this course involves considerable student participation through papers, reports, and discussions. Prerequisites: History 215 and eight hours of upper level history courses, or permission of the instructor. 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 all academic departments needing computational and data processing resources,
(3) the support of department courses needed by other majors to enhance those programs,
(4) the offering of major and minor programs 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 with faith and learning. The department achieves the integrative goal utilizing three basic strategies.

First, content material is used throughout the four-year curriculum. 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 29 and 30, 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 Structures and Algorithms ................. 4
ICS 475. Senior Integration Seminar and Project ................. 4

**Cognate Course Requirements**

Mat 145. Calculus I .................. 4
Mat 146. Calculus II .................. 4
His 213. History of Georgia ................. 2
Sta 251. Statistical Methods .................. 4
Mat 348. Differential Equations .................. 4

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### Requirements for Minor in Information and Computer Science

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<tr>
<th>Course Number</th>
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<td>ICS 375</td>
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### 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. Fee: $50.00. Four units.

#### 130. Computer Programming Methodology
Designed for majors 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. Fee: $50.00. Four units.

#### 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 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. Fee: $50.00. Four units.

#### 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. Prerequisites: ICS 130, 150. Four units.

#### 210. Computer Programming Methodology
The same course as ICS 130, but prefix numbered at the 200 level to satisfy the requirements for secondary education teaching certification in mathematics as instructed by the Georgia Board of Education. Fee: $50.00. 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 interaction between hardware and software, firmware, and operating system software will be discussed. Prerequisites: 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. Prerequisites: ICS 130, 150, and 200. Fee: $50.00. Four units.

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. Fee: $50.00. Four units.

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, Mat 251, and junior or senior status. Fee: $50.00. Four units.

400. Data Structures and Algorithms
This course provides an indepth study of data structure methods. Using ICS 150 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. The target language used in Ada. Prerequisites: ICS 130, 150, and 250. Fee: $50.00. Four units.

450. Special Topics
A course offered on a subject of particular interest but unlisted as a regular course offering. It is open to appropriate students by class standing, background, or interest, depending on the course offered. All offerings are at the discretion of the department. The department uses this course to provide majors and other departments and groups with topics of current interest which are timely in the student's development in computer science as well as other disciplines. Possible topics include artificial intelligence, neural networks, parallel processing, expert systems, object oriented programming, and computer graphics. 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 at least one computer industry related registry. 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 chairperson of the Interdisciplinary Studies Department. 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 29 and 30, 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 or above.

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
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. Two units.

135-136. Great Ideas
A two-semester survey of ideas significant in human history from ancient to modern times. Works studied will be drawn from western and non-Western traditions in such fields as philosophy, literature and the arts, science, economics, psychology, and theology. This course meets certain core requirements for first-year Maclellan Scholars. Fall and spring semesters. Three units each semester.

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.

202. Popular Culture
This course is designed to help students understand the cultural ideas that shape their lives and influence their actions. Attention is focused on the music, people, and events that have played a major role in American culture since 1950. Time will also be spent critiquing popular media like movies, music, news, and MTV. The goal is to give students the necessary tools for living a life of full-orbed obedience to Jesus Christ. As society moves into the twenty-first century, today’s college students will assume leadership positions in families, churches, government, and careers. This course is designed to help prepare students to serve effectively by understanding the spirits of the age and how they seek their allegiance. Three 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.

235. Great Issues
See Maclellan Scholars Program.

236. Leadership
See Maclellan Scholars Program.

237. Cross-cultural Studies
See Maclellan Scholars Program.

271. History and Culture of African 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.

272. History and Culture of Modern Africa
An interdisciplinary study of the history and culture of modern Africa and Africans. Emphasis will be placed on the readings of African writers, artists and political leaders. Beginning with a review of the African continent itself, the course will focus on the places, peoples and problems now facing modern Africa. Brief examinations of key African institutions (arts, families, politics, religion, etc.) will be considered within the economic and cultural context of selected countries. Class instruction will include the viewing of the PBS video series, “The Africans,” hosted by Dr. Ali A. Mazrui. Three units.

274. Black Sacred Music and Social Change
A study tracing the musical expressions of
the black religious tradition from its ancestral roots in Africa, through its development in the "invisible church" of the slave society, to its influence on black religious experiences today. This study will also explore the relationship between black sacred music and social change. 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.

435. Senior Seminar
See Maclellan Scholars Program.

492. Senior Integration Project in Interdisciplinary Studies
See page 31.

Law
See Pre-Law Studies

Maclellan Scholars Program
The Maclellan Scholars Program offers courses designed to stimulate the thinking and develop the skills of potential Christian leaders. These courses are required of students designated as Maclellan Scholars; most of them are open to a limited number of other students with the permission of the instructor.

ID 135-136. Great Ideas
A two-semester survey of ideas significant in human history from ancient to modern times. Works studied will be drawn from Western and non-Western traditions in such fields as philosophy, literature and the arts,
ID 235. Leadership

ID 236. Great Issues
A discussion course focusing on the relationship between contemporary society and the influential ideas studied in 135-136. Each group of Maclellan Scholars will be responsible for identifying the topics to be covered in a particular year. Fall semester. One unit.

ID 237. Cross-cultural Studies
An off-campus learning experience in another culture, either in the United States or elsewhere. Maclellan Scholars will choose, with the approval of the Maclellan Scholars Program Committee, particular places and topics of study. Recommended for sophomore year or immediately following; other arrangements possible with the approval of the MSP Committee. Zero to three units, depending on the nature of the particular experience.

Soc 335-336. The Urban Community
A classroom and field-experience course focusing on the urban community and its institutions as the most typical setting for leadership in contemporary society. Pass-fail. Both semesters. Three units for year.

ID 435. Senior Seminar
An informal discussion course focused on the Maclellan Scholars' individual Senior Integration Projects. Both semesters. No units of credit.

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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).

In each of its courses, the department seeks 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 .............. 4

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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 29 and 30, with the following exceptions:

ICS 120. Microcomputer Applications (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 231-232. General Physics ............... 8
Mat 341. Modern Algebra ..................... 3
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. 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
Eng 111 or 112. English Composition or The Research Paper .......... 4 or 2
ID 132. The Christian Mind ................. 2
His 211 or 212. History of the U.S. or His 215. Contemporary Global History or His 316. Recent American History ................. 4
ID 233. World Views .......................... 2
ID 391. Philosophy of Culture .............. 2
PE 151. Concepts in Physical Education 1
PE 152. Aerobics .............................. 1
PE 130-149. Individual or Team Sport .. 1

Phy 231-232. General Physics .......... 8
Bio 111-112. General Biology or
Che 121-122. General Chemistry ........ 8
Humanities ..................................... 8
Social Science (Psy 100 required) ...... 8

Teaching Field
Mat 145-146. Calculus with Analytic Geometry I, II ......................... 8
ICS 210. Computer Programming Methodology ............................. 4
Mat 247. Calculus with Analytic Geometry III 4
Mat 348. Differential Equations .......... 4
Stat 251. Elementary Statistical Methods .... 4
Mat 331. Linear Algebra ........................... 3
Mat 341. Modern Algebra ........................... 3
Mat 342. Modern Geometry ........................... 3

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
Placement in mathematics courses for those with no previous college mathematics credit is determined on the basis of high school mathematics credit, high school mathematics GPA, mathematics scores on the SAT or ACT, and scores on the mathematics placement test given at registration time each semester.

040. Elementary and Intermediate Algebra
A review of elementary and intermediate
algebra designed to assist students in developing the skills necessary for taking Fundamentals of Mathematics, College Algebra, or Elementary Statistical Methods. Pre-requisite: Placement level 1. Four units institutional credit (institutional credit is not applicable to the 126 units required for graduation).

122. Fundamentals of Mathematics
Elementary set theory, the logical nature of mathematics, the real number system, elementary statistics, topics of algebra, algebraic functions, and algebra word problems. Designed to fulfill requirements for elementary education students. Prerequisite: Placement level 2. 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: Placement level 2. 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. Prerequisite: Placement level 3 or Mat 141. 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: Placement level 4 or Mat 142 for 145, Mat 145 for 146. Eight units.

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

Stat 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 control tendency and norms, correlational analysis, statistical inference, analysis of variance and the analysis of categories and ranks. Computer applications will be stressed. May be taken only if at least one of the following prerequisites has been met: Mat 040 or a C or better in a higher level mathematics course or Placement level 2. Three hours lecture and two hours laboratory. Offered Fall. Laboratory fee: $20.00. Four units.

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.

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. Three units.

331. Linear Algebra
This course will develop the algebra of vectors and matrices, including finding the inverse of a matrix, subspaces, basis and dimension of vector spaces, linear transformations, isomorphisms. Inner and cross products will be treated. Special types of matrices will be discussed, such as the Jordan Normal form. Eigenvalues and eigenvectors will be treated. Prerequisite: Mat 146. Three units.

341. Modern Algebra
Integral domains, rings, fields, groups, elementary number theory, and other selected topics. Prerequisite: Mat 146. Three units.

342. Modern Geometry
Topics will include a history of the development of geometry, Euclidean geometry, an introduction to logic, Euclid’s parallel postulates, Hilbert’s axioms, the beginnings of non-Euclidean geometry, and philosophical implications for physical space. Prerequisite: Mat 146. Three units.

348. Differential Equations
First order differential equations, second and higher order linear equations, series solutions, the Laplace transform, systems of first order equations, linear second order boundary value problems. Both analytic and numerical techniques are studied. Prerequisite: Mat 247. Four units.

401-402. Advanced Topics in Mathematics
Topics are considered in number theory, operations research, mathematical statistics, or advanced calculus, depending on student demand. Prerequisite: Mat 247. Four units per semester.
concentration in missions, are those listed for baccalaureate degrees on pages 29 and 30, 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
Biblical Studies or Missions electives .......... 9
Psy 360. Psychology of Religion ............ 3
Soc 341. The Family ............................ 3
Soc 346. Interpersonal Communication .... 3
Bib 492. Senior Integration Project ......... 2

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, elenetics, 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: Soc 229. Cultural Anthropology 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 of the department each semester in attendance, with or without credit. A maximum of four units may be applied to degree requirements for music majors. Credit may be earned in any of the performing organizations sponsored by the department. All students who wish to change from one performance level to another in applied music must sustain a performance examination. All music majors are required a basic proficiency of Level I, sight reading of simple accompaniments to art songs, instrumental solos, or piano music, and performance of a prepared piano composition or accompaniment. The student is to enroll for private piano instruction with or without credit until this requirement is met.

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

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

The core and distribution requirements for a major in music, B.A. degree, are those
listed for baccalaureate degrees on pages 29 and 30.

**Major and Supporting Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 161-162</td>
<td>Theory I, II</td>
<td>6</td>
</tr>
<tr>
<td>Mus 163-164</td>
<td>Ear Training I, II</td>
<td>4</td>
</tr>
<tr>
<td>Mus 261-262</td>
<td>Theory III, IV</td>
<td>6</td>
</tr>
<tr>
<td>Mus 263-264</td>
<td>Ear Training III, IV</td>
<td>4</td>
</tr>
<tr>
<td>Mus 282</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 371-372</td>
<td>Music History and Literature</td>
<td>6</td>
</tr>
<tr>
<td>Applied Music--major instrument</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Ensemble</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Music electives, literary/theory</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Concert and recital attendance</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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

**Requirements for Minor in Music**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 161-162</td>
<td>Theory I, II</td>
<td>6</td>
</tr>
<tr>
<td>Mus 163-164</td>
<td>Ear Training I, II</td>
<td>4</td>
</tr>
<tr>
<td>Mus 171</td>
<td>Music Appreciation</td>
<td>4</td>
</tr>
<tr>
<td>Ensemble for 2 semesters</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Applied Music, 2 semesters</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Requirements for major in Music Education (K-12 certification), B.Mus. degree.**

The music education program at Covenant College 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.

Degree requirements include 47-49 credits of core curriculum, 44 credits in professional and music education, and 52 credits in music.

Students are required to participate in a performing organization of the music department and register for applied music each semester in attendance except the semester of the teaching internship. Students are also expected to attend department sponsored recitals as a part of their requirements for applied music.

All students in the music department must sustain a piano proficiency examination before graduation.

**General Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129</td>
<td>Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 142 or 148</td>
<td>New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 277-278</td>
<td>Christian Doctrine</td>
<td>6</td>
</tr>
<tr>
<td>ID 132</td>
<td>The Christian Mind</td>
<td>2</td>
</tr>
<tr>
<td>ID 233</td>
<td>World Views</td>
<td>2</td>
</tr>
<tr>
<td>ID 391</td>
<td>Philosophy of Culture</td>
<td>2</td>
</tr>
<tr>
<td>Eng 111 or 112</td>
<td>English Composition</td>
<td>4 or 2</td>
</tr>
<tr>
<td>PE 151</td>
<td>Concepts in PE</td>
<td>1</td>
</tr>
<tr>
<td>PE 152</td>
<td>Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>PE 130-149</td>
<td>Individual or Team Sport</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Mathematics (Logic, Computer Science do not meet this requirement)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>His 211 or 212</td>
<td>History of the U.S. or His 215. Contemporary Global History or His 316. Recent American History</td>
<td>4</td>
</tr>
<tr>
<td>Social Science (Psy 100 required)</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Teaching Field**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 161-162</td>
<td>Theory I, II</td>
<td>6</td>
</tr>
<tr>
<td>Mus 163-164</td>
<td>Ear Training I, II</td>
<td>4</td>
</tr>
<tr>
<td>Mus 261-262</td>
<td>Theory III, IV</td>
<td>6</td>
</tr>
<tr>
<td>Mus 263-264</td>
<td>Ear Training III, IV</td>
<td>4</td>
</tr>
<tr>
<td>Mus 282</td>
<td>Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 351</td>
<td>Teaching Music in the Elementary Grades</td>
<td>2</td>
</tr>
<tr>
<td>Mus 354</td>
<td>Teaching Music in the Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>Mus 363</td>
<td>Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>Mus 371-372</td>
<td>Music History and Literature</td>
<td>6</td>
</tr>
<tr>
<td>Mus 461</td>
<td>Orchestration</td>
<td>2</td>
</tr>
<tr>
<td>Mus 492</td>
<td>Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music (major instrument)</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Ensembles</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Piano proficiency*</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Concert and recital attendance</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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

Edu 211. Curriculum Materials ........ 3
Edu 221. Introduction to Teaching .... 2
Edu 222. Educational Psychology .... 3
Mus 251-255. Instrumental Methods .... 2
Psy 303. Developmental Psychology .... 4
Edu 361. Education of Exceptional Children .................................. 3
Edu 370. History and Philosophy of American Education ............ 3
Edu 424. Teaching Practicum ........... 10
Edu 430. Curriculum Integration Workshop .................................. 3
Guitar .................................................. 2

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

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

The core and distribution requirements for a major in applied music, B.Mus. degree, are those listed for baccalaureate degrees on pages 29 and 30, with the following exception:

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

Major and Supporting Course Requirements

Mus 161-162. Theory I, II .................. 6
Mus 163-164. Ear Training I, II ........ 4
Mus 261-262. Theory III, IV .............. 6
Mus 263-264. Ear Training III, IV ...... 4
Mus 282. Basic Conducting .............. 2
Mus 363-364. Form and Analysis ....... 4
Mus 371-372. Music History and Literature .................................. 6
Mus 381. Advanced Conducting ........ 2
Mus 362. Counterpoint ................... 2
Mus 461. Orchestration ................... 2
Music Literature or Theory electives .... 4
Mus 492. Senior Integration Project ... 2
Piano proficiency* ......................... 0
Junior recital** ............................... 0
Senior recital** .............................. 0
Concert and recital attendance
(minimum 3 per semester) ............ 0

Courses in Music History and Literature

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

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

**Students should register for recital the semester during which it is to be given.
376. Hymnology
A study of the textual and musical elements of the hymnology of the Christian Church, including Early Church Song, the Lutheran Chorale, Psalmody, and English and American Hymnody. The course will also include critical evaluation of hymns. Two units.

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

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

Courses in Music Theory
122. 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, II
A study of keys, scales, intervals, triads, chord progressions, cadences, harmonizations of melodies and basses, simple modulations, and analysis. Three meetings per week. Three units each semester.

163-164. Ear Training I, II
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 III, IV
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 III, IV
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. Two units.

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

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

Courses in Music Education
251. Instrumental Methods
Class instruction in instruments of the band and orchestra in preparation for teaching in elementary and secondary schools. Emphasis is given to tone production, fingerings, methods of teaching, and literature. Each music education major is required to take this course. Two units.

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.

351. Teaching Music in the Elementary Grades

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, the changing voice, listening lessons, teaching songs, audio-visual materials, and rhythm and folk instruments. Prerequisite: Edu 221. 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.

282. Basic Conducting
Fundamental conducting techniques, including beat 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: Mus 282. 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: Mus 282. Basic Conducting. Two units.

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

492. Senior Integration Project in Music
See page 31.

Performance Organizations
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: $2.00 per semester. 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 semester. 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 the sixteenth century to the 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
Advanced student musicians may qualify for membership in the orchestra, depending on the orchestra’s open positions. Inquiries regarding auditions and other details should be addressed to the Managing 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 fee 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:

**For Music Majors/minors**

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>201</td>
</tr>
<tr>
<td>II</td>
<td>301</td>
</tr>
<tr>
<td>III</td>
<td>401</td>
</tr>
<tr>
<td></td>
<td>2 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>202</td>
</tr>
<tr>
<td>II</td>
<td>302</td>
</tr>
<tr>
<td>III</td>
<td>402</td>
</tr>
<tr>
<td></td>
<td>4 units</td>
</tr>
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</table>

**For Non-majors/minors**

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
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<td>203</td>
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<tr>
<td>II</td>
<td>303</td>
</tr>
<tr>
<td>III</td>
<td>403</td>
</tr>
<tr>
<td></td>
<td>2 units</td>
</tr>
</tbody>
</table>

The suffix P (piano), V (voice), or I (instrument) will be added to the above numbers.

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 32, with the following exception: Laboratory science (4 hours) is not required.

Core ........................................... 26-28
Mat 141. College Algebra .................. 4
Mat 142. Precalculus 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
*Elective Units ................................ 6-8

Total 62

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


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

Courses in Natural Science

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

105. Problems of Physical Science
An introduction to the methods of physical science, including experimentation, formulation of hypotheses, and testing hypotheses. The course will include a brief survey of the history of science, and a discussion of the meaning of scientific proof. Problems of Physical Science is recommended for elementary education majors. It may be taken only if at least one of the following prerequisites has been met: the student has passed Mat 122. 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 than Mat 122. 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 the pre-nursing curriculum at Covenant College, the student may apply for admission on the junior level to selected schools of nursing for completion of the Bachelor of Science degree in nursing. Covenant's pre-nursing curriculum is planned as much as possible on an individual basis to meet the prerequisites of the selected school of nursing.

Covenant College participates in a cooperative program with the Nell Hodgson Woodruff School of Nursing of Emory University, Atlanta, Georgia, 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</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bib 111 or 129. Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 142 or 148. New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Bib 277-278. Christian Doctrine (audit)</td>
<td>0</td>
</tr>
<tr>
<td>Bio 202. Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Che 103-104. Introductory Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Eng 111. English Composition</td>
<td>4</td>
</tr>
<tr>
<td>ID 132. The Christian Mind</td>
<td>2</td>
</tr>
<tr>
<td>ID 233. World Views</td>
<td>2</td>
</tr>
<tr>
<td>Mat 22. Fundamentals of Mathematics or Mat 141. College Algebra or Stat 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>Nurs 101. Introduction to Nursing</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Psy 100. General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Psy 303. Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Soc 141. Principles of Sociology or Soc 341. Family</td>
<td>4, 3</td>
</tr>
<tr>
<td>Courses required by the selected school, such as Nutrition, Critical Health Issues, Psychology of Aging, history and literature</td>
<td>10-11</td>
</tr>
</tbody>
</table>

Total 62-64

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 a minimum of five 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 min.
   --speech/communication, 2 credit min.
   --natural science or math, 3 credit min.
   --social and behavioral science, 9 credit min.
   --humanities (including 3 credits in art, literature, or music) 6 credit min.

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 encouraged 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.

The nature of the course requirements is such that students in the field experience program do not qualify for graduation honors.

Transfer of Credit

Acceptable credits for transfer include the following:
Coursework from regionally accredited colleges
CLEP or other recognized examination
Advanced placement credit
Military training
Transcripted credit from agency accredited junior colleges or professional schools is received as conditional credit.*
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.

Students who present the 60 semester units required for admission with a concentration in technical or professional courses (rather than liberal arts) will earn the Bachelor of Science degree. Other students may choose either the Bachelor of Arts or the Bachelor of Science degree.

Portfolio Development

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. No credits/two weeks.

Courses Required for the Major

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

Semester I

Module 1: Group 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 or individuals. Three credits/five 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 waive the speech requirement with additional course work. No additional credit is earned for the speech waiver. Three credits/five 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. One credit/two weeks.

Library Module
(held on the Covenant Campus)
During week 13, students are given instruction in library use and writing a literature review, and they also are given opportunity to do a computerized literature search. No credits/one week.
Module 3: Principles of Management and Supervision. Bus 300Q
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. Three credits/five weeks.

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. Three credits/five 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. Two credits/two 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. Three credits/five 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. Three credits/five 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 the organizations involved. Three credits/five 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. Three credits/two 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. Three credits/five 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. Three credits/five weeks.
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 worldview. 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.

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. 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.

371. Ethics (cross listed as Bib 371)
A study of philosophical and Christian ethics. 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 and their implications for personal and social ethics will be studied in detail. Issues such as abortion, economic justice, the role of the state, medical ethics, sexual morality, and the arts will be examined in the light of the commandments and biblical principles. 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.

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

401. Philosophy of Science
A study of the nature, scope, and limitations of scientific method and explanation with some attention being given to scientific concepts such as causality, space, 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. 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 neuromuscular 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. Exercise supervisor in a YMCA, YWCA, or sports center.
6. Specialized physical education work in summer camps.

Requirements for Minor in Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>PE 211. History and Principles of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Bio 216. Anatomy/Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PE 313. Critical Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>PE 328. First Aid/Prevention and Treatment of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PE 337 or 338. Individual and Team Sports I or II</td>
<td>3</td>
</tr>
<tr>
<td>PE 431. Kinesiology or PE 433. Physiology of Exercise</td>
<td>3</td>
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Requirements for Coaching Package

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<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Bio 216. Anatomy/Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PE 328. First Aid/Prevention and Treatment of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PE 337 or 338. Individual and Team Sports I or II</td>
<td>3</td>
</tr>
<tr>
<td>PE 431. Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 433. Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PE 460. Principles of Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses in Physical Education

130-149. 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. Fee $20.00. One unit.
141. Wilderness skills:
   a. Whitewater Canoeing. Fee $25.00. One unit.
   c. Rock Climbing. Fee $15.00. One unit.
   d. Orienteering. One unit.
142. Golf. Fee $10.00. One unit.
145. Varsity Sport. One unit.
146. Bowling. One unit.
147. Advanced Soccer. One unit.
149. Badminton. One unit.
151. Concepts in Physical Education, Fitness, and Health
Introduction to principles of physical education, fitness, and health. Topics to be covered through lectures and laboratories 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 twentieth century 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-4 with special attention to considering needs of exceptional and handicapped children. The whole school health program is studied. Teaching laboratories for students in local schools. Required for early grades certification (K-4). Prerequisite: Edu 221. 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 4-8 with special attention to considering needs of exceptional and handicapped children. The whole school health program is studied. Teaching laboratories for students in local schools. Required for P.E. concentration for middle grades certification (4-8). Prerequisite: Edu 221. 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: Bio 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: Bio 216-217. Human Anatomy and Physiology. Three units.

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.
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*

Dual Degree Program with Georgia Institute of Technology
This five-year program leads to a B.A. from Covenant and a B.S. in physics from Georgia Institute of Technology. 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 pages 29 and 30, 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
Mat 145-146. Calculus I,II ................ 8
Mat 247. Calculus III ....................... 4
Mat 348. Differential Equations ........... 4
Phy 231-232. General Physics ........... 8
Physics electives ........................... 11
Phy 492. Senior Integration Project ..... 2

Courses in Physics
131-132. Introductory Physics
The essentials of mechanics, heat, sound, electricity, magnetism, and light, and an introduction to modern physics, including nuclear physics and atomic structure. Prerequisite: Mat 141-142 or equivalent or permission of instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $15. Four units.

231-232. General Physics
The calculus-based description of rigid-body mechanics, gravitation, friction, elasticity, fluid mechanics, and thermometry is studied during the first semester. The second semester is a continuation of the above, 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. 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. Prerequisites: 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: Phy 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: Phy 231-232. Three hours laboratory. Laboratory fee: $10.00 per semester. Two units.

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

492. Senior Integration Project in Physics
See page 31.
Prospective law students need the broadest educational background available and the historical studies department of Covenant College recommends a historical studies major with a suitable supporting minor (English, philosophy, sociology, psychology, business administration) as an effective program to achieve this end.

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

Although minimum requirements for GPA and LSAT scores vary with individual law schools, realistic expectations for consideration of admission demand that the prospective law student earn a GPA of at least 3.00 - 3.33 (B to B+) and score on the LSAT in the vicinity of the mid to high 30's. Note that these are minimum realistic levels.

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

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

Pre-law students are encouraged to read John F. Dobbyn, So You Want To Go to Law School. 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 historical studies department 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 equivalent ACT scores) at the time of acceptance.

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

Admission to medical school is determined by the institution to which application is made. Admission is usually based upon graduation from an accredited undergraduate college or university, grade point average (GPA), Medical College Admission Test (MCAT) scores, personal recommendations and an interview. The MCAT is taken at the end of the junior 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 pages 29 and 30.)

English literature should be chosen in most cases for the arts requirement.

Science and Math Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Time Requirement</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>2 semesters</td>
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<tr>
<td>General Physics</td>
<td>2 semesters</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>2 semesters</td>
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<tr>
<td>Organic Chemistry</td>
<td>2 semesters</td>
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<tr>
<td>Biochemistry</td>
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<tr>
<td>General Biology</td>
<td>2 semesters</td>
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<tr>
<td>Genetics</td>
<td></td>
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<tr>
<td>Review for MCAT</td>
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</tbody>
</table>

Three courses chosen from Comparative Anatomy, Embryology, Animal Histology and Microtechnique, Microbiology, Comparative Animal Physiology

For those majoring in biology 6 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) would be needed.

Majors other than biology and chemistry are also possible.

Physics and organic chemistry should be completed by the end of the junior year. Genetics and review for MCAT should be taken the junior year.

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 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 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 ongoing research by faculty members.

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

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

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

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

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 29 and 30.

<table>
<thead>
<tr>
<th>Major and Supporting Course Requirements</th>
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<tbody>
<tr>
<td>Psy 100. or 101. General Psychology .......... 4 or 2</td>
</tr>
<tr>
<td>Psy 200. History and Systems of Psychology .................................. 2</td>
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<tr>
<td>Psy 220. Christian Issues in Psychology .................................. 2</td>
</tr>
<tr>
<td>Psy 251. Elementary Statistical Methods .................................. 4</td>
</tr>
<tr>
<td>Psy 261. Introduction to Research Methods .................................. 4</td>
</tr>
<tr>
<td>Psy 304. Psychology of Learning and Memory .................................. 4</td>
</tr>
<tr>
<td>Psy 344. Abnormal Psychology ..................................... 4</td>
</tr>
<tr>
<td>Psy 492. Senior Integration Seminar in Psychology .................................. 2</td>
</tr>
<tr>
<td>Psychology electives (300 level or above) .................................. 14</td>
</tr>
</tbody>
</table>

**Total** 40 or 38

**Requirements for Major in Psychology, Concentration in Clinical Psychology**

The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on pages 29 and 30.

<table>
<thead>
<tr>
<th>Major and Supporting Course Requirements</th>
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<tbody>
<tr>
<td>Psy 100. or 101. General Psychology .......... 4</td>
</tr>
<tr>
<td>Psy 200. History and Systems of Psychology .................................. 2</td>
</tr>
<tr>
<td>Psy 220. Christian Issues in Psychology .................................. 2</td>
</tr>
<tr>
<td>Psy 251. Elementary Statistical Methods .................................. 4</td>
</tr>
<tr>
<td>Psy 261. Introduction to Research Methods .................................. 4</td>
</tr>
<tr>
<td>Psy 304. Psychology of Learning and Memory .................................. 4</td>
</tr>
<tr>
<td>Psy 344. Abnormal Psychology .................................. 4</td>
</tr>
<tr>
<td>Psy 345. Counseling and Psychotherapy .................................. 4</td>
</tr>
<tr>
<td>Psy 353. Psychological Assessment .................................. 4</td>
</tr>
<tr>
<td>Psy 441. Psychology Internship .................................. 4</td>
</tr>
<tr>
<td>Psy 492. Senior Integration Seminar in Psychology .................................. 2</td>
</tr>
<tr>
<td>Psychology electives (300 level or above) .................................. 10</td>
</tr>
</tbody>
</table>

**Total** 48 or 46
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 pages 28 and 29.

Major and Supporting Course Requirements
Psy 100 or 101. General Psychology ................................ 4 or 2
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 373. Physiological Psychology ............................................................. 4
Psy 440. Independent Research ................................................................. 4
Psy 492. Senior Integration Seminar in Psychology ....................................... 2
Psychology electives (300 level or above) .................................................. 12

Total Requirements for Minor in Psychology 48 or 46

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

Total 21

Requirements for Minor in Psychology and Christian Ministries
Psy 100 or 101. General Psychology 4 or 2
Psy 220. Christian Issues in Psychology 2
Psy 225. Psychology and Christian Ministries ........................................... 4
Psychology electives ................................................................. 11

Courses in Psychology
Survey Courses

100. General Psychology
A general survey of the content areas of psychology. This course introduces the student to the critical examination of behavior in human and other life forms. The relationships among psychology, sociology, and anthropology will be examined, and issues arising from the course content will be examined with the purpose of formulating a Christian perspective. Topics considered include the nature of psychology, biological foundations of behavior, perception, learning and memory, language and thought, motivation and emotion, developmental psychology, altered states of consciousness, personality, social psychology, psychopathology and psychotherapy. Laboratory fee: $20.00. Four units.

101. Advanced General Psychology
This course is intended for and required of transfer students who are majoring in psychology. It consists of attending the General Psychology class and participating in all the laboratory exercises and class assignments. Prerequisite: introductory psychology course from another college. Laboratory fee: $20.00. Two units.

200. History and Systems of Psychology
This course surveys the historical roots of present psychology. It 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 any psychology major. Students select from a list of acceptable books, write individual book reports, and then write a final report.
comparing and contrasting the books reviewed. One to four units.

210. Psychology Field Trip (Convention)
The psychology department arranges and sponsors field trips to various professional psychology conventions. The conventions attended in the past have included the Southeastern 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, and 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: Psy 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 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 analysis, statistical inference, analysis of variance and the analysis of categories and ranks. Computer applications will be stressed. May be taken only if at least one of the following prerequisites has been met: Mat 040 or a C or better in a higher level mathematics course or Placement level 2. Three hours lecture and two hours laboratory. Laboratory fee: $20.00. 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. 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. Three 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 laboratory. 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 is offered. Topics previously offered include Christian counseling, sleep and dreaming, death and dying, and religious behavior. The particular topic offered is based upon student interest and demand. Prerequisite: permission of the instructor. Repeatable. One to four units.

301. Psychology Tour (summer only)
This is an intense three-week experience in which a small group of students from various Christian colleges travels 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, and physical, cognitive, 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 laboratory. 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, Frank, and Ellis. Prerequisite: Psy 100. Four hours lecture. Four units.

342. 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.

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. Counseling and Psychotherapy
This course provides a clinical, scientific-theoretical, and Christian analysis of several approaches to counseling and psychotherapy. Among other schools, Psychoanalysis, Rational-Emotive Therapy, Gestalt Therapy, Person-Centered Therapy, Behavior Modification, and Logotherapy are examined. Biblical and pastoral counseling perspectives are also reviewed, as are their relationships with secular schools of thought. The possibilities for integration are discussed. Prerequisite: Psy 100. Four units.
360. Psychology of Religion
This course examines the issues and data that aid in understanding religious experience, expression, and style. Prerequisite: Psy 100. Three units.

373. Physiological Psychology
This course explores a range of topics in psychology from a neurophysiological perspective. Building on a foundation of basic neuroanatomy and neurochemistry, the course then reviews complex human behaviors, including the senses, movement, emotions and motivation, cognition, and mental disorders. Prerequisite: Psy 100. Three hours lecture plus laboratory. 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 are considered. Alzheimer's disease, Social Security, living arrangements for the elderly, and geriatric psychopathology are among the special topics considered. Prerequisite: Psy 100. Four units.

399. Independent Study
This course is intended for the student who has demonstrated ability for independent study and wishes to examine an area not covered in available courses. It requires the agreement of a member of the psychology department to supervise the independent study. One to four units.

Application Courses
222. Educational Psychology (cross listed as Edu 22)
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 (cross listed as Soc 347)
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 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 (cross listed as Soc 348)
A course requiring the successful completion of Soc 341. The Family. Readings will be both assigned by the instructor and 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.

353. Psychological Assessment
A comprehensive survey of the construction and use of psychological tests. Topics considered include functions and origins of psychological testing, the nature and use of psychological tests, the interpretation of test scores, reliability and validity, item analysis, the measurement of intelligence, aptitude and achievement tests, vocational and personality tests, attitude and interest inventories, projective techniques, and the
social implications of test results. Periodic laboratory experiences will be offered. Prerequisites: Psy 100 and 251, or permission of the instructor. Four units.

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

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

492. Senior Integration Seminar in Psychology
A required course of all graduating seniors majoring in psychology. Students develop an understanding of a current issue or topic in psychology, culminating in a written paper expressing Christian world-view thinking. Prerequisite: senior psychology major. One two-hour meeting per week.

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 25 and 26, 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 492. Senior Integration Seminar in Sociology ...................................... 3

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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 courses in each of the three areas of concentration (social interaction, social concerns, and social institutions) as well as the Principles of Sociology course (Soc 141).

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

**Requirements for Minor in Interpersonal Counseling**
Five of the six courses listed below, including Sociology Practicum:

Soc 249. Interpersonal Communication
Soc 250. Introduction to Social Work
Soc 341. The Family
Soc 347. Relational Counseling
Soc 348. Family Counseling
Soc 444. Sociology Practicum

**Requirements for Minor in Organizational Behavior**
Five of the six courses listed below, including Sociology Practicum:

Soc 244. Social Psychology
Soc 249. Interpersonal Communication
Bus 300. Principles of Management
Soc 344. Organizational Behavior
Soc 361. Research Methods
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
This course focuses on the development of communication skills including listening, development of the self, the perception of meaning, attitude development, conflict resolution, and group problem solving. These skills 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 Psy 251.

301. Sociology of Community
Development from traditional to urban forms with an emphasis on 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.

344. Organizational Behavior
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 or individuals. Three units.
347. Relational Counseling
(cross listed as Psy 347)
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. Prerequisite: Soc 249 or 250. Three units.

348. Marriage and Family Counseling
(cross listed as Psy 348)
A course requiring the successful completion of Soc 341. The Family. Readings will be both assigned by the instructor and 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. Prerequisites: 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 nineteenth century who receive special emphasis include Durkheim, Marx, and Weber; in the twentieth century attention is given to Sumner, Parks, Cooley, Mead, Parsons, and Merton. Prerequisites: 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.

492. 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)

ALLEN, RICHARD D.
Vice president for Institutional Advancement (1989)
Ph.D. and M.A., Michigan State University; B.S., Central Michigan University

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

BAXTER, Richard P.
Professor of Business Administration (1990)
D.B.A., Memphis State University; Ph.D., Michigan State University; M.B.A., Wharton School, University of Pennsylvania; B.S., Iowa State 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)

DAMERON, Raymond H.
Professor of Physics (1964)
M.S., University of Tennessee at Chattanooga; M.Div., Covenant Theological Seminary;
B.S., Pennsylvania Military College

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

FRIEBERG, 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 Adminis-
tration (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, Hendrik
Professor of Biblical Studies (1973)
Th.D. and Th.M., Westminster Theologi-
cal Seminary; B.D. (Equiv.) and B.A. (equiv.), Theologische Hoogeschool

LAMBERT, Roger L.
Associate Professor of Biblical Studies
and Missions (1982)
Ph.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

MEHNE, Larry F.
Associate Professor of Chemistry (1989)
Ph.D., University of Pennsylvania; B.S.,
Pennsylvania State University

MILLER, Dennis D.
Director of the Quest Program (1990)
M.E. and B.S., University of Tennessee
at Chattanooga

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

PETTIT, Ethan P.
Assistant Librarian (1990)
B.A., Covenant College

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
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

STIGERS, Rebecca J.
Director of Audio-Visual Services and Assistant Director of the Master of Education Program (1975)
M.Ed., Southern Illinois University at Edwardsville; B.A., Covenant College

THOMAS, Charles R.
Professor of Information and Computer Science (1983)
Ed.D., University of Maine; M.S., University of Tennessee at Chattanooga; 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-Conwell 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

ACADEMIC BULLETIN/125
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ACADEMIC AND CULTURAL AFFAIRS COMMITTEE

The Academic and Cultural Affairs Committee functions to provide entertainment and culturally stimulating programs for students and the community.

The chairman is appointed by the Campus Activities Board president; the chairman then appoints a committee.

ACADEMIC ADVISORS

Each student is assigned to a faculty member for counsel in academic matters. Interviews with the advisor will be held during each pre-registration period for guidance in the selection of courses. In addition, faculty advisors are available for counseling each week during posted hours.

Students should not fail to take advantage of this very important personal counseling relationship.

ACCOUNTING OFFICE

Payments of student accounts and distribution of money will be made from the Accounting Office during posted office hours. Students may make advance deposits to their accounts for the next semester. This money may not be withdrawn in small amounts. However, if there is an emergency, an amount may be withdrawn with 48 hours notice. Students wishing to cash checks for spending money can do so at the Tuck Shoppe.

AUTOMOBILES

All students who use the college roadways and parking lots are to have their vehicles (including motorcycles and bicycles) registered by the use of an appropriate college parking sticker. These stickers are free and are issued in the registration line or at the Physical Plant Office.

Each person registering a vehicle will receive a copy of the parking and traffic regulations, and will be responsible for knowing and obeying them. Violations on campus are penalized by fines, which are payable at the Accounting Office.

If you live on campus and own a vehicle, you may retain your home state driver's license and license plates.

If you live off campus, Georgia/Tennessee state law requires you to get a Georgia/Tennessee driver's license. If you are the legal owner of your car, you are also required to get Georgia/Tennessee state license plates. If you live in the city of Lookout Mountain, you are required to purchase the annual sticker.

BEGIN A CLUB

Through the years the Student Senate has funded such clubs and organizations as the Ski Club, Outdoors Club, Tennis Club, Basketball Club, Golf Club, Drama Club and Pro-Life Club. If you represent a group of students that would like to form a club for the Covenant College community, pick up an application from the Student Senate president or the chairperson of the Campus Activities Board and submit it.

BLINK

Covenant’s heritage from the Scottish Covenanters is whimsically reflected in the name chosen for the snack shop. During the time the Covenanters were under persecution by the authorities, there was a brief
period of freedom from pressure when the dragoons of King Charles II were sent home. The Covenanters called that period the "Blink." Our "Blink" is a place of relaxation where refreshments may be enjoyed in an informal atmosphere.

**CAMPUS ACTIVITIES BOARD**

The Campus Activity Board has responsibility for the cultural, social, and (non-political) informational activities on campus. Responsibility and authority of the Campus Activities Board is also described in the constitution and by-laws.

**CAREER PLANNING AND PLACEMENT**

The Career Planning and Placement Office was established to provide comprehensive career services to Covenant College students and alumni. The major aim of the program is to assist them in 1) exploring their values, interests, and abilities within the context of a biblical framework while expanding their awareness of the world of work, and 2) obtaining meaningful employment that utilizes their God-given motivated abilities.

Career guidance is available to students through individual counseling, testing, SIGI Plus (a computerized career guidance system), workshops, and a career/life planning course taught by the director of Career Planning and Placement. These programs focus on self-awareness, career information, and decision making. All of the above services are especially helpful to students who are unsure about their career direction.

The Career Planning and Placement Office, open from 8:00 a.m. to 4:30 p.m. weekdays, and several evenings each week, is located at the north end of the first floor of Carter Hall, and contains information concerning a variety of careers, graduate schools, and full-time and summer job opportunities.

Placement services are available to assist graduating seniors and alumni in locating employment. Seniors may obtain assistance in writing resumés, preparing for employment interviews, and formulating a job search strategy. Information and counseling concerning graduate study programs are also available.

**CHAPEL SERVICES**

Daily half-hour chapel services have been a feature of Covenant College life since its inception. The college chaplain oversees a committee of faculty and students that plans the chapel times for worship, edification and education of the body, assemblies and challenge to the Covenant community to be responsible for the needs of the college, the local communities and the world in general. A variety of speakers, music groups, etc., from both on and off campus, are utilized. Opportunities are provided for small special interest groups to meet together on occasion.

Attendance at daily chapel services is required of all students enrolled in twelve hours or more of classes.

Chapel is an integral part of a student’s program at Covenant College. Students should, therefore, schedule their other activities with this in mind, in much the same way they must take into account their required academic courses.

**DAY OF PRAYER**

Once each semester classes are suspended for a college-wide Day of Prayer. Various sessions and meetings are organized by the Chaplain’s Office. Attendance policies vary and will be announced prior to each Day of Prayer.
GUESTS

Guests and visitors are expected to observe all regulations of the college. The host or hostess will be responsible for the behavior of his/her guest(s). Sheets and/or rollaways are available from the college hostess for a minimal fee.

HEALTH SERVICES

The college health service is directed and staffed by a registered nurse under the direction of the college physicians, with clinic hours Monday through Friday, as posted.

General health problems and consultations are handled by the nurse during regular clinic hours, with phone consultations or referral to a physician as needed. Medical care is arranged by appointment with private physicians in Trenton, Georgia. Allergy desensitization injections are made by arrangements with the nurse.

In emergency situations, when the nurse can not be located during regular clinic hours, contact the switchboard, Student Development Office, or resident directors. For medical problems or accidents that occur after regular clinic hours and on weekends, resident students should contact the in-duty R.A. first. If he/she is not available, the R.A. of the individual(s) involved or the resident director should be contacted.

LIBRARY

Regular hours for use of the library will be posted. The library is closed on Sundays, and its hours are restricted on the Day of Prayer, which takes place each semester. For specific information regarding the library, the Library Handbook is available to all students.

OFF-CAMPUS EMPLOYMENT

Assistance in locating off-campus employment during the school year and summer months is available through the Career Planning and Placement Center (CPPC). A bulletin board, located inside the CPPC, is used to notify students and spouses of married students of part-time and full-time job opportunities.

Helpful Hints: Generally, full-time and long-term part-time work during the school year is more available at the beginning of each semester. Many short-term, part-time job opportunities are available throughout the academic year. Full- and part-time summer positions are advertised from late January through May.

OFF-CAMPUS HOUSING

The Student Development Office tries to assist in locating off-campus housing for married students. All single students, with the exception of seniors, are required to live on campus. Application forms are available in the Student Development Office, and should be filled out each year for permission to live off campus is requested. Those students living off campus are required to abide by the Standards of Conduct. Part-time students may receive permission to live in the residence halls from the dean of students.

OFFICE SERVICES

Office Services is located in the basement of Carter Hall. It is available as a post office outpost and for photocopying. Open hours are posted. Packages may be received only during those hours.

POOL USE

The weather usually permits the use of the pool (located behind Carter Hall) during early fall and late spring. No lifeguard
services are provided; students swim at their own risk, and are required to abide by the regulations posted at the pool. Because of the high risk of injury involved, running and horseplay, including the throwing of people into the pool, are subject to disciplinary actions. The swimming pool is closed on Sunday; anyone climbing the fence to enter the pool area on Sunday will be subject to disciplinary action.

RESIDENCE HALL INFORMATION

Information concerning residence halls and apartments can be found in two separate booklets: Residence Hall Manual and Apartment Living.

THE STUDENT ASSOCIATION

This is the organization that includes all of the currently enrolled students of Covenant College. All members of this body have the right to petition the Student Senate on any issue that they feel needs to be dealt with, or can speak directly to the college administration, should the Senate fail to consider the petition.

THE STUDENT SENATE

The Student Senate is the governmental body of the Student Association. It consists of one senator elected annually by each class, four executive committee members elected annually by the whole student body, a member of the Campus Activity Board, five resident representatives, and one off-campus representative. Some functions of the Student Senate are: to represent students' views on various matters to the administration, appoint students to administrative committees that have students on them, approve chairpeople for the three committees of the Campus Activities Board (Spiritual Affairs Committee, Academic and Cultural Affairs Committee, and Social Committee), and budget money from students (obtained through the students activities fee) to itself, the Campus Activities Board, and organized clubs.

STUDENT WORK/ PRACTICAL WORK

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

The practical work program has two purposes: it assists the college in holding down operating costs, and it may help those participating in it to develop an attitude of servanthood. 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 (those taking 12 or more academic hours), excluding seniors and married students, participate in the practical work program.

TUCK SHOPPE

The college store, the Tuck Shoppe, derives its name from Scottish history. Often, in cities in Scotland, a small shop offering a diverse assortment of novelties was tucked in between two larger stores; some of these stores can still be seen today.

In Covenant's Tuck Shoppe, the diverse assortment begins with textbooks for all courses and a wide selection of books of interest, many of which have been selected to reflect the spiritual distinctions of the college. Besides books, students will find toiletry items, stationary supplies, stamps, gift items and other merchandise planned to meet the daily needs of college life. Checks
may be cashed for up to a total of $20 per day. Students may also cash larger checks, not to exceed $500, by leaving them overnight. The cash may be picked up after 2:30 p.m. on Monday, Wednesday or Friday. Checks left on Friday may be picked up on Monday.

The Tuck Shoppe is open from 9:00 a.m. – 4:00 p.m., Monday through Friday. The shop is closed during chapel and on Day of Prayer.

WORK STUDY

Students interested in a college work study job must complete a financial aid form from the Student Financial Planning Office. Students with federal eligibility will be given priority for work study positions.
On April 5, 1955, the Presbytery of the Great Plains met in Wilton, North Dakota, to consider establishing a liberal arts college under the Bible Presbyterian Synod. The college was organized by the Synod and named “Covenant” by Dr. Robert G. Rayburn, the school’s first president. In the fall of 1955, the school began operation at the Pasadena City Church in Pasadena, California. Covenant was to be a Christian liberal arts college acknowledging Christ’s pre-eminence to help Christians learn to live as active, reforming members of a complex society.

In 1956 Covenant College moved to Creve Coeur in St. Louis County, near St. Louis, Missouri. The first property purchased in St. Louis, from Millstone Construction Company, consisted of twenty-five acres, with one building located in the center that was used for all functions.

A number of professors from Faith Theological Seminary near Philadelphia came to St. Louis, and Covenant became a four-year liberal arts college and a three-year theological seminary operated by one board and one administration.

An order of Catholic sisters at St. John’s Hospital donated a building to the college which eventually became the administration building. Both the college and the seminary increased in size, and soon a new residence hall was needed. Mr. Hugh Smith heard that the “Castle in the Clouds,” near Chattanooga, Tennessee, was for sale. After much debate, the old hotel was purchased for Covenant College in 1964.

Covenant College has had four presidents: Dr. Rayburn, Dr. Marion D. Barnes, and Dr. Martin Essenburg, and Mr. Frank A. Brock, who now serves in this capacity.

Today this 250-acre campus has a total enrollment of 580, with 36 states and fifteen foreign countries represented. Sixty-six percent of the professors have earned doctoral degrees.

Covenant offers Bachelor of Arts, Bachelor of Science, Bachelor of Music and Associate of Arts degrees. Several pre-professional programs are also available. Students are encouraged to develop an active Christian mind.

The Anna Emma Kresge Memorial Library’s holdings include 65,300 bound volumes, 26,700 titles on micro film, 504 periodical subscriptions and 6,350 records/tapes.

As a member of the NAIA, Covenant’s intercollegiate sports include men’s and women’s basketball, men’s and women’s cross-country, men’s soccer, and women’s volleyball. Many intra-mural sports are played.

Covenant College centers its entire program in Colossians 1:18: “In all things . . . Christ pre-eminent.” Christ is acknowledged 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. Covenant seeks the mind of Christ as the biblical perspective from which we view and respond to reality. Covenant seeks to define all areas of its structure and program according to this understanding of Christ’s pre-eminence.
History of Carter Hall

The tract of land on which Covenant College is located has been a pioneer’s homeplace and a plush resort. Under a treaty in 1819, the land lay along the northern boundary of the Cherokee Nation. After the Indians were forced westward along the “Trail of Tears,” the land was seized by the federal government and was ordered auctioned to benefit the widows and orphans of the War of 1812.

Robert M. Parris took the bid on a large portion of land, later adding to his holdings through purchases from a widow and her two daughters. In 1856 he sold 400 acres to C. C. Jackson for $1 per acre. Jackson settled with his family in a cabin near Frontier Bluff. (The family cemetery remains in a protected area below the college.) Sallie Jackson remembered hearing the cannon and musket fire from the Battle of Chicamaugua; family members watched the battle from the top of Jackson Hill. Later, federal troops used the Jackson land as a camp.

The Lookout Mountain Hotel (now Carter Hall) was built in 1927 as a posh resort at a cost of $1,450,000. Paul Carter’s plans called for 200 guest rooms, the South’s largest ballroom, and a tower to stand ten stories high. The hotel opened in 1928 offering swimming, tennis, horseback riding, dancing, hiking, golf, and elegant meals. The Great Depression proved its downfall, however, and two more attempts to salvage it as a hotel failed.

Hugh Smith of Huntsville, Alabama, learned of the property in the early sixties and saw its potential as a college site. He recommended the idea to the Covenant College trustees, then in St. Louis. Since the college had outgrown its facilities there, the decision was made, after much debate and some delay, to move to Lookout Mountain. Smith was assisted by Harold Finch whose son is now attending Covenant.

Renovations were made and the dedicatory service was held September 19, 1964. Dr. Robert Rayburn served as president of the college until Dr. Marion Barnes succeeded him in 1965. Dr. Martin Essenburg followed Dr. Barnes and Mr. Frank Brock, current president, was inaugurated in 1988.
ALL FOR JESUS

All for Jesus! All for Jesus!
All my being's ransomed power;
All my thoughts and words and doings
All my days and all my hours.

Let my hands perform His bidding;
Let my feet run in His ways;
Let my eyes see Jesus only;
Let my lips speak forth His praise.

Worldlings prize their gems of beauty,
Cling to gilded toys of dust;
Boast of wealth and fame and pleasure –
Only Jesus will I trust.

Since mine eyes were fixed on Jesus,
I’ve lost sight of all beside,
So enchained my spirit’s vision,
Looking at the crucified.

Oh what wonder! How amazing!
Jesus, glorious King of Kings,
Deigns to call me His beloved.
Lets me rest beneath His wings.

Amen.
Covenant's purpose is to equip students for effective and responsible Christ-centered service in a changing world.
A special relationship develops between faculty and students.
A good education takes place one student at a time.
With the help of Christian scholars, students learn skills to fulfill their calling from God.