

# Covenant

*"In all things..Christ preeminent"*

## **2000-2001 Undergraduate Academic Bulletin**

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## Important Dates

<b>November 1, 2000</b>	Financial aid priority deadline. (spring 2001 applicants only)
<b>December 2000</b>	Financial aid packets sent to all applied students. (Important: file 2000 U.S. tax returns early)
<b>January 15, 2001</b>	Maclellan Scholarship application deadline.
<b>February 22, 2001</b>	Presidential Scholarship applicants should have admissions applications completed.
<b>March 1, 2001</b>	Presidential and Diversity Scholarships application deadline. Priority deadline for music and athletic scholarships.
<b>March 25, 2001</b>	Students wanting to meet the priority deadline for financial aid should have their admissions applications completed.
<b>March 31, 2001</b>	Last date for priority consideration for financial aid. The Covenant Application for Aid and a photocopy of the federal form (FAFSA) are minimum requirements for awarding. The applicant must also be accepted for admission.
<b>April 11-29, 2001</b>	Priority financial aid packages mailed.
<b>May 1, 2001</b>	Pre-registration, housing, and other forms sent to accepted students. All forms, including final high school transcripts, must be received before pre-registration forms can be processed.
<b>May 2001</b>	Deposits due (Fall 2001 applicants).
<b>July 2001</b>	Housing assignments made.

# 2000-2001 Calendar/Purpose Statement

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## Calendar

### Fall Semester 2000

August 19	Freshmen and transfer students arrive, 1:00-3:00 P.M.
August 19-28	New student orientation
August 28	First day of classes Opening convocation 11:00 a.m.
August 29	Late registration fee charged
August 30	Last day for late registration Last day to make schedule changes without incurring a fee
September 8	Last day to add a course
September 20	Day of prayer
September 25	Last day to drop a course without assignment of "W" on student transcript
October 5-6	Board of trustees meeting
October 6-7	Homecoming, Parents and Family Weekend
October 14-17	Fall break
October 30	Last day to drop a course, change to audit, or change to or from Pass/Fail. After October 30, your instructor will need to indicate a "W" or "F" on the drop form
November 1	The Georgia Careers Consortium - Atlanta, Georgia
November 6-10	Pre-registration for spring semester
November 16-18	Campus Preview Weekend
November 22-26	Thanksgiving break
Nov. 30 - Dec. 2	Madrigal dinners
December 8	Last day of classes
December 11-14	Final examinations

### Spring Semester 2001

January 9	Students arrive
January 10	First day of classes
January 12	Last day for late registration Last day to add or drop a course without incurring a fee
January 23	Last day to add a course
January 31	Day of prayer
February 7	Last day to drop a course without assignment of "W" on student transcript
February 15-17	Campus Preview Weekend
February 20	Horizons at the Convention & Trade Center in Chattanooga
March 2	Dinner for graduates at the Brock's home

March 10-19	Spring break
March 22-23	Board of trustees meeting
April 2	Last day to drop a course, change to audit, or change to or from Pass/Fail. After April 2, your instructor will need to indicate a "W" or "F" on the drop form
April 4	Major field achievement tests for May 2001 and December 2000 graduates
April 16-20	Pre-registration for fall semester
April 13	Good Friday (no classes)
May 4	Last day of classes
May 7-10	Final examinations
May 12	Commencement

### May Term 2001

May 14	First day of classes
June 1	Last day of classes

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## Purpose Statement

Covenant College is a Christ-centered institution of higher education emphasizing liberal arts. It is operated by a board of trustees elected by the General Assembly of the Presbyterian Church in America. It exists to provide post-secondary educational services to that denomination and the wider public.

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 Preeminent." Acknowledging Christ preeminent 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 preeminence 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

## 2000-2003 Three-Year Plan Summary

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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 reform 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 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 earlier in this statement, faculty members in such programs will teach from the Christian educational perspective of the college.
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## 2000-2003 Three-Year Plan Summary

After receiving input from several hundred faculty, staff, students, alumni, board members and friends of the college, The three-year plan was approved during the March 2000 meeting of the board of trustees. During the next three years, the college's goal is to:

Strengthen the College's academic culture with its Reformed emphasis, to serve Christ, His church and His world.

Covenant College—its Board of Trustees, faculty, staff and students—serves as an agency of the PCA for the purpose of preparing God's people to extend Christ's ministry to the church and the

## General Information

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world. This preparation necessarily requires both spiritual and intellectual development. As an academic institution, the unique task of this agency is to teach people to think christianly and to serve as an intellectual resource. This plan builds on the College's historically strong commitment to academic training informed by our Reformed heritage. The College's purpose statement spells out the essential character of the Reformed academic culture we seek to strengthen: fostering an environment that encourages a zeal for God's truth submissive to God's Word and a spirit of love and humility. Zeal for the truth involves both joyfully searching for it in every area of life, and confidently defending God's truth by critiquing those forms of thought and life antithetical to it. Christ-like love and humility require that these activities be characterized by gentleness and respect for others. Cultivating this attitude about the truth and the ability to apply it to Christ's service requires that concern for intellectual development inform every aspect of the College's operations. An environment that encourages this kind of cultivation requires a campus-wide commitment. Not only must the curriculum foster a delight in academic rigor and intellectual engagement, but the atmosphere outside of class must promote it as well. This plan seeks to focus the college's energy for the next three years on reviewing all our efforts with this end in mind. The following ten objectives will be implemented during that time to help us better serve the mission of the college.

1. Become more intentional about continuously improving the quality and breadth of both teaching and learning and the strength and coherence of the academic program.
2. Cultivate a campus climate that encourages academic excellence.
3. Enhance the overall coherence of each student's Covenant experience.
4. Nurture a climate of genuine spiritual vitality, consistent with our identity and role as a Christ-centered college, that is characterized by godly relationships, effective communication and mutual trust.
5. Explicate Covenant's educational philosophy and organizational values to ensure the continued blend of our theoretical foundation with academic rigor, spiritual intensity, and warmth.
6. Evaluate and address faculty privileges and load responsibilities for teaching, advising, research, and committee service; and nurture the faculty as a collegium of teacher-scholars whose scholarship enriches the classroom, engages their disciplines, and provides visible intellectual resources for Christ's church and his world.
7. Dramatically increase the prominence and usefulness of library resources and space to provide the campus with a center for serious research and collaborative inquiry.

8. Clarify the college's governance and employer/employee relations to ensure that the mission, goals and operations of the college are carried out effectively, and that all aspects of institutional governance are made more explicit, more predictable, and more widely understood.
  9. Develop an enrollment management plan to ensure access and retention of a diverse population of qualified students.
  10. Develop a long range Financial and Campus Master Plan that will enable the college to grow to full potential while safeguarding the academic culture of the college.
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## General Information

Covenant College is the Christian, liberal arts college of 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 preeminence as they study the natural creation, cultivate the arts and produce sound societal relationships in business, home, school and state. To accomplish these ends, Covenant bases its academic program on the Bible, the written Word of God.

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

## Accreditation

Covenant College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097, phone (404) 679-4501) to award associate's, bachelor's, and master's degrees.

NOTICE: Covenant College operates in compliance with the official complaint policy of the Commission on Colleges of the Southern Association of Colleges and Schools as revised and approved June 1995. All written complaints from students concerning the status of the college with respect to its standing with the Commission on Colleges or allegations of significant non-compliance with the *Criteria for Accreditation* may be forwarded to the Southern Association of Colleges and Schools, Commission on Colleges, at the above address.



## Academic Program

The college, which has a two semester academic year and a May term, awards Associate of Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Master of Education degrees with eighteen majors and several pre-professional programs (See page 27).

## Off-Campus Study

Covenant students have several opportunities to get part of their education in off-campus study programs. They can receive credit for study in conjunction with several organizations, including the American Studies Program, the AuSable Trails Institute, the Study Abroad Program of Christian Colleges, the Jerusalem University College, and Mission to the World (see pages 29-31 for program details).

## 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. The Church Scholarship Program is the primary means of determining which applicants will receive need-based funds. (See pages 12-17 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 Covenant College Board of Trustees reserves the right to make changes at any time in the tuition charges and other general and special fees.

Covenant offers a payment plan that allows payment over a semester. The total amount for each semester is due at registration; however, full payment can be made within thirty days without penalty. After thirty days, interest will be charged at an average of 1.08 percent monthly on the unpaid balance. Accounts must be fully paid each semester before a student can register for a subsequent semester.

The college will not issue transcripts of academic credit or grade reports for students with unpaid accounts or past due payments on federal student aid programs.

A specific listing of fees and expenses, including general, residence, special and music fees is printed on page 7.

## Board and Room

All freshmen, sophomores and juniors must live in the residence halls unless specifically excused by the vice-president of student

affairs. Seniors may apply to live off campus. Application forms for permission to move off campus are in the Office of Student Development.

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 495-498: 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.

# Fees and Expenses

## General

Application fee (payable only once) .....	\$25
Orientation fee (payable only once) .....	\$65
Tuition per semester (12-18 units) .....	\$7,800
Tuition (1-11 units) per unit .....	\$650
Tuition (19+ units) per unit .....	\$430
Tuition for May Term per unit .....	\$215
Tuition for M.Ed. per unit .....	\$325
Student association fee, per semester .....	\$80

## Room and Board

Recreation equipment fee (payable only once) .....	\$25
Key deposit .....	\$5
Room, per semester	
5-person room .....	\$940
4-person room .....	\$1,075
3-person room .....	\$1,075
2-person room .....	\$1,275
1-person room .....	\$1,340
Apartments (per apartment, each semester)	
1-4 residents .....	\$2,000
Board, per semester	
21 meals/week .....	\$1,150
14 meals/week .....	\$1,070
5 lunches per week (off-campus students only) .....	\$410

# Fees & Expenses

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## Special

Room damage deposit (refundable) .....	\$35
Room reservation deposit (non refundable) .....	\$65
Advance deposit of fees (non refundable) .....	\$165
Late registration .....	\$30
Course change fee .....	\$5
Graduation fee .....	\$75
Auditing fee, per unit (part-time students) .....	\$20
Health insurance fee, per year (required for non-U.S. citizens) .....	See Student Development
Health care fee, per semester .....	\$50
Computer resource use fee, per semester .....	\$60
Automobile/motorcycle registration fee, once per year ....	\$30/\$5
Course fees (see course descriptions) .....	various

## Music

Private instruction for full-time students taking lessons required for their major or minor:

One half-hour lesson weekly, per semester .....	\$60
Two half-hour lessons weekly, per semester .....	\$120

Private lessons not required for the major or minor at higher rates.

In addition to the above fees, the student may also want to consider expenses for books and supplies (\$235), transportation (\$280), and personal expenses (\$280) 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. (The amounts shown are only estimates.)

## Tuition Rates for Other Programs

Tuition rates for other means of offering courses at Covenant are pegged to the part-time tuition rate of the traditional program for that fiscal year as set by the Board of Trustees. This process will automatically adjust the tuition rate for the programs listed below.

Part-time tuition rate for traditional program for 2000-2001 .....	\$650/hr.
1/3 of part-time rate for correspondence, independent study and May term .....	\$215/hr.
1/2 of part-time rate for Master of Education .....	\$325/hr.
2/3 of part-time rate for 19th + hour during fall and spring .....	\$430/hr.
Part-time rate for web-based classes (Covenant pays fees to service provider) .....	\$650/hr.

## Insurance

A student insurance program is available to all students. Details on coverage and cost are available upon request from the student development office. All students participating in the college's intercollegiate athletic program are covered by the intercollegiate athletic medical insurance program. Non-U.S. citizens must participate in the student insurance program. U.S. citizens may elect to participate at their own discretion.

## Refunds

### Withdrawals

Refunds are granted only upon written application to the business office of the college when a student either formally withdraws from the college through the office of the Dean of Students or withdraws from individual courses. The following refund policies will not apply to compulsory withdrawals or suspensions. For those cases, see the policy below under Compulsory Withdrawals/Suspension. This refund policy is in compliance with Department of Education Title IV requirements and will apply to charges and financial aid credits similarly.

### Semester Tuition

Tuition will be refunded 100 percent for withdrawals during the first day of classes, less an administrative fee of \$100; 90 percent of tuition during the following 13 calendar days; 80 percent of tuition during the following 14 calendar days; 70 percent of tuition during the following 7 days; 60 percent of tuition during the following 14 calendar days; 50 percent of tuition during the following 14 calendar days; 40 percent of tuition during the following 14 calendar days. No tuition refund will be granted during the remainder of the semester. Refunds for all class withdrawals under 12 hours or over 18 hours will be refunded in accordance with the same schedule as for withdrawal from the college.

### May Term Tuition

Refund of May term tuition is as follows: 100 percent during the first day of classes, less an administration fee of \$20; 80 percent on the second day; 60 percent on the third day; 40 percent on the fourth day; 20 percent on the fifth day. No tuition refund will be granted during the remainder of the term.

## Fees

Mandatory fees, course fees and/or lab fees are not refundable.

### Room and Board

Room and board charges will be refunded on a prorated basis as of the official withdrawal date.

### Compulsory Withdrawal/Suspensions

When a student is requested to withdraw or is suspended for any reason, no tuition, fees or room charges will be refunded. Board



charges will be refunded on a prorated basis as of the official withdrawal date.

All inquiries or application materials should be sent to: Admissions, Covenant College, 14049 Scenic Highway, Lookout Mountain, GA 30750.

## Admissions

The Admissions Committee seeks to attract students who give evidence of those qualities of mind and purpose which are essential in a Christian liberal arts education 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 their Savior and Lord. Those who have not themselves made a profession of faith in Christ but who are children of a believing parent or parents will also be considered for admission.

Requirements for admission to external degree programs for working adults are listed under the Organizational Management section.

Covenant College is authorized under Federal law to enroll non-immigrant alien (international) 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, the student should obtain an application from the Admissions Office or our web site and submit the following: completed and signed Application for Admission, \$25 non-refundable application fee, Christian testimony, application essay, official high school transcript (minimum GPA: 2.50), SAT score of at least 1000 (or ACT score of at least 21), high school reference form, church reference form, and personal interview. Transfer students should also submit an official transcript from each post-secondary school attended. Note: Covenant's code numbers are 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 financial aid for those applications completed after the March 1 financial aid deadline or equal consideration of housing for applications completed after May 1.

### Admission from a Secondary School

A candidate for admission should be a graduate of an approved secondary school or home school by the time he or she enters Covenant. The student should have at least sixteen 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

Home-schooled students must present a transcript of work completed including the following for each course: high school year of study, course title, length of course (i.e., semester or year), and grade (if available). Admission will be considered on a case-by-case basis, with special consideration given to SAT/ACT scores and the distribution of courses. A "Guidelines for Home-Schooled Students" brochure is available in the Admissions Office.

Since the college's primary objective is to obtain evidence that a student is prepared to carry on college work, the Admissions Committee is willing to consider the applications of students whose preparations 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 SAT/ACT scores. Applicants who attain a satisfactory score on the General Education Development Tests may also be admitted.

### Admission of Transfer Students

For admission as a transfer student, a candidate must have a cumulative grade point average of 2.00 on college level courses (excluding developmental courses) and an SAT of 1000 or an ACT of 21. Students from another college or educational institution 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. Courses with a grade of Pass or Credit will not be accepted unless the sending institution can verify the grade was C- or better.

A transfer student may be excused from certain required courses for which he has had equivalent general subject matter. This may require the consent of the department chairman or the professor in the parallel academic area. The dean of records is the initial contact person regarding transfer courses. The dean may request a

# Admissions

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catalog or course syllabus to determine if a course is equivalent to a Covenant requirement. A maximum of 70 units may be transferred from a junior college. A maximum of 64 units may be transferred from a school accredited by the American Association of Bible Colleges. A maximum of 16 units of credit will be granted for courses taken by correspondence. A student accepted from a non-accredited school will receive credit for a limited number of units. The appropriate academic department will evaluate these courses for transfer credit. Normally a maximum of 12 units will be accepted.

To become eligible for graduation from Covenant College, a transfer student must complete a minimum of 30 academic units (not including May Term courses) at Covenant College. A transfer student's grade point average is computed only on courses taken at Covenant College.

## Admission of International Students

In addition to the items listed above, international students should complete a Supplemental Application for Admission and a Foreign Student Financial Aid Application (including a Certification of Finances). Since we cannot issue paperwork for a student visa without a guarantee of finances, we will not process an international student's Application for Admission until we have received a written guarantee that the student's finances will be covered while he or she is a student at Covenant.

International students whose native language is not English and who cannot take the SAT or ACT should present a minimum score of 540 (paper-based) or 207 (computer-based) on the Test of English as a Foreign Language (TOEFL). Information about the TOEFL may be obtained from the admissions office or from the Educational Testing Service, Box 899, Princeton, NJ 08540, USA.

## Admission Status

Once all necessary information has been received, the application will be evaluated for acceptance. Covenant College does not discriminate on the basis of race, color, national origin, or handicap.

The evaluation of a completed application will result in one of five decisions: full acceptance, acceptance on limited load, acceptance on academic probation, acceptance as a special student, or denial. The committee may apply other conditions of enrollment as deemed necessary. Supplemental information may also be requested when necessary before action is taken.

**Full Acceptance:** The candidate is accepted as a degree-seeking student and may enroll for up to 17 hours for the first semester.

**Limited Load:** The candidate is accepted as a degree-seeking student but is restricted to a maximum of 14 hours for the first semester. The candidate will also be required to enroll in the one-hour course College Life (GE 131).

**Academic Probation:** The candidate is accepted as a degree-seeking student but is restricted to a maximum of 14 hours for the first semester along with other restrictions outlined in the Academic Probation section on page 33. The candidate will also be required to enroll in the one-hour course College Life (GE 131).

**Students on academic probation are not eligible for institutional financial assistance**, although they may still receive federal and state assistance.

**Special Student:** The applicant has not been admitted to the degree program of the college but will be permitted to enroll in a maximum of 14 hours per semester based on available seats. Other restrictions are outlined in the Special Student section on page 11.

**Denial:** The applicant has been denied admission to the college. Further study at another institution is recommended to demonstrate the student's preparation for the academic rigor of college-level work.

The status under which an applicant is accepted will apply only to their first semester at Covenant. A student's Covenant College grade point average will determine the enrollment status for subsequent semesters. The Covenant grade point average is computed only for courses taken at Covenant College.

## Confirmation of Acceptance

To confirm acceptance to the college, the student should send a \$200 deposit to be applied toward his or her first semester expenses. This deposit will reserve a space on campus and continue to reserve the student's financial aid package, if one has already been awarded. Deposits are due by May 1 for the fall semester and November 1 for the spring semester or within thirty days of acceptance for those who are accepted after the deposit deadline. If, for some reason, a student should cancel after paying a deposit, one-half of the deposit (\$100) will be refunded if a written request is received by June 1 for the fall semester. One-fourth of the deposit (\$50) will be refunded if a written request is received between June 2 and July 1. Refunds cannot be made after July 1.

## Advanced Placement, International Baccalaureate and CLEP Credits

A maximum of 30 hours of transfer credit may be earned by Advanced Placement (AP), International Baccalaureate (IB), and/or College Level Examination Program (CLEP) examinations. Information on the credit issued for a specific examination is available from the Office of Records. Credit by examination will not be given for courses in which students have already earned college credit.

Students enrolled in the Educational Testing Service's college-level AP Program courses in secondary schools will be given credit for courses in which they earn a score of 3, 4 or 5 on the AP Examinations. Students enrolled in the IB Program courses in sec-

ondary schools will be given credit for courses in which they earn a score of 5, 6 or 7 on the Higher Level Examinations only.

Credit may be earned in the CLEP Program sponsored by the College Entrance Examination Board. Credit will be given for subject examinations only on the basis of qualifying scores, and the demonstration of writing proficiency when an essay is required.

## Covenant Placement Testing Program

All entering freshmen who wish to bypass core courses must take Covenant's placement tests. English, foreign language and mathematics proficiency exams are administered during freshman orientation.

## Dual Enrollment of High School Students

Students who have not yet earned a high school diploma may be permitted to enroll in classes where there are available seats if the following requirements are met. Any student enrolled under this program would have to offer a credible profession of faith in Jesus Christ as Savior and Lord and agree to abide by the Covenant College Standards of Conduct.

The student must be actively pursuing a high school diploma and submit a current high school transcript. The student must be enrolled in a recognized public or private high school, or be pursuing an acceptable home school secondary program with a high school class standing of junior or senior level.

The student must show evidence of being an able student through standardized test scores, with at least one such test having been taken within twelve months of the time of enrolling in a Covenant College course. Dual enrollment would require a combined SAT score of 1100, or a composite ACT score of 24. For the Test of Achievement and Proficiency (TAP) or other nationally recognized standardized tests, a national stanine of 7 or higher is required in the general area of the course to be taken at Covenant. When the TAP or other standardized high school tests other than the SAT or ACT are used to meet this requirement, there must be scores from two separate test dates, with one test being at a level 16 or higher. Other standardized tests will be considered on a case-by-case basis. All prerequisites for specific courses to be taken at Covenant must be met.

Dual enrollment applicants will be required to write an essay to explain their motivation for dual enrollment at Covenant. This essay should also outline their prior course work in the areas of study desired and demonstrate writing skills to meet the demands of college level course work. The instructor (or instructors, in the case of a student enrolling in more than one course) will be involved in the evaluation of the application, and the consent of each instructor is required.

Dual enrollment students who wish to become a degree-seeking candidate must complete the standard admissions application before consideration of acceptance. Dual enrollment students pay the regular tuition rate but are not eligible for federal, state or

institutional financial assistance. Students can enroll in a maximum of 14 hours per semester, and their involvement in extracurricular activities may be restricted. Normally, dual enrollment students will not be eligible for on-campus housing. Call the Office of Records for information.

## Special Students

On a limited basis, the college will admit students who have already earned a high school diploma or higher degrees for enrollment on a special status. These special students will not be admitted to the degree program of the college and will be permitted to enroll in classes based on available seats in the class. Special students who wish to become a degree-seeking candidates must complete the standard admissions application before consideration of acceptance. Special students pay the regular tuition rate but are not eligible for federal, state or institutional financial assistance. Students can enroll in a maximum of 14 hours per semester, and their involvement in extracurricular activities may be restricted. Normally, special students will not be eligible for on-campus housing. Call the Office of Records for information.

## Transient Students

Students who are enrolled in another college or university and do not wish to transfer to Covenant College and seek a degree may enroll as transient students. Enrollment under this condition is usually for one semester and students are usually enrolled in courses that will transfer to another institution and apply toward degree requirements. A letter indicating that the student is in good standing (eligible to return) must be sent to the Office of Admissions from either the registrar or academic dean of the student's present institution. A transient student cannot receive institutional financial assistance from Covenant and cannot be on any type of academic or disciplinary restriction, warning or action such as probation, suspension or dismissal. If a transient student wishes to continue enrollment past the initial semester, an additional letter of good standing may be required.

## Covenant Fellow Program

The Covenant Fellow Program was established to encourage a spirit of continued education. This program allows four and five year graduates of Covenant College to enroll in traditional undergraduate classroom courses without the payment of tuition if seats are available in the classes following registration. These hours may also apply toward an additional major or minor. Grades earned in these classes will impact the student's cumulative grade point average but will not alter the academic honors designation awarded at graduation.

# Financial Planning

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Graduates are limited to six hours per semester under the Covenant Fellow Program. Registration for more than six hours per semester, and registration for May term courses, master degree programs, summer or correspondence courses will be charged at the respective published student tuition rate. Graduates must pay all other college and course-related fees, purchase texts and other required course materials, complete daily assignments, and take examinations. Covenant Fellows are not eligible for institutional financial assistance.

Graduates of the Masters of Education program may also enroll in courses without payment of tuition if seats are available in the classes following registration; graduates may enroll in no more than six hours of instruction per year. These hours may apply toward a second specialization. Graduates must pay all other college and course-related fees, purchase texts and other required materials, complete assignments, and take examinations. Priority in housing is given to degree candidates, but is made available to Covenant Fellows whenever possible.

Covenant Fellows are also encouraged to participate in the many spiritual, intellectual, social, and cultural programs which characterize Covenant College.

## 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. Auditing does not require completion of assignments or examinations. Attendance is required or a student will be dropped from the class roll. All permissions and registrations for auditing courses shall be filed in the Office of Records.

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# Financial Planning

The Office of Student Financial Planning is ready to assist students and parents in the development of a financial assistance plan. **Each student must complete the Covenant College Application for Aid to receive any aid at Covenant.** For those students wanting to be considered for financial aid based on need, a Free Application for Federal Student Aid (FAFSA) must be submitted. Financial need is the difference between the cost of education and

the estimated family contribution which is determined from the FAFSA.

Students may complete an electronic FAFSA on the Internet at: <http://www.fafsa.gov>, but please print out a copy for us in the event the electronic file is delayed. If submitting a written FAFSA, mail the original in the envelope provided and send a photocopy to Covenant. Because it takes four to six weeks for the government to process the forms, we work from the photocopy to give an estimated financial aid award. The FAFSA 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 accepted students whose FAFSA copies and Covenant application for aid are received before **March 1** for the fall semester and November 1 for the spring semester. Additional information concerning the policies of financial assistance are available from the student financial planning office.

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, Covenant Financial Aid Application, and a FAFSA will serve as a student's application for financial assistance unless a separate application is requested for a particular scholarship listed below. Investigate the sources, note the priority or application deadlines, and apply as early as possible.

A student must make satisfactory academic progress to continue to receive aid.

## Verification

The Department of Education selects an average of 30 percent of all aid applicants for a process called verification. When the Department of Education has processed a student's FAFSA, they will send the student a printout called a Student Aid Report. If a student has also been chosen for verification, we will send the student an additional form which must be completed and sent to us along with a copy of the previous year's tax returns.

## Institutional Assistance from Covenant

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.

### Tuition Funded Grants and Scholarships

**Athletic Scholarships:** These awards are based on contribution to the athletic program. Scholarships are available for men in basketball, cross country, and soccer and for women in basketball, cross country, soccer, and volleyball. 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 appropriate coach. Priority deadline is February 1.

**Church Scholarship Promise (CSP) Grants:** If a church gave \$10 per member to the college during the 1999 calendar year, any student from that church will receive a grant of \$1,000 for the 2000-2001 academic year. If the student from the church meets the priority deadline for financial aid and has a 3.0 grade point average (high school or college, whichever is applicable), the college will also meet 100 percent of demonstrated financial need (up to the cost of tuition) determined by the Free Application For Student Aid in a combination of grants, scholarships, loans, and work. Churches may also give more per member and the student will receive a higher benefit. If the giving is \$20 per member, each student receives \$1,500; if \$30 per member, each student receives \$2,000, and if \$40 per member, each student receives \$2,500. The student must be a member of the church by the end of the calendar year to receive the grant.

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

**Diversity Scholarship:** These scholarships are available to students who are culturally or ethnically diverse. These funds are limited, and a separate application is required. The deadline is February 1.

**Presidential Scholarships:** These awards start at \$1,000 and are given to the top 20 percent of students in each class. For entering freshmen these scholarships are based on the application for admission process. All material submitted—transcripts, scores, references and interview—determine the scholarship. For returning students these awards are based on cumulative grade point average, demonstrated leadership, Christian commitment, extracurricular activities, and work experience. A separate application is required for returning students. For new students the admissions file must be complete. The deadline is February 1.

**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. Priority deadline is February 1.

**Officer's Scholarships:** The Student Senate president, vice president, secretary, treasurer, Campus Activities Board, class presidents and Spiritual Affairs chairpersons receive officer's scholarships.

## Endowed and Annual Scholarships

Priority is given to returning students for endowed and restricted scholarships.

**Joe B. Alexander Scholarships:** Initiated in 1985 by Joe and Virginia Alexander. Awarded to deserving students from Arkansas and Texas.

**Sandra Barker Memorial Art Scholarship:** In memory of Mrs. Sandra Barker, this scholarship is for an art student.

**Barnes Scholarship:** Established in 1998 by the Hopewell Foundation of Rock Hill, South Carolina, for students demonstrating leadership potential and honorable character who are enrolled in a bachelor's degree program in computer science or business. The recipient must be from South Carolina with priority given to residents of York or Lancaster County and must have completed at least 30 hours at Covenant College.

**Barrows Scholarships:** Established by Mr. and Mrs. Fred C. Barrows of Lookout Mountain and awarded to students with demonstrated financial need.

**Bates Scholarship:** Given in memory of former student Danny Bates. Recipients are selected by the Department of Student Development based on Christian character.

**Brock Scholarships:** Established in 1986 by Mrs. W.E. Brock, Jr., these are need-based scholarships for students demonstrating an earnest desire to succeed. They must work hard in school and demonstrate initiative and leadership ability in 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 grade point average is maintained.

**Dora Maclellan Brown Endowed Scholarship:** Begun in 1980 by the Dora Maclellan Brown Charitable Trust. Awarded to students with financial need.

**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 by Robert and Katherine Case of Ellensburg, Washington.

**Jac Chambliss Scholarships:** Established in 1987, for business majors demonstrating leadership, character, compassion, intellect, wit, and business acumen. Jac Chambliss was a Chattanooga attorney who exemplified these characteristics and contributed much to the lives of others and the community.

**Gordon H. Clark Philosophy Scholarship:** Established in 1992 by Robert and Katherine Case. Awarded to a philosophy major or minor. The student must exhibit a sincere, mature Christian commitment and desire to integrate faith and life. The student will be selected by the philosophy department faculty.

# Financial Planning

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**Community Foundation of Greater Chattanooga:** To assist low-income students from the Chattanooga area or other low-income students. Priority given to African-American students.

**Dean's Scholarship:** For students who have earned or are expected to earn a significant portion of their educational costs, who are active in civic and religious causes, are active in campus activities, and who have earned a "B" average. A separate application is required.

**Gilbert den Dulk Scholarships:** Initiated in 1983 by Dr. Gilbert den Dulk for students from the West Coast with financial need.

**Edwards Scholarship:** Established in 1992 by Mr. Benjamin Edwards of St. Louis, Missouri. Recipients are selected from students in business administration and economics who demonstrate financial need, maintain a minimum grade point average of 2.5 and have completed a minimum of 30 hours of semester work.

**Martin and Barbara Essenburg Scholarship:** Established in 1987 by Dr. and Mrs. Martin Essenburg and awarded to international students or missionary children. Dr. Essenburg served as president of Covenant College from 1978 to 1987.

**Faith Reformed Presbyterian Church of Quarryville:** Established by the members of Faith Reformed Presbyterian Church of Quarryville, Pennsylvania, to encourage their young people to go to Covenant College.

**Finch Scholarship:** Established by the Harold Finch family and awarded to students from Tennessee or Georgia with a minimum grade point average of 3.0.

**Gally Scholarships:** Established in 1980 in memory of Christian businessman and philanthropist Mr. Don Gally of Knoxville, Tennessee. Recipients must produce a grade point average of 3.0 or better and demonstrate financial need. Scholarships may be awarded for several years while a student works to defray college expenses.

**Dean Gill Scholarship:** Established in 1991 by Mr. and Mrs. Carter Paden in honor of Dean Gill. Given to two students yearly who are well organized, have a sense of purpose and an aura of leadership. Candidates must be at sophomore level or above with a minimum grade point average of 3.0. The scholarships are designated for pre-engineering students.

**Miss Hamilton County Scholarship:** A \$2,000 scholarship for the winner of Miss Hamilton County, if she chooses to attend Covenant.

**Harrison Hughes Scholarships:** Established in 1970 in memory of Mr. 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.

**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 students in business administration and economics with financial need, a minimum grade point average of 2.5, and a minimum of 30 semester hours of course work.

**Kevin Koonce Scholarship:** Established in 1990 in memory of Mr. Kevin Koonce, a graduate of the pre-medical program, class of 1985, this scholarship is awarded to a pre-medical junior or senior with aspirations and ability to succeed in medical school.

**Lake Sherwood OPC Scholarship:** A four-year scholarship for deserving students from this Orlando, Florida, church. Preference is given to students whose parents are in full or part-time ministry.

**Hugh M. Linton Memorial Scholarship:** Established by Mr. Nelson Hard in memory of Mr. Hugh M. Linton, missionary to Korea, who died on the field. Recipient must be a foreign national or a child of missionaries. The applicant must be intending to enter government service, the pastorate, or the mission field in the medical, education, pastoral or "tent-making" profession. The applicant must be fluent in at least two languages.

**Jim Luikart Art Scholarship:** Established in 1973 by Mr. and Mrs. Max Luikart in memory of their son Jim. Recipients will be in the art program with financial need.

**Maclellan Scholars Program:** This program is designed to recognize and encourage academic and leadership endeavors. Selection for this four-year, 60 percent tuition (based on 12-18 hours of tuition) scholarship is based on Christian commitment, scholastic achievement, demonstration of leadership ability, and extracurricular activities. To apply, students must be a first-time freshman, have a minimum SAT of 1240 (or ACT of 28) and a high school grade point average of 3.5. Contact the admissions office for an application. The completed application must be received by January 15. Seven men and seven women will be chosen as scholars for the 2001-2002 academic year.

**McDonald Scholarship:** Created by the bequest of Mr. John R. H. McDonald of Chattanooga, a long-time supporter of the college. The scholarship is intended to encourage Christian leaders during their study at Covenant. The award is based on financial need. Priority may be given to African-Americans.

**Mephibosheth Scholarship:** This scholarship, endowed by Fellowship Homes of Hawthorne, New Jersey, is for physically chal-



lenged students. It is named for Jonathan's crippled son, Mephibosheth, who dined at King David's table.

**Donald Andrew Mouritzen Memorial Athletic Award:** Established in 1967 by the family of Mr. Donald Andrew Mouritzen, who was killed in action in Vietnam. This award is presented to an upperclassman who has made a significant contribution to the athletic program.

**Roy H. Park Scholarship:** Established in 1999 by the Park Foundation in honor of Mr. Roy H. Park.

**Milton M. Ratner Scholarships:** Initiated in 1979 by the Milton M. Ratner Foundation to provide assistance for financially needy students.

**George Coventry Roughgarden and Nita Schmidt Roughgarden Scholarship:** Established in 1994 to assist students with financial need.

**Minnie Rothstein Scholarship:** Established by Mr. Harvey Rothstein, a Maryland businessman, in honor of his mother. The recipient must receive parental support of less than 20 percent of the cost of a Covenant education. The student should have an inquiring mind, a servant's heart, and the willingness to pursue a rigorous, quality education. Prospective students must have a recommendation from their pastor (in the case of entering students) or their faculty advisor (in the case of present students). The deadline is March 10.

**Rush Scholarships:** Established in 1985 by Miss Ruby Rush in honor of her mother to assist students with financial need.

**Francis and Edith Schaeffer Scholarship:** Donated in the name of the Schaeffers by Robert and Katherine Case for a Biblical Studies student. Separate application required.

**Mina Grundish Simpson Scholarships:** Established in 1978 by her husband, Mr. H. C. Simpson, these scholarships are for music majors. Academic proficiency, talent, and financial need are considered.

**Trotter Scholarship:** Awarded to students who teach in the inner city (Priority is given to Master of Education students).

**Lettie Pate Whitehead Foundation Scholarship:** The Lettie Pate Whitehead Foundation is dedicated to the support of needy women in nine southeastern states.

**John Young Scholarship:** Initiated in 1986 to honor Dr. John Young, who retired in 1981 following fourteen years of service to Covenant College. Granted to a senior exemplifying the attributes of scholarship and Christian action. The recipient must demonstrate commitment to both Christian word and deed.

## Federally Funded Programs Administered by Covenant

A student must complete a FAFSA 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 FAFSA, except for unsubsidized loans.

### Federal College Work Study Program

This program is administered through the Student Work Programs Office and provides priority work opportunities for students with financial need. The amount of a student's Work Study (WS) is awarded by the Office of Student Financial Planning as part of the student's financial aid award package.

A "Work Study Placement Information Sheet" is included with the Covenant College Application for Aid. Students interested in WS are instructed to complete this form, listing their preferences for WS positions. Positions are available in many departments of the college, as well as off-campus jobs (for those with cars) in federally-defined community service areas. Based on the information provided, students will be assigned to a specific job and notified of the assignment through a summer mailing.

### Federal Pell Grants

To apply for a Pell Grant, the student must indicate on the FAFSA and qualify based on need determined by a federal formula.

### Federal Perkins Loans

These low-interest loans are repayable starting nine months after the student leaves college. These loans are given primarily to freshmen and sophomores to supplement Federal Stafford Loans.

### Federal Stafford 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 the maximum is currently \$2,625, for a sophomore \$3,500, and for a junior or senior it is \$5,500. This low interest loan is repayable after the student leaves college. A 3 percent origination fee will always be assessed. Each loan will be split into two disbursements, with the second disbursement half way through the loan period. The procedure for applying for loans is sent with the award letter.

### Federal Unsubsidized Loans

Students, regardless of financial need, can borrow at the same level and interest rates as the Stafford Loan. Students will be charged interest while in school, during the six month grace period, and during deferment periods.

# Financial Planning

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## Federal Supplemental Educational Opportunity Grants (SEOG)

These grants are given to Pell Grant recipients and those with the greatest financial need.

## Other Sources of Financial Assistance

### 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, but the best resource is the Internet. You may contact Covenant College for web sites that students find helpful to locate outside sources.

### Federal PLUS Loans

These loans are based on credit criteria rather than financial need and are made to the parents of dependent students. A variable interest rate is determined in June of every year. Repayment begins upon disbursement of the check. Each loan will be divided into two disbursements. Parents may borrow up to the cost of the college, less any aid already awarded.

### Georgia Hope Scholarship

These scholarships are given to students who graduate from an approved Georgia High School in 1996 or after with a GPA of 3.0. The student must maintain a 3.0 to continue to receive the scholarship.

### Georgia Tuition Equalization Grant

These grants are based on residency in Georgia for twelve months prior to college entrance. A student must be enrolled as a full-time student and complete a grant application available from the student financial planning office.

### 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 \$1,000 to students who have financial need. Applications may be requested from:

Ty Cobb Educational Scholarship  
P.O. Box 725  
Forest Park, GA 30051

## Correspondence Courses and May Term

There is no financial aid available for these courses.

## Cross-cultural Experiences

Students may receive financial aid, with the exceptions of work study and athletic or music scholarships, for an approved semester abroad program. All billing must be done through Covenant. Students must have their previous semester bill paid in full before any charges will be paid to another institution. See the section regarding off-campus studies for more information (pages 29-31).

## Veterans' Benefits

Covenant is approved to disburse veterans benefits to students who qualify. An Application for Benefits or Transfer of Benefits and a copy of the DD214 is required.

## The Billing Program

Payment for each semester is due thirty days after the first day of classes. Students may pay the balance on a monthly basis with an interest fee assessed at the end of each month. Bills must be paid in full by the end of the semester before a student can register for a subsequent semester.

## 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 academic year and will require that students have completed a minimum of 25 semester units. In addition, students must have earned the minimum cumulative grade point average designated for their class standing. See Satisfactory Progress Requirements under Academic Information. Students attempting fewer than twelve units will be required to complete satisfactorily the number of units attempted each semester. Remedial courses do not count toward academic progress.

Financial assistance will be terminated if it is determined that the student has failed to demonstrate satisfactory progress as described. Students may 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 re-admitted. However, financial assistance will not be reinstated until such time as satis-

factory 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 in the nearby communities is available to many students. 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. Positions are posted by the Career Counseling Office.

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# 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 will begin The Christian Mind course, take placement tests, attend lectures on student life and traditions, become acquainted with campus facilities, 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.

## Course Load

Regularly enrolled students will normally carry between twelve and eighteen credit units per semester. Students will not be allowed to register for more than nineteen units without special permission. Those students whose class work is below standard, or who find it necessary to be employed for more than twenty hours of work each week, may be required to reduce their pro-

grams of study. Students who carry twelve or more units are considered full-time students.

## Dropping or Changing Courses

Students who wish to withdraw from a course or 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. A fee will be charged for all class changes after the first week of classes unless the circumstances requiring the change are beyond the control of the student. This includes dropping or adding a course and changing from or to audit or pass/fail.

## 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 (FERPA) 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. The college intends to uphold the letter and the spirit of the Family Educational Rights and Privacy Act of 1972 while at the same time upholding biblical relationships and responsibilities of the family and legal guardian. 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 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:

# Student Development

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

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of 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 in the Office of Records.

Covenant assumes that failure on the part of any student to request specifically the withholding of categories of “directory information” indicates individual approval for disclosure.

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## Student Development

The Office of Student Development provides essential services to the achievement of Covenant’s educational goals. Student development is responsible to develop a co-curricular community that enhances academic inquiry, provides a safe campus environment in which to live and study and designs co-curricular opportunities that seek to educate students personally, socially, physically, vocationally and intellectually—all of which are areas of spiritual growth. Student development provides the following services: residence life, health services, career development services, counseling services, chapel, student government, intercollegiate athletics and intramurals.

The Office of Student Development upholds the College’s standards of conduct. This code of conduct requires all students to model Christ’s preeminence in every area of life. Prior to acceptance as a student at Covenant, students must declare a personal testimony of Christ’s redeeming work in their lives and commit to abiding by and promoting these standards of conduct. The Standards of Conduct are maintained by the Student Senate of Covenant College and approved by the President’s Council and the Board of Trustees. The Standards have undergone revisions in 1992 and 2000. Covenant, as a community of students and scholars, enthusiastically endorses and recruits students who will live by the following standards of conduct.

## The Standards of Conduct

### Living According to Biblical Teaching

As a student at Covenant College, you are to promote and enhance community living and academic inquiry by living according to biblical teachings. *Students must conduct themselves in a way which reflects a commitment to holy living: doing what the Bible requires, abstaining from what the Bible forbids, and carefully discerning the will of God in every area of life.*

Students at Covenant are to practice all the virtues taught in the Scriptures such as: self-discipline, modesty, patience and honesty and are expected to worship in a local church regularly.

Students are also required to abstain from all activities which violate Biblical teachings such as: theft, drunkenness, slanderous or profane language, all forms of dishonesty including cheating, and sexual sins (such as premarital sex, adultery, homosexual behavior and the use or possession of obscene or pornographic material). Students must reject all sinful attitudes such as greed, jealousy, pride, lust and prejudice against those of a different race, gender, socio-economic status, etc.

Additionally, students are to use wisdom and Christ-like discretion in the application of Biblical principles to decisions regarding all areas of life such as: the involvement with various forms of media, all non-college organizations, social interaction (including dance) and the physical expression of intimacy in relationships. When students are off campus, they should select places of business, organizations, or events that would promote and support the Standards of Conduct. Students are expected to use discretion by avoiding events that are not primarily for Christ-like edification and social interaction. Students should avoid, and encourage one another to avoid, dancing in places of business, events or organizations that primarily exist to serve alcohol, encourage lewd behavior or inappropriate physical intimacy and/or sexual behavior.

The Scriptures call us to obey the authorities which have been placed over us in the civil government. All students are required to uphold local, state and federal law except on the rare occasions when compliance with the civil authority may be in conflict with the Scriptures. Students violating any civil law such as: possession of illegal substances, underage drinking, illegal possession of firearms, physical or verbal harassment, gambling, copyright violations, illegal entry, the possession, sale and use of fireworks, etc., may be referred to the civil authorities for prosecution, and may also be subject to disciplinary action by the college.

Students found not living according to the Biblical teachings will receive disciplinary action from the college. The college recognizes that some breaches of the Biblical teachings are best handled through punitive discipline, some by extended counseling or involvement with an outside agency or church and others by informal admonishment. The college reserves the right to handle each situation in the manner which it deems to be most effective for the correction and development of the individual(s) involved, as well as in the best interest of the college community.



## Observing the Interests of the Larger College Community

As a student at Covenant College, you are to promote and enhance community living and academic inquiry by observing the interests of the larger college community. *The college believes that there are some practices which, though they may not necessarily go against specific biblical teachings, are not in the best interest of others in our community.*

Students are prohibited at all times — whether they are on or off the campus — from the possession and use of alcohol and/or tobacco.

The college does, however, recognize certain situations in which a student or the college may choose to exercise discretion regarding the use of alcohol or tobacco. These situations are outlined in the section regarding “Situation Where Discretion May Be Exercised.”

## Living According to Campus Rules

As a student at Covenant College, you are to promote and enhance community living and academic inquiry by living according to campus rules. *The college campus must be orderly, safe and conducive to living and working.*

The college has established rules and guidelines with which all students are required to comply whenever they are on campus. Most of these are outlined in the Residence Hall Manual which includes guidelines for quiet study hours in the residence halls and safety guidelines such as no firearms and/or open flames on campus without expressed permission from one of the resident directors or a student dean. Students are also required to obey rules set by other various departments, like the library, and must comply with all safety guidelines outlined by the Physical Plant.

## Situations Where Discretion May Be Exercised

All students are to exercise discretion regarding the use of alcohol and tobacco whenever:

**They are away from the college community for official breaks.** Students who do not live in college-owned housing during college breaks (Fall Break, Thanksgiving Break, Christmas Break, Spring Break, and Summer Break) are not required to abstain from tobacco or alcohol. However, even over breaks the college does not permit students to violate biblical directives or civil authorities by getting drunk or by drinking under the legal age. Students who violate these rules may still be subject to discipline by the college.

**They are under the authority of their parents or of their church.** Restrictions regarding the use of alcohol and tobacco will not apply to students who are participating in a sponsored, approved and supervised activity of a local church with which they are affiliated or when students are accompanied by their parents in an off-campus setting. Parents do not have the authority, though, to allow students to violate a biblical directive by getting drunk or to violate civil laws pertaining to underage use of controlled substances. Also, students may not come to campus exhibiting any

discernible signs of alcohol or tobacco use, even if this alcohol use occurred in the presence of the students’ parents or church.

**Married or independent commuters are to exercise discretion regarding participation in the use of alcohol and tobacco.** Students who meet all three of the following qualifications will be expected to exercise discretion regarding the use of tobacco and alcohol off campus. The student must be: A) Of legal age; B) Living off campus; and C) Either married OR financially independent from his/her legal guardians (as defined by federal guidelines).

These students may not possess alcohol or tobacco on campus, may not come on campus while exhibiting any discernible signs of alcohol use, and may not use or possess alcohol or tobacco in the presence of students who are still under the college’s restrictions.

**Students on college-sponsored trips to some foreign cultures may be allowed, at the college’s discretion, to use alcohol in certain designated situations.** Because societal attitudes and expectations regarding the use of alcohol varies greatly from country to country, and because foreign visits often involve ceremonial partaking of alcohol, the college does not wish to insist that students abstain from alcohol on all college sponsored trips to foreign cultures. Rather, prior to each trip, the faculty leader will decide whether or not consumption will be permitted and under which circumstances. If it is to be allowed, letters of consent will be collected from the parents or legal guardians of each participant who intends to drink.

## Practical Service

Our Savior taught us that to be an effective leader, one must first be a willing servant. Thus, we believe that Christianity establishes the dignity of labor, and the Reformed faith, in particular, emphasizes our duty to serve God in a variety of callings. To this end, Covenant has established the Practical Service Program.

Practical service is intended to serve a twofold purpose: 1) to help those participating in it to develop an attitude of servanthood and responsibility; 2) to assist the college in holding down operating costs by assigning students to support positions that would otherwise have to be filled by paid employees.

Full-time students, excluding seniors and married students, are required to perform practical service as part of the graduation requirement. All freshmen are assigned to B.E.S.T. (housekeeping) for their service area. Sophomores are encouraged to request a service area in a college department such as athletics, assisting professors or staff members, maintenance shops, etc. Juniors are encouraged to request assignment either to a service area within the college community or a college-based ministry. Full listings of service areas are available in the Student Development office.

Sophomores and juniors will be expected to engage in not more than 45 hours per semester (an average of 3 hours weekly), while freshmen will be expected to engage in not more than 30 hours per semester (an average of 2 hours weekly). Actual hours obliga-

# Student Development

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tions will be communicated to the student during the registration process. Students who do not fulfill their practical service obligation will be subject to disciplinary procedures up to, and including, suspension.

Practical service is administered through the Student Development office. Complete policies and procedures regarding practical service are listed in the *Practical Service Programs Handbook*, which is made available to students during the registration process.

## Multicultural Services

Covenant is committed to multicultural education that is rooted in the best of Reformed and evangelical traditions. We are creating an environment in which everyone can live, study, and work cooperatively and where multiple cultures and ethnic backgrounds are valued and differences are respected. Covenant's goal is to help students become global Christians by becoming a truly multicultural, multiracial Christian institution.

It is our goal to educate all students regardless of their culture or ethnic background in such a way that they will possess the skills, knowledge and values that will enable them to live responsibly and serve effectively in a rapidly changing pluralistic world.

To provide an atmosphere where multicultural learning experience can occur both on and off campus is a challenging task that is vitally important to our college community.

Exposing our students to multicultural Christian leaders through our chapel program is one way that this atmosphere is nurtured on campus.

During Black History month, focus is given to the historical and cultural achievements and contributions of African-Americans.

A core requirement for graduation is that each student participate in a cross-cultural experience. Students experiencing a culture first hand gain a much broader knowledge and appreciation of cultural diversity. Some students may choose to participate in study-abroad programs. Another key program in helping students learn and appreciate cultural diversity is Break on Impact, a program where students may choose to spend their spring break working within another culture inside or outside the United States.

On the basis of a common faith commitment, we believe we can succeed in achieving cultural diversity where secular colleges have failed. Some of the chapel programs and classes offered are designed as tools to encourage us to examine ourselves. We can only grow as we are pruned and sometimes that pruning process is discomfoting. As we learn to love our neighbor as ourselves and appreciate the differences we all have as those created in the image of Christ, we can break down barriers and change culture. So we encourage our student body to participate in many of the opportunities that are made available to them both on and off campus.

## Grievance Procedures

Our goal is to provide an educational atmosphere in which it is easy to make right choices. We want to be a community where there is "peer pressure" toward doing the right things.

Students may become involved in situations that result in a conflict with a member of the faculty, staff, or administration. Following the spirit of Matthew 18, the following steps should be taken. If the student is unsatisfied with the result of the confrontation, the student should proceed to the next suggested step until the problem is resolved. If the student is satisfied with the resolution, then the grievance process should come to an end.

Step one: Speak to the individual privately to correct the wrong.

Step two: If the grievance is not corrected from a one-on-one meeting, the student should ask that a follow-up meeting with the individual involved in the conflict and the immediate supervisor.

Step three: If the grievance is not corrected at this point, the student should follow the normal organizational chain of command until the problem is resolved. If the organizational "chain" is not evident, then a student should seek assistance from the Director of Human Resources, the academic dean or a student dean to clarify the process of confrontation.

Some grievance resolutions may require a disciplinary confrontation of attitudes or actions that are in violation of biblical and college standards.

Disciplinary hearings follow established and regular proceedings which are covered in detail in the *Student Handbook*. Actions taken toward a student in violation of college rules can range from a written reprimand to suspension or expulsion from the college.

Any student receiving disciplinary action has the right to appeal the initial disciplinary decision to the next higher level of administration. Appeals of decisions made by the dean of students or designated appointee are referred to the Joint Judicial Committee. Made up of students, faculty, and staff, this body is chaired by the vice president of the Student Senate, and has the authority to lessen, strengthen, or maintain the earlier disciplinary decision.

Decisions of the Joint Judicial Committee may be appealed to the president of the college. The president may decline to hear the appeal, in which case the decision of the Joint Judicial Committee shall be final. If the president elects to hear the appeal, he may strengthen, lessen, or maintain the decision, and his decision shall be considered final.

The college policy is to treat disciplinary outcomes as private information. We believe that discipline is often a personal and delicate matter and interpret the principles of Matthew 18 to suggest that discipline should involve the fewest number of people necessary to bring about the desired change. Rarely will the re-



sults of a disciplinary hearing be made public. In keeping with the congressional amendments to the Crime Awareness and Campus Security Act (Title II of Public Law 101-542), the college will communicate the outcome of any disciplinary investigation to the accuser and the accused of any alleged sexual assault. We also have the right, according to the Campus Security Act, to notify the alleged victim(s) of a violent crime (including but not limited to aggravated assault, robbery, and burglary) of the discipline given to the alleged perpetrator of that crime.

More information about all of the procedures can be found in the *Student Handbook*.

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## Campus Information

### 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.

### 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 in the amount of \$30 or less can do so on during regular office hours.

### 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 cost \$30 per year 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.

### 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.

### Career Development Services

The Career Development Center was established to provide comprehensive career services to Covenant College students and alumni. The major aim of the programs and services is two-fold—to assist constituents in:

1. exploring their values, interests and abilities within the context of a biblical framework while expanding their awareness of the world of work;
2. pursuing meaningful post-college callings (occupations or programs of further study) that most effectively utilize their God-given motivated abilities in service to God. Career guidance is available to students through individual counseling, career testing, workshops, and seminars. Two career fairs are conducted each year which include the Career Opportunities Fair (November) in Atlanta, and the Horizons Career & Internship Fair (February) in Chattanooga. These programs focus on self-assessment, career research and decision making. All of the above services are helpful to students who are unsure about their career direction, as well as to students who already have a direction but are seeking confirmation and/or refinement of that direction.

Placement services are available to assist graduating seniors and alumni in locating employment or gaining entry to graduate programs. Seniors may obtain assistance in writing resumes, preparing for employment interviews, networking in their field(s) of interest, and formulating a job search strategy. Information and guidance concerning graduate study programs and the application process is also available to juniors and seniors.

Assistance in locating off-campus employment during the school year and summer months is available through the Career Development Center. A bulletin board, located in the hallway outside the center, is used to notify students and spouses of married students of part-time and full-time job opportunities.

## Campus information

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Helpful hints: Generally, full-time and long-term part-time work during the school year is more plentiful 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.

Specific policies regarding the use of the career development center and its programs and services by students, alumni, and other constituents are on file in the Career Development Center.

### Chapel Services

The purpose of the Covenant College chapel program is to encourage the college community to learn and worship together. In a Christian college, learning and worshiping should be experienced so that they complement and stimulate one another. Because God calls to Himself a people, not just individuals, it is significant that learning and worship occur in a manner which involves and affects the community as a whole. Therefore, the college sets aside time to gather together to be encouraged and challenged in our learning and to offer the fruits of that learning up to God in worship.

Covenant is by definition a faith-learning community dedicated to the preeminence of Christ in all things. Worship in this context is the gathering together of the college community in order to glorify God by offering Him what He is due: to honor our Creator as the source of all truth and good that can be known, to acknowledge our sin and our dependence on the grace of Christ and on the Holy Spirit to suit us for that truth, to seek His will to transform our thinking about all of life, and to grow in our knowledge of and commitment to Him. Faith must give meaning and direction to our learning or our knowledge is vain. In our learning we grow in faith, honor God, and equip ourselves to be more pleasing to Him and useful for His purposes.

#### **Our community worship should include the following:**

1. The Word of God, which should be central, illuminating the activity of our faith-learning community, rooting us in the wisdom of God, and calling us to reach outside our immediate physical boundaries, to take the fruit of our labor into the broader culture;
2. Prayer, which should be focused on the work and needs of our immediate faith-learning community and the world we are called to minister to beyond our community;
3. Praise, adoration and thanksgiving, which should be offered for the discoveries and conclusions drawn in our work and for God's activity in our pursuit of truth.

#### **Our community learning may include the following:**

1. Lectures and discussions of issues and perspectives relevant to our calling as a liberal arts college;
2. Aesthetic experiences, presented and experienced according to the highest standards;
3. Addresses by speakers and performers within and outside the

community;

4. Points of view not necessarily held by the majority here but which serve to stimulate our responsible thought as believers, including where necessary an informed and conscientious response by members of the faculty.

### Chaplain

The chaplain's major concern is to encourage spiritual growth and vitality in the Covenant College community. Under the advisement of the Chapel Committee, he is responsible for the daily chapel program at the college. He also seeks to foster spiritual growth through various pastoral efforts on the campus.

### Counseling Services

The Office of Counseling Services provides on-campus personal and confidential counseling to full-time students. The staff counselors are all contracted from the Chattanooga Bible Institute's Counseling Center in Chattanooga. Each professional counselor offers individual counseling as well as opportunities for small group interaction around a variety of issues relevant to today's college student. Crisis counseling and intervention along with referral for outpatient services is provided when necessary. The Counseling Services Office is located in C256 on the second floor of Carter Hall directly across from the Health Services Office. The counselors are best seen by appointment and may be reached by calling extension 1473. A confidential voice mail system is provided for each counselor. Office hours are Monday through Friday and are posted on the office door.

### 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 and the student Spiritual Affairs Committee, concentrating on personal, community and world-wide prayer matters. This day, while not intended to be elevated above regular personal prayer and the time given to prayer each Lord's Day, is a special gift and opportunity to meet the Lord in special ways. Each member of the community is expected to enter into the Day of Prayer open to the ministry of the Holy Spirit in his or her personal life and the life of the community.

### Faculty Advising

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.

## 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 cannot be located during regular clinic hours, students should contact the switchboard, Student Development Office, resident directors or resident advisors. For medical problems or accidents that occur after regular clinic hours and on weekends, resident students should contact the on-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 Housing

The Office of Student Development 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 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 from the Associate Dean of Students to live in the residence halls.

## 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*.

## Student Record Retention

The college has established a policy regarding the retention and disposal of all student records in order to be certain that information collected, stored and disseminated is consistent with fair information practices. A copy of this policy is available in the Office of Records.

## Student Senate

The Student Senate is the governmental body of the student association and derives its governing authority from, and is accountable to, the Covenant College Board of Trustees, and is therefore also responsible to the appointed administrators of the board. The Student Senate's purpose is to insure that students have an active voice in campus issues, problems, and student rights. The Senate shall provide leadership and direction in the planning and implementation of activities which promote spiritual, social, emotional, physical and intellectual growth. In all of its functions, Student Senate will strive to recognize Christ's preeminence. The Student Senate consists of the following ten members: president, vice-president, secretary, treasurer, the chairperson of the campus activities board, the director of student ministries and one representative from each of the four classes. Some functions of the Student Senate are: to represent students' views on various matters to the administration and the board, to be involved in the decision making

## Academic information

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process of the college by appointing students to administrative and board committees, and budget money generated from the student activities fee to student clubs and organizations.

### **Student Senate and the Student Association of Covenant College (SACC)**

This organization includes all full-time students and part-time students paying the student activity fee who are enrolled in the traditional, on-campus program of the 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.

### **Student Senate's Campus Activities Board**

The Campus Activity Board, a sub-committee of the Student Senate with faculty and staff representation, has responsibility to provide a diverse calendar of events for student activities.

### **Student Senate and Beginning 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 community, pick up an application from the Student Senate. For more information, contact the office of student development or a student senate representative.

### **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, stationery supplies, stamps, gift items and other merchandise planned to meet the daily needs of college life. Students can special order any books or music not in stock.

The Tuck Shoppe is open from 9:00 a.m. – 4:30 p.m., Monday through Friday.

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## Academic Information

### **Academic Program**

Covenant students are expected to be familiar with the content and the requirements of the academic program in which they are enrolled.

The academic program is foundational to the entire educational enterprise and has been a trademark of Covenant. It is the 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 6 hours to the study of doctrine.

### **Interdisciplinary Perspectives**

A genuinely biblical world- and life-view is not learned in only one way and is not limited in perspective but takes into account the similarities and differences of various people and cultures. The curriculum, therefore, includes a series of interdisciplinary courses designed to provide common learning experiences for all students, an emphasis on the unity of knowledge, a global rather than a provincial perspective, a focus not only on the past and the present but on the future, and an experiential learning component.

## 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, mathematics, computer science and physical training; and courses in the basics of the natural creation.

## Major Specialization

Covenant 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 student.

## Participation in Commencement Exercises

For some years it has been the tradition that only those students may participate in the commencement exercises who have in fact completed **all** the requirements for their degrees, as listed below.

At the commencement ceremony, the Academic Dean declares that the candidates participating have completed the requirements, and the president then confers the appropriate degrees on the candidates. It is the college's belief that this formal ceremony is fully meaningful, with true integrity only when the words match the reality.

Therefore, no exceptions are granted.

## Graduation Requirements for Master of Education Degree

The Master of Education Degree is offered for school teachers and administrators with at least two years of experience, who want to develop a Christian understanding of education and actually work out that understanding in their professional situations. The

program is designed for people with on-going teaching or administrative responsibilities.

Two specializations are offered: interdisciplinary curriculum and instruction for those who expect to continue in the classroom, and administration and supervision for those who expect to move into administrative or supervisory positions.

Courses are spread over most of the calendar year, and include three phases: a pre-campus phase, an intensive on-campus phase at Covenant in July, and a post-campus phase during which projects that have been planned are implemented and evaluated within students' own professional situations.

For additional information about the program, write to:

Master of Education Program

Covenant College

Lookout Mountain, Georgia 30750

or call (800) 677-3626.

## Graduation Requirements for Baccalaureate Degrees (On-Campus Programs)

Students are personally responsible to plan their programs to meet graduation requirements. A catalog current during the first semester of full-time enrollment of a student will be used to determine degree requirements if the degree is conferred within ten years. After ten years, the then-current catalog degree requirements will need to be fulfilled.

### The Bachelor of Arts Degree

Upon recommendation of the faculty and approval by the board of trustees, the degree of Bachelor of Arts is conferred upon students who have met the following requirements for graduation:

1. A minimum of 126 credit units
2. A grade point average of 2.0 or better
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 or the minor
7. A residence of one year and the completion of the last 32 units at Covenant, with the exception that students in residence for three semesters or more may complete 9 of the last 32 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 and Assessment of Institutional Effectiveness

### 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:



# Academic information

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 or the minor
5. A residence of one year and the completion of the last 32 units at Covenant, with the exception that students in residence for three semesters or more may complete 9 of the 32 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 and Assessment of Institutional Effectiveness

## The Bachelor of Science Degree

The degree of Bachelor of Science is conferred upon students in the Organizational Management field experience program. The requirements for graduation include:

1. 30 semester hours of general education core credits  
These 30 semester units must include, but are not necessarily limited to, the following distribution:
 

English composition .....	3
Speech .....	2
Math .....	3
Social/Behavioral science .....	9
Humanities .....	6
(Including 3 credits in art, literature, or music)	
Bible .....	3
Computer science .....	2
2. Completion of the Organizational Management curriculum (32 semester hours)
3. A grade point average of 2.0 or better
4. 126 semester credits

## Core and Distribution Requirements For Baccalaureate Degrees (On-Campus Programs)

The core curriculum is based on the faculty's belief 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 core curriculum is also designed to provide Covenant students with common learning experiences, to emphasize the God-ordained unity of knowledge, to provide a global rather than a provincial emphasis in learning, to focus students' attention not only on the past and the present but also on the future, and to develop students' capacity to learn not only through ratiocination but experientially. Crucial to the success of the core curriculum is the pervasiveness of a biblical perspective in every course.

All students who are candidates for a baccalaureate degree are required to take courses or demonstrate competency in each area of the core curriculum. Exceptions to these requirements are listed in the sections of the catalog describing particular majors. If a core requirement is fulfilled by demonstrating proficiency, no credit hours are awarded. These hours will be replaced with elective hours working for the minimum of 126 hours needed to graduate. Some programs will require more than 126 hours.

All students who are candidates for a baccalaureate degree are required to complete an intercultural experience. Students involve themselves, as participants/observers, in a cultural or ethnic setting other than their own culture of origin (or subculture of their own country) in a deep and meaningful way either as temporary members of a family, as workers in that society, or as volunteers in a service or mission agency, with the intention of engaging that culture as fully as possible in a specified period of time.

### Core Curriculum for Bachelor of Arts and Bachelor of Music Degrees

#### Biblical Basis

Christian Doctrine .....	6
New Testament .....	3
Old Testament .....	3

#### Tools for Learning

English Composition .....	3
Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.	
Language .....	8

Proficiency in one year of an elementary level foreign language.	
Microcomputer Applications .....	3
Speech .....	2

#### Natural Creation

Laboratory Science .....	4
Mathematics .....	4
Mat 122 or above, AP calculus or CLEP credit for college algebra or above, or exemption is permitted for students demonstrating proficiency.	

#### Cultural Contexts

Art and Music in the Cultural Heritage of the West .....	2
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Christ and Culture Seminar .....	1
The Christian Mind .....	2
Contemporary Global History .....	3
Cultural Heritage of the West I, II ..	6
Global Trends for the Twenty-First Century .....	3
Humanities elective .....	3
A course in art, literature, philosophy or music. Not fulfilled with ensemble or studio credits.	
Intercultural Experience .....	1
Social Science Elective .....	3

<b>Physical Education</b>	
Physical Education 151,152 .....	3

<b>Total .....</b>	<b>63</b>
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## Majors and Minors

Covenant 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.

Courses used to fulfill a core elective may also fulfill a major requirement or a minor requirement, but not both unless otherwise specified by the appropriate department.

The requirements for a major or minor are determined by the departmental requirements as of the date the student declares the major, minor or concentration. To add or drop a major or minor, visit the Office of Records to obtain a declaration of major form.

### Major-Minor Program

Students must take at least 12 units of their major at Covenant and at least 6 units of their minor. As an option, a student may 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 electives within each program vary. Consult the program requirement lists.

### Senior Integration Paper

A Covenant student's Senior Integration Paper is a demonstration of her or his level of achievement in the major field. This should be a substantial paper assessed in each of the following areas:

1. mastery of content (This component should demonstrate the breadth and/or depth of knowledge in the content and/or

research methodology of the discipline. The requirement in this area may in some cases also include a recital, a play, a body of poetry, etc.)

2. Christian integration (This component should demonstrate understanding of explicit and implicit connections between biblical perspectives and the discipline.)
3. written communication
4. oral communication relative to the construction or defense of the paper

### Planning for Completion of Major Work

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.

## B.S., Organizational Management

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

### Major Programs

Applied Music  
Biblical Studies and Missions  
Biology  
Business  
Chemistry  
Economics  
Elementary Education  
English  
History  
Information and Computer Sciences  
Interdisciplinary Studies  
Music  
Natural Science  
Organizational Management\*  
Philosophy  
Philosophy and Religion  
Psychology  
Sociology

*\*A field experience program only*

### Minor Programs

Accounting  
Art  
Biblical Studies  
Biology  
Business  
Chemistry  
Economic Development  
Economics  
Education  
English  
History  
Computer Sciences and Information Systems  
Interpersonal Counseling  
Mathematics  
Missions  
Music  
Philosophy  
Physical Education

Physics  
Psychology  
Sociology  
Spanish  
Youth Ministry

### Special Programs

Pre-engineering (see Engineering)  
Pre-law (consult with Professor Morton)  
Pre-medical (consult with Professor Morris)  
Pre-ministerial (consult with a Biblical Studies professor)  
Pre-nursing (consult with Professor Wenger)  
Pre-physical therapy (consult with Professor Wenger)  
Teacher Education, Elementary and Secondary

# Academic information

earned through CLEP, correspondence courses, military experience, portfolio, and other non-traditional means.

Courses center on 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 31 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. 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 32 units at Covenant
7. The payment of all bills, the return of all equipment and library books, and the completion of all practical work

## 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 Pre-nursing.

## Assessment of Institutional Effectiveness

On a periodic basis, the college will request student participation in determining measures of effectiveness of the college's programs and in assessing student progress during the course of the educational experience at Covenant. When the participation requested pertains to student progress in the core curriculum, majors and/or minor, such participation becomes a requirement for graduation.

## Summer Offering

A variety of courses is offered 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. 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 welcome to these special summer courses.

## Correspondence Studies

The college offers a limited number of correspondence courses on a continuing basis. No more than 16 units in correspondence studies may be credited toward a degree from Covenant. A student may not enroll in more than two correspondence courses at the same time. Seniors planning to graduate at the end of the spring semester must complete all correspondence courses by April 1.

### Core Curriculum for Associate's Degrees

#### Biblical Basis

New Testament .....	3
Old Testament .....	3

#### Tools for Learning

English Composition .....	3
(Exemption permitted with credit from AP language/composition.)	

#### Natural Creation

Laboratory Science .....	4
(Nat Sci 105 or 106 recommended for students in non-science programs.)	
Mathematics .....	4
(Math 122 or above, AP or CLEP credit for college algebra or above or exemption is permitted for students demonstrating proficiency.)	

#### Culture Contexts

Art and Music in the Cultural Heritage of the West .....		2
The Christian Mind .....		2
Contemporary Global History .....		3
Cultural Heritage of the West I, II .....		6
Social Science Elective .....		3
<b>Physical Education .....</b>		<b>3</b>
<b>Total .....</b>		<b>36</b>

For further information on the correspondence courses available or to register for a correspondence course, contact the Office of Records.

## Off-Campus Studies

Since Covenant's aim is to motivate and enable its young men and women to make an impact on the world for Christ, it takes the entire world for its classroom. Covenant's faculty does not recognize geographical restrictions on learning but provides several off-campus opportunities designed to reinforce that which takes place in the classroom through the test of experience.

Experiential learning is an integral ingredient of Covenant's comprehensive, Christ-centered, liberal arts curriculum. Experiential learning is defined as "learning by doing, learning outside the traditional classroom environment involving activity that is meaningful and real, as well as contributes to the academic, spiritual, and personal growth of each student, and for which academic credit is awarded."

A maximum of 16 semester units of credit from off-campus courses may be applied to a degree from Covenant. Students who participate in an off-campus program for 12 or more units are eligible for financial aid consideration for one semester based on their actual anticipated costs for that semester: tuition costs at the cooperating institution plus \$20 per credit at Covenant and any fees and living expenses as estimated or charged by the sponsoring institution. Credits and grades earned through the programs listed below will be listed on the Covenant transcript as one of our courses and included in the calculation of the Covenant GPA. Credits earned from all other programs will be applied as transfer credits toward a Covenant degree. However, the grade will not appear on our transcript or be included in the calculation of the Covenant GPA. *Students pay full tuition and room and board (based upon two-person room and 21-meal plan) to Covenant, plus airfare (estimated @\$2,000) and personal spending money (estimated @ \$100 per month).*

Students may earn college credit through a variety of programs administered by the Office of Experiential Studies:

### Domestic Cross-Cultural Programs

These programs are designed for students who are seeking to integrate their faith with both knowledge and practical experience in a domestic intercultural context. See the director of experiential studies for additional information.

### Semester Abroad Programs

Covenant's Semester Abroad Programs are designed for students who are intentionally seeking to integrate their faith with both knowledge and extended experience in an intercultural context. Students are required to be enrolled for one year at Covenant before being permitted to participate in a semester abroad program.

**Slovakia:** Each fall semester, twenty students live and study for a full semester in the city of Trnava in Slovakia. Students study at Trnava University. Course offerings are determined each semester based upon student's needs and the Covenant faculty member in attendance.

**China Study Program:** Students live and study at the Qinhuangdao campus of the Northeast University of China, one of the oldest and largest universities of China, located in Shenyang, capital of Liaoning Province.

**Daystar University (Nairobi, Kenya):** Students in good academic and social standing may live and study for one semester at Daystar University. All courses are taught in English. Daystar University, founded in 1963 in Africa, by Africans, is an independent, Christian, liberal arts college fully accredited by the government of Kenya offering B.A. and M.A. degrees.

**Christ's College (Taipei, Taiwan, R.O.C.):** Students in good academic standing may live and study at Christ's College in the Republic of China for one semester. Many courses are taught in English by the college's professors. The four-year, Christian, liberal arts college is owned and operated by the Presbyterian Church in America (Mission to the World). It was established by Dr. James Graham to evangelize and disciple students during their campus life and to train and encourage as many people as possible to go into mission service in mainland China upon graduation.

## Impact Programs

Not all of these programs are offered every semester or every year.

**Break on Impact.** Many students decide to make a difference in the lives of others through one of the Break on Impact trips. The purpose of this program is to immerse participants in an intensive intercultural setting for a week during spring break. Sites have included: Jamaica, Ireland, Dominican Republic, Haiti, Mexico, Canada, Chicago, Washington, D.C., Appalachia, New York City, Arizona and New Mexico.

**Uganda Missions Trip.** The primary purpose of this three-to-four-week trip is evangelism and ministry to the people of this African nation. Key activities include: travel into the bush country and mountains, a side trip into Rwanda, meetings with high church officials, lectures from local and national scholars, meetings with government leaders, and intensive interaction with Ugandan peoples.

**Chalmers Center Internships.** Students taking courses in economic development may apply for domestic and international internships in pilot projects run jointly by the Chalmers Center and partnering agencies and churches worldwide that bring economic development and spiritual transformation to the poor.

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**MTW/IMPACT.** MTW/IMPACT is an innovative short-term missions program sponsored by Mission to the World (MTW), the foreign missions agency of the Presbyterian Church in America. MTW/IMPACT offers a variety of two-month, summer programs for college students.

**Individually Contracted Intercultural Experiences.** Students may individually design and negotiate the specific details of a particular experience in a learning contract available in the Office of Experiential Studies. Summers typically offer several excellent opportunities for individually contracted intercultural experiences. Variable credit (1-3 hours) may be awarded for each experience.

## **The Council for Christian Colleges and Universities**

Covenant is a member of The Council for Christian Colleges and Universities. The Council, a Washington, D.C.- based association of more than 90 Christian colleges and universities rooted in the arts and sciences, offers several diverse off-campus study programs to junior and senior students (minimum GPA. of 2.75) of member institutions. Various faculty members of Covenant serve as campus coordinators for these programs. Grades earned in these courses will impact a student's Covenant cumulative grade point average. Students earn 16 units of credit.

**American Studies Program (ASP)** is a semester-long internship and seminar program for students in most majors. Located in Washington, D.C., this program offers a non-traditional, interdisciplinary, issue-oriented learning experience. See Professor Voskuil for more information.

**China Studies Program (CSP).** While living and experiencing China, students participate in seminar courses on this strategic and populous nation's history, culture, religions, geography and economy. Students will study standard Chinese and assist Chinese students learning English, allowing for one-on-one interaction. The program introduces students to the diversity of China including Beijing, Shanghai and Xi'an. See Professor Clumpner for more information.

**Latin American Studies Program (LASP).** This semester abroad program, based in San Jose, Costa Rica, provides the opportunity to live and learn in Latin America through the study of language, literature, culture, politics, history, economics, ecology and religion. Living with a Costa Rican family, students experience the day-to-day lives of Latin Americans. Students also participate in a service opportunity and travel for three weeks to nearby nations. In addition to the regular interdisciplinary track, LASP offers three specialized tracks: Advanced Language and Literature Studies, International Business and Management, and Tropical Sciences. See Professor Smisson for more information.

**Los Angeles Film Studies Center (LAFSC),** located in Los Angeles, is a semester-long internship/seminar program for upper division students designed to train students to serve in various

aspects of the film industry with both professional skill and Christian integrity. See Professor Foreman for more information.

**Middle East Studies Program.** The Middle East Studies Program (MESP) in Cairo, Egypt, provides students with the opportunity to study cultures, religions and conflicts within this diverse and strategic region. See Professor Donaldson for more information.

**Oxford Honors Program (OHP)** provides honors and other highly qualified students the opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking and scholarship from a Christian perspective, allows participants to choose from a wide variety of tutorial study programs in numerous disciplines including the arts, religion, history, literature and philosophy. See Professor Voskuil for more information.

**Russian Studies Program (RSP).** Students spend a semester studying the language, culture and history of Russia as well as current political and economic issues. See Professor Voskuil for more information.

## **Cooperative Programs with the Council for Christian Colleges and Universities**

**AuSable Institute.** The AuSable Institute, in northern Michigan, helps students learn Christian environmental stewardship with practical hands-on experience. Environmental certificates (environmental analyst, land resources analyst, water resources analyst, or naturalist) are earned by completing both AuSable Institute and Covenant programs. May terms and two summer terms are available to Covenant students at the AuSable Institute. See Professor Wenger for more information.

**Institute of Family Studies.** The institute provides a personalized undergraduate semester studies program that crosses academic and professional disciplines. The 16 credit-hour program addresses issues facing today's families and is tailored to the student's interests, academic, professional and life goals. Located on the campus of Focus on the Family, the Institute offers the student unique opportunities to interact with various national and international religious, educational, political, and pro-family leaders and experts. See Professor Muller for more information.

**Jerusalem University College.** Covenant College is a member of the Consortium of Associated Schools of the Institute of Holy Land Studies. Founded in 1957 to provide an educational experience for students in which they would "study the Bible in the land of the Bible among the people of the Bible," the Jerusalem University College aims to prepare students for a lifetime of biblical and related studies through intensive studies and first-hand experiences in geography, archaeology, culture, language, history, and



related subjects in Israel. Confronted with rich evidence supporting the biblical revelation, students are immersed in the culture, history and language of Israel, better equipping them to study the Word of God. Long and short-term Bible programs available. See Professor Lambert for more information.

## Oxford Summer School Program

The Oxford Summer School Program is a multi-disciplinary study of the history and development of the Renaissance and Reformation through examination of the philosophy, art, literature, science, music, politics, and religion of the era. Students have the opportunity to study with the faculty of the Centre for Medieval and Renaissance Studies and the University of Oxford. See Professor Voskuil for more information.

## Practicums and Internships

Students may design, contract, and participate in a broad range of hands-on, off-campus, practical learning activities in settings related to their occupational or academic goals outside the normal classroom setting. The objectives for a practicum are negotiated and approved prior to undertaking the experience and should involve activity that is meaningful and real and in which the student has the assistance of other persons (faculty, professional personnel, etc.) in maximizing the learning experience. Practicums may be taken by any student regardless of academic major. See your academic advisor or the director of experiential studies for more information.

## Independent Study

When possible, independent study will be arranged for students with a cumulative grade point average of 3.0 or above who are approved for such study by their department chairman. Ordinarily, such study will be in a student's major field and will involve a subject not otherwise offered at Covenant. 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 1) a student received a grade of D in a major or minor course, 2) a student received a grade of F in a required course, 3) a student changed majors late in his or her college career or 4) a student transfers to Covenant.

## Credit Awarded by Examination

Please see page 10 for information concerning credit through the College Level Examination Program (CLEP).

## Academic Standards

A student must satisfactorily complete all required courses and have a cumulative grade point average (computed only for courses taken at Covenant) of at least 2.0 before any degree is granted.

## 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:

Code/ Letter Grade	Description	Quality Points toward GPA
A	Superior	4.00
A-	Superior	3.67
B+	Good	3.33
B	Good	3.00
B-	Good	2.67
C+	Average	2.33
C	Average	2.00
C-	Average	1.67
D+	Passing	1.33
D	Passing	1.00
D-	Passing	0.67

**CR** means a passing mark for a developmental course (e.g. Eng 050, Mat 040). Units are not included in computing the grade point average or earned hours for the semester.

**I** 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. Contact the Office of Records.

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- 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.
- NC** means a failing mark for a developmental course (e.g. Eng 050, Mat 040). Units are not included in computing the grade point average or earned hours for the semester.
- 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.
- X** means audit and indicates that the student attended the class but did not enroll as a credit bearing course. The student was not required to complete assignments or examinations. Units are not included in computing the grade point average.

## Pass-Fail Option

Students with junior or senior standing and a cumulative grade point average of 2.7 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.

## Extended Time for Testing

Students who have on file in the office of records a current psychological evaluation that recommends extended time for testing shall be granted that accommodation on a case-by-case basis at the recommendation of the dean of records. Typically, extended time will entail 1.5 times the normal test period. The dean of records can make recommendation for additional accommodations on a case-by-case basis. If the professor cannot make arrangements to provide the additional proctoring, the dean of faculty should be contacted for assistance. Despite the accommodation regarding the administration of tests, all other assignments will be due according to the announced dates.

## Distribution of Grades

Grades will be mailed to each student at his or her home address shortly after final examinations are completed. The student may provide an alternate address to the Office of Records if the student will not be at the home address at that time. Distribution of grades to someone other than the student would require a release from the student or must comply with the Family Educational Rights and Privacy Act of 1974. We trust that receipt of grades by the student will foster discussion between the student and his or her parents about the academic program.

## 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 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 material that is unsatisfactory in its writing to any faculty member in any course will be referred to the chairman of the English department for corrective work.

## Classification of Students

Students accepted as degree candidates will be identified by class-level standing according to the number of credit hours earned that will apply toward the degree program. This classification is used to determine a student's standing on issues such as academic probation and suspension, chapel records and student load eligibility. Students are classified as follows:

First semester freshman	0-11 units
Second semester freshman	12-25 units
First semester sophomore	26-41 units
Second semester sophomore	42-57 units



First semester junior	58-73 units
Second semester junior	74-89 units
First semester senior	90-105 units
Second semester senior	106+ units

low the following averages is 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

## Academic Probation

Students may be placed on academic probation by two methods. New students may be admitted on academic probation based on lower high school performance or test scores. Continuing 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 at Covenant.)

First semester freshman	1.80
Second semester freshman	1.90
Sophomore	2.00
Junior	2.00
Senior	2.00

Students on probation status are not eligible for institutional financial assistance, although students may still receive federal and state assistance. Contact the Office of Student Financial Planning.

The exception will be the student who earns a 2.0 semester grade point average or higher for two consecutive semesters at Covenant, 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 Fs in two academic courses during 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. Students on probation may carry a maximum of 14 hours for the semester. Students may not audit other courses. 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. Students on academic probation are ineligible for participation in extracurricular activities. Students may be suspended immediately for failure to comply with these requirements. This policy is enforced by the Office of Records. Students on academic probation for three consecutive semesters will be placed on academic suspension.

## Satisfactory Progress and Re-admission Requirements

A student who has been on academic probation for three consecutive semesters or whose cumulative grade point average is be-

A student placed on academic suspension will be notified in writing with the grade report of that semester. The notification letter will outline the process to appeal suspension and be accompanied by an academic suspension appeal form. The appeal form must be mailed or faxed to the dean of records before the deadline listed on the form. The appeal will be considered by a joint committee composed of the Admissions Committee and the Academic Standards Committee. This joint committee's determination will be based on its careful evaluation of the student's current and future capacity (including both ability and desire) to perform up to the level of the academic standards required in the college's courses. The student will then be notified by the Dean of Records by phone and by letter of the action of the committee.

## Eligibility for Extracurricular Activities

Students on academic probation are ineligible for participation in extracurricular activities such as drama, intercollegiate athletics, cheerleading, and student government. As an academic institution, we are glad that we can offer co-curricular activities that allow students to grow spiritually, physically and intellectually. Students must concentrate their time and efforts on their academic program to remove themselves from probation status.

## 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.

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

## 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 3.3, 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 or whose cumulative grade point average is 3.5 or greater may be excused from final examinations in their last academic semester resulting in the awarding of their degree (e.g. spring semester for May graduates, fall semester for December graduates, final semester before student teaching for education majors). 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.

Seniors who complete their graduation requirements with a cumulative grade point average of 3.5 on all Covenant course work will be graduated *cum laude*. Those who finish with a 3.75 will be graduated *magna cum laude*. Those who finish with a 3.9 will be graduated *summa cum laude*. Students must be in residence for a minimum of 50 units (not including credits earned through portfolio, life experience essay, or courses students have taken Pass/Fail) to qualify for graduation honors. Classes taken after graduation will impact the grade point average but will not alter the academic honors designation awarded at graduation.

## Numbering of Courses

The first digit of a course number indicates the class level of the course. Permission to take sophomore courses is granted to freshmen provided they have met the prerequisites. Junior and senior courses (numbers in the 300s and 400s) are upper-division courses.

## Disclaimer

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.

## Core Courses and General Education

The following set of courses constitutes the core curriculum outlined on page 26. Course descriptions are provided here for those core courses not contained among the offerings of academic departments. Core courses offered by particular departments are indicated here only by title and a cross-reference to the departmental listing where the full course description appears. These courses are arranged in a typical sequence taken by students. Some modification in sequence will be necessary for specific majors and transfer students.

### Typical Freshman Year Courses

- Bib 111 or 129. Old Testament Literature** ..... 3  
(see Biblical Studies)
- Bib 142 or 148. New Testament Literature** ..... 3  
(see Biblical Studies)
- Cor 100. The Christian Mind: A Covenant Perspective** ..... 2  
This fall semester course is designed to introduce newly enrolled students to the general scope and distinctive emphases of a Covenant College education. Specific questions that students will be considering in this course include: Who am I and how have my previous family, school, and church experiences shaped me as a Christian learner? What is Covenant College, and how will I, as a Christian learner, be expected to grow and mature in my experience at this college? What is a worldview? How does (or should) my worldview shape my understanding of

- God's creation and my calling to think and act Christianly in all areas of my life? The course meets in large group and small group sessions during the week of orientation and for seven weeks thereafter. Pre-campus reading and writing assignments are supplemented by intensive on-campus work. Two units.
- Eng 111. English Composition** ..... 3  
English Composition must be completed during the first year. (see English)
- Ics 121. Microcomputer Applications** ..... 3  
(see Information Sciences)
- Laboratory Science** ..... 4  
(see course offerings in Biology, Chemistry, Natural Science, and Physics.)
- Mathematics** ..... 4  
(see Math or Math Placement Exam)
- PE 151. Concepts in Physical Education, Fitness, and Health** ..... 2  
(see Physical Education)
- PE 152. Personal Aerobics and General Fitness** ..... 1  
(see Physical Education)
- Social Science Elective** ..... 3  
One of the following courses will fulfill this distribution requirement: Eco 201. Principles of Macroeconomics, Eco 202 Principles of Microeconomics, Psy 100. General Psychology, Psy 303. Developmental Psychology, Soc. 141. Principles of Sociology, Soc 341. The Family.

### Typical Sophomore Year Courses

- Bib 277-278. Christian Doctrine** ..... 6  
(See Biblical Studies)
- Cor 225-226. Cultural Heritage of the West I, II** ..... 6  
This two-semester course deals with important philosophical, theological, literary, scientific, and aesthetic ideas which have shaped Western culture. It includes exposure to important works or primary sources, critiqued from a Christian perspective. In addition to regular course content, there will be additional required aesthetic experiences. Four units each semester.

- Cor 227. Art and Music in the Cultural Heritage of the West** ..... 2  
This course is designed to complement the Cultural Heritage of the West courses through a study of artistic principles in painting, sculpture, architecture, and music. Individual example, period styles, and ideas about art in Western culture are examined from a Christian perspective. Lectures and readings are supplemented by experiences of art outside of class, including required attendance at concerts and visits to the Hunter Museum of American Art. Two units.
- Eng 252. Speech** ..... 2  
(see English)
- Foreign language** ..... 8  
(see course offerings in French, German, Greek, Hebrew, and Spanish under Foreign Language. International students for whom English is a second language are exempt from the foreign language requirement.)

### Typical Junior Year Courses

- Cor 325. Global Trends for the 21st Century** ..... 3  
A study of the social, economic, political, environmental, and ecclesiastical issues that shape the agenda for the community of nations at the outset of the twenty-first century and beyond. Three units.
- Cor 337. Intercultural Experience** ..... 0-3  
Students involve themselves as participant/observers in a cultural/ethnic setting other than their own culture of origin (or subculture of their own country) in a deep and meaningful way either as temporary members of a family, workers in that society, or volunteers in a service or mission agency with the intention of engaging that culture as fully as possible in a specified period of time. Zero to three units. Multiple experiences may be completed for a maximum of six units.
- Cor 340. Christ and Culture Seminar** ..... 1  
During one semester of the junior year, each student is required to participate in a weekly seminar dealing with the issue of the relationship of Jesus Christ and hu-

# Accounting/Art

man culture. Common readings are discussed throughout the semester.

**His 325. Contemporary Global History** ..... 3  
(see History)

**Humanities** ..... 3  
(see course offerings in Art, Literature, Music, and Philosophy.) This is not fulfilled with ensemble or studio credit.

**Senior Integration Paper 492** ..... 2  
(see course descriptions in particular major fields and page 27)

## General Education Course

**131. College Life** ..... 1  
A course designed to increase 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, questioning skills, library use, and personal issues that face many students. One unit.

# Accounting

See Business and Economics.

# Art

## Department Goals

To increase students' understanding and appreciation of art and to encourage stu-

dents 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 preeminent.

## Requirements for Minor in Art

Art 111. Introduction to Art ..... 3

Art 210. Two-Dimensional Design ..... 3

Art 211. Three-Dimensional Design .... 3

Art 301, 302. Art History ..... 6

Art studio elective ..... 3

Total ..... 18

## Art Courses

### 111. Introduction to Art

This course is a survey of the manner in which the visual arts are an influential aspect of the lives of everyone. The student will explore the historical, theoretical, critical, and aesthetic dimensions of painting, sculpture, architecture, crafts, and commercial design in a lecture and studio setting. This introductory course is designed to introduce the student to broad practices in the field of art. One hour lecture. Four hours studio. Three 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. Two units.

### 209/309. Special Studies

Studies in one of several different art media such as ceramics, watercolor painting, and photography. Emphasis will be determined by student interest and the availability of qualified instructors. Three units.

### Art 210. Two-Dimensional Design

This course is an introduction to the study of design as language of visual structures and ideas. Students will address communication problems surrounding historical and contemporary art issues, and content related to life experiences. The study of the formal elements and principles of design together with exploration in various media and techniques in a studio setting should give the student experience in conceptualizing, visualizing, and executing two-dimensional designs. Six hours studio. Three units.

### Art 211. Three-Dimensional Design

This course addresses the question of how to view and read objects in space, known as three-dimensional design. In a studio setting, students will explore the concepts of three-dimensional art from historical and contemporary perspectives. Constructive, additive, and subtractive techniques will be explored with emphasis on figurative, natural, and non-objective forms. Six hours studio. Three units.

### Art 220. Introduction to Photography

This course covers the fundamentals of camera work, including black and white negative and print processing and alternative print techniques. Emphasis is given to the image making potential and craft of the photographic print. Six hours studio. Three units.

### Art 221. Advanced Photography

This course extends the experiences of the introductory studio for the student who wishes to pursue further work in the medium. Emphasis is placed on the ideas and subject determined by the student. Six hours studio. Three units.

### 301. Art History I

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

### 302. Art History II

Illustrated study of painting, sculpture, and architecture from the Italian Renaissance

to the present day. (Offered alternate years, second semester.) Three units.

### 303. Oil Painting I

A studio course designed as an introduction to the oil painting medium. Prerequisite for Oil Painting II. Six hours studio. Three units.

### 304. Oil Painting II

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

### 394. Art for Children in the Early Grades

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

Essential techniques, methods, and materials in classroom organization and the operational phases of an art program. A study of the elements of design and the organization of the basic elements. Required for elementary certification. Prerequisite: Edu 221. Laboratory fee: \$4. Two units.

*lenses* necessary for a biblical world- and life-view that paves the way to Kingdom activity in the Church and society, and to equip them with the biblical rationale for all their culture-related activities beginning with their understanding and appreciation of education from the perspective of the Christian faith.

To acquaint biblical studies majors and minors with the problems connected with biblical scholarship and the content of the Gospel over against the belief systems of the modern scene. To empower them with an effective means to communicate the Christian faith in the contemporary scene and to develop a biblically-based apologetic for that faith.

To encourage all students in general and Biblical Studies majors and minors specifically to maximize the development of their talents and skills and to seek the advance of the Kingdom of God in the choice and exercise of their profession. Specifically to urge students with apparent qualifications and gifts for the ministry of the Gospel, whether in the United States or abroad, to consider the possibility of such calling.

Church or Mis 301. History of Missions .....	3
Bib 492. Senior Integration Paper .....	3
Bible electives (upper division) .....	6
Mis 202. Theology of Missions .....	3
Major requirements subtotal .....	33
<b>Grand total .....</b>	<b>126</b>

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

Eng 304. Advanced Composition .....	2
A second year of Greek .....	6
A philosophy course .....	3
Appropriate courses in psychology and/or sociology .....	6

## Concentration in Missions

The core and distribution requirements for a major in biblical studies and missions, concentration in missions, are those listed for baccalaureate degrees on page 26, 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.

Core requirements .....	63
Electives .....	28

### Major and Supporting Course Requirements

Bib 372. Hermeneutics .....	3
Bib 492. Senior Integration Paper .....	2
Missions or upper division Bible electives .....	9
Missions courses .....	12
Psy 360. Psychology of Religion or Soc. 342 Sociology of Religion .....	3
Soc 249. Interpersonal Communication .....	3
Soc 341. The Family .....	3
Concentration subtotal .....	35
<b>Grand total .....</b>	<b>126</b>

### Requirements for Minor in Biblical Studies

Bib 371. Christian Ethics or Bib 376. Christian Apologetics .....	3
Bib 372. Hermeneutics .....	3

# Biblical Studies and Missions

## Department Goals

To provide all students with general biblical and theological literacy and specifically with an understanding of the general content of biblical and theological truth in the Reformed tradition; to provide ways to arrive at that truth and its relevance for the Church and society.

To apply to all students, and specifically Biblical Studies majors and minors, biblical and theological truth as the *mold* which transforms their heart, renews their mind, and shapes their lives. To fit them with the

## Requirements for Major in Biblical Studies and Missions

### Biblical Studies

The core and distribution requirements for a major in biblical studies are those listed for baccalaureate degrees on page 26, with the following exception:

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

Core requirements .....	63
Electives .....	30

### Major and Supporting Course Requirements

Bible "book study" courses (to be divided between the two testaments) .....	9
Bib 371. Christian Ethics .....	3
Bib 372. Hermeneutics .....	3
Bib 376. Christian Apologetics .....	3
Bib 383. History of the Christian	



# Biblical Studies and Missions

Bible "book study" course.....	3
Elective in Missions .....	<u>3</u>
Total .....	12

## Requirements for Minor in Missions

Upper division Bible elective .....	3
Mis 201 or 202.....	3
Mis 302 or 303.....	3
Missions elective .....	<u>3</u>
Total .....	12

## Requirements for Associate of Arts Degree in Biblical Studies

### Core requirements

(For details, see page 28)

Bib 111 or 129. Old Testament .....	3
Bib 142 or 148. New Testament .....	3
Cor 100. The Christian Mind .....	2
Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and History in the Cultural Heritage of the West .....	2
Eng 111. English Composition .....	3
His 325. Contemporary Global History .....	3
Laboratory Science .....	4
Mathematics .....	4
PE 151-152. Physical Education .....	3
Social Science Elective .....	<u>3</u>
Core requirements subtotal .....	36

### Area of Concentration

Bib 277-278. Christian Doctrine/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
Bible electives (upper division ) .....	6
Missions course. ....	3
Electives .....	<u>3</u>
Concentration subtotal .....	27
<b>Grand total .....</b>	<b>64</b>

## Requirements for Minor in Youth Ministry

Bib 211. Introduction to Relational Youth Ministry .....	3
Bib 212. Relational Youth Ministry Skills .....	3
Bib 213. Team Relational Youth Ministry Practicum .....	3
Bib 214. Team Relational Youth Ministry Practicum II .....	3
Bib 321. Teaching of Bible, or Bib 380. Evangelism, or Soc. 249. Interpersonal Communication, or Soc 347. Relational Counseling .....	<u>3</u>
Total .....	15

## Requirements for Secondary Education Program in Bible

See Education.

## Seminary Credit Available

Pre-seminary students at Covenant 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. Christian Ethics
Bib 372. Hermeneutics
Bib 376. Christian Apologetics
Mis 202. Theology of Missions

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.

## Off-campus Credit

Some credit may be earned off campus by qualified students in connection with the

Jerusalem University College in Israel. See the department chairman or the registrar for details.

# Biblical and Theological Studies Courses

## 111. Old Testament Literature: Pentateuchal and Historical Books

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

## 129. Old Testament Literature: The 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.

## 142. New Testament Literature: The Gospels and Acts

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

## 148. New Testament Literature: The Pauline Epistles

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 introduc-

tion to the various Pauline Epistles. Three units.

## **211. Introduction to Relational Youth Ministry**

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. Prerequisite: Bib 211. Three units.

## **213. Team Relational Youth Ministry Practicum I**

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. Prerequisite: Bib 211 and 212. Three units.

## **214. Team Relational Youth Ministry Practicum II**

Prerequisite: 211, 212, and 213. Three units.

## **277-278. Christian Doctrine**

A survey of the major doctrines of the Christian faith. First semester investigates the biblical data on Scripture, God, man and Christ. Second semester investigates the biblical data on of the Holy Spirit, salvation, Church and last things. The Westminster Confession of Faith and Catechisms serve as guidelines and resources. Two semesters. Three units each. Prerequisite: Bib 111 or 129, and 142 or 148.

## **297. Special Topics**

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. Prerequisite: Bib 111 or 129, and 142 or 148.

## **311. Pentateuchal and Historical Studies**

Same as 111, but designed for upper-division students who wish to take it as an elective. Extra reading assignments will be given. 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: Bib 111 or 129, and 142 or 148; concurrently in 277 or 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: Bib 111 or 129, and 142 or 148; concurrently in 277 or 278. Three units.

## **329. Prophets of Israel**

Same as 129, but designed for upper-division students who wish to take it as an elective. Extra reading assignments will be given. Three units.

## **342. The Gospels and Acts**

Same as 142, 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: Bib 111 or 129, and 142 or 148; concurrently in Bib 277 or 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: Bib 111 or 129, and 142 or 148; concurrently in Bib 277 or 278. Three units.

## **371. Christian Ethics**

A historical survey of approaches to Christian ethics and exegetical study of the normative, situational, and relational aspects of Christian ethics and a study of biblical ethics in context with special emphasis on the Decalogue and the doctrine of sanctification. Concentration on the various sections may vary from year to year. Prerequisite: Bib 277 and 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. Prerequisites: Bib 277 and 278. Three units.

## **376. Christian Apologetics**

A survey of various systems of Christian apologetics including study of anti-theistic theories. Prerequisites: Bib 277 and 278. Three units.

## **380. Evangelism**

A study of the message and methods of evangelism, as well as the requirements for

# Biblical Studies and Missions

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effectiveness. Special emphasis on field work. Prerequisites: Bib 277 and 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, revival movements, modern Catholicism, and ecumenism. Course work will stress source reading and the composition of a research essay. Three units. See History 311. Corequisite: Bib 278, prerequisite: Bib 277.

### **386. Europe in Renaissance and Reformation**

The course will examine Europe in the 14th through 16th centuries in which there occurred simultaneously *three* great movements: the cultural and literary Renaissance emanating from Italy, the European reconnaissance of the world's oceans pioneered by Portugal and Spain, and the Reformation of the Christian religion sparked by the Lutheran movement. Emphasis will be placed on the social setting common to all. Prerequisite Bib 277 and 278. Also listed as His. 339. Three units.

### **387. The Evangelical Tradition in America (Cross-listed as His. 342)**

A survey of evangelical Protestantism in the context of American history. Its historical development is traced by looking at major evangelical figures, movements, organizations, denominations, and events since the colonial period. The course explores the influence of evangelicalism on the development of American intellectual, social, and political culture. It also considers the historical relationship between the evangelical and Reformed traditions. 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: Bib 277 and 278. Three units.

### **397. Special Topics**

The same type of course as Bib 297, but designed for upper-division students both in content and in level of instruction. Prerequisites: Bib 277 and 278. Credit to be determined.

### **399. Independent Study**

See page 31 for requirements. Prerequisites: Bib 277 and 278.

### **430. Isaiah**

A study of the prophecy of Isaiah against its historical background with special consideration of the messianic prophecies. Prerequisite: Bib 111 or 129, and 142 or 148; concurrently in 277 or 278. Three units.

### **458. General Epistles**

An introduction to and examination of Hebrews, James, I and II Peter, I, II and III John and Jude. Each book will be studied to determine its own particular focus and what it adds to New Testament theology. Special consideration will be given to questions of introduction and cultural setting. Prerequisite: Bib 277 and 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: Bib 277 and 278. Three units.

### **492. Senior Integration Paper in Biblical Studies**

See page 27.

### **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: 277 and 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: Bib 277 and 278. Three units.

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## Missions Courses

### **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. Prerequisite Bib 111 or 129, and 142 or 148. 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. Prerequisite Bib 111 or 129, and 142 or 148. Three units.

### **203. Missionary Methods and Problems**

Methods of conducting the missionary effort in foreign countries will be studied in relation to such matters as communications, elenctics, identification, unacceptable accommodation, the support and government of local churches, the problem of church and state, and various types of missionary endeavors. Prerequisite Bib 111 or 129, and 142 or 148. 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 mis-

sions. Doctrines, methods, and the dynamics of expansion will be studied as will the means of renewal and the structures of missions. 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. Prerequisites: Bib 277 and 278. 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 worldview and everyday life of their adherents will also be studied. Prerequisites: Bib 277 and 278. 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, worldviews, ecumenism, history of missions or theology of missions. Study papers and discussions will form the basis for evaluation. Prerequisites: Bib 277, 278 and Mis 202. Three units.

### 404 (204). 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.

## 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 page 26 with the following exceptions: A minimum combined SAT score of 1100 (or ACT equivalent) is required for biology majors; and Laboratory Science (4 hours) is 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 other programs. All biology majors are required to take either the subject GRE, MCAT, DAT, VCAT, or equivalent as a graduation requirement.

Core requirements ..... 63

### Major and Supporting Course Requirements\*

#### General Professional Option

Bio 111-112. General Biology .....	8
Bio 360. Ecology .....	4
Bio 392. Directed Individual Study ...	1-3
Bio 413. Genetics .....	4
Bio 490. Biology Seminar .....	1,1
Bio 491. Biological Perspectives .....	2
Biology electives, upper-division ....	14-16
Bio 492. Senior Integration Paper .....	2
Che 121-122. General Chemistry .....	8
Che 323-324. Organic Chemistry .....	8
Mathematics through 142. Pre-Calculus Mathematics. If a math placement level of 4 or higher is received, then one additional math course is required (e.g. Calculus I, Elementary Statistical Method) .....	4 or 8
Phy 131-132. General College Physics .....	8
Major requirements Subtotal .....	65 or 72
<b>Grand total .....</b>	<b>128-135</b>

#### Bio-Medical Option

A minimum combined SAT score of 1200 or equivalent is strongly recommended for this option. This option is the same as the general professional option except for:

1. substitute Che 423. Biochemistry for Bio 360. Ecology;
2. biology electives—choose 12 hours from: Bio 311, 319, 320, 321, 323, 340, 345, 390 or other courses approved by advisor;
3. some medical schools specify Mat 145. Calculus as one of the entrance requirements.

*\*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.*



# Biology

## Environmental Option

Covenant is affiliated with the AuSable Institute of Environmental Studies in Michigan. By completing both their and our programs, a student may earn an environmental certificate (environmental analyst, land resources analyst, water resources analyst, or naturalist). Covenant 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 360. Ecology .....	4
Bio 413. Genetics .....	4
Bio 490. Biology Seminar .....	1,1
Bio 492. Senior Integration Paper .....	2
Biology electives, upper-division .....	12
(As approved by advisor)	
Che 121-122. General Chemistry .....	8
Mat 142. Pre-calculus Mathematics .....	4
Phy 131-132. General College Physics or Che 323-324. Organic Chemistry .....	8
Sta 251. Elementary Statistical Methods .....	4
Summer(s) at AuSable Institute (3 courses) .....	12
Total .....	68

## Secondary School Option

See page 83 for requirements for major in natural science with Georgia secondary school broad fields science certification (grades 7-12).

## Requirements for Minor in Biology

Bio 111-112. General Biology .....	8
Biology electives .....	12
Total .....	20

## Biology Courses

### 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 per semester. Designed for science majors and pre-nursing, pre-medical and pre-dental

students. Prerequisite: one year of high school biology. Four units each.

### 219. Nutrition

The course includes a study of the various types of nutrients, how they are digested, absorbed, and metabolized and how they function. Guidelines are given for amounts of the various nutrients needed to maintain good health and proper weight, and students are provided some experience in analyzing their own diets. Laws regulating ingredients are examined. Prerequisites: high school chemistry and biology. Three units.

### 220-221. 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 per semester. Four units each.

### 240. Microbiology

Same topics as in Bio 340, but Bio 111-112 not required as prerequisite. Laboratory fee: \$20. Four units.

### 311. Practicum in Biology

Introduction to work in a biologically related area (medical, nutritional, environmental, business). Prerequisites: Bio 111-112, Che 121-122, plus possible other appropriate courses depending on the area chosen. Not open to freshman. Thirty hours work time per credit hour. Repeatable. One to three units.

### 312. Practicum in Physical Therapy

Introduction to work in the field of physical therapy. The practicum can be done under a certified physical therapist in a hospital, clinic or private office. Prerequisites: Bio 220. Not open to freshman. Thirty hours work time per credit hour. Repeatable. One to three 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. Three Units.

### 319. Nutrition

The course covers many of the topics listed in Bio 219 but is designed for the advanced biology student. The course is presented in a flexible directed study format that includes attendance of selected lectures in the Bio 219 course, literature reviews of selected topics of interest to the student and analysis of current research reports in the biomedical literature. Prerequisite: Bio 111-112. Three units.

### 320. Comparative Anatomy

Classification and comparison of typical chordate animals with emphasis on the vertebrates. Prerequisite: Bio 111-112 or equivalent. Two hours lecture. Six hours laboratory. Laboratory fee: \$25. Four units.

### 321. 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. Four units.

### 323. Embryology

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: \$15 breakage deposit. Four units.

### 324. 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: \$20. Four units.

### 340. 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: \$20. Four units.



## 345. Immunology

A study of human defenses against exogenous infectious agents and endogenous neoplasia. The course includes an overview of the nonspecific defenses but focuses on specific defenses. Prerequisites: Bio 111-112 and one upper division biology course. Three units.

## 360. 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. Four units.

## 361. Land Resources

Systems level perspective on land forms. Includes analysis and interpretation of data both on-site and remote-sensing data. Includes readings on land use and planning. Prerequisite: one year of college science. Laboratory fee: \$15. Mainly offered at AuSable Institute. Four units.

## 362. Insect Biology and Ecology

A study of insect taxonomy, ecology, anatomy and physiology, and economic importance. Prerequisite: Bio 111-112. Laboratory fee: \$20. May also be taken at AuSable Institute. Four units.

## 363 Ornithology

The biology, behavior, ecology, and identification of birds. Laboratory work includes field work as well as dissecting a pigeon. Prerequisite: Bio 111-112. Laboratory fee: \$15. May also be taken at AuSable Institute. Four units.

## 364. Field Botany

The course studies the taxonomy and ecology of vascular plants as components of natural communities. Field identification of plant species will be stressed and will include laboratory dissection and identification. Prerequisite: Bio 111-112 or permission of instructor. Laboratory fee: \$15. May also be taken at 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 herpetology, vertebrate natural history, plant physiology, human genetics, cancer biology, history of biology, animal histology and microtechnique, and methods of biological research. Prerequisite: Bio 111-112 or equivalent. Repeatable. One to four units.

## 392. Directed Individual Study

Individualized study to pursue or review certain topics in biology. Prerequisite: permission of instructor. Repeatable. One to three 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. Four units.

## 490. Biology Seminar

To be taken once as a junior and once as a senior. All biology majors are expected to participate at some level. Consists of presentations reviewing current literature, senior integration papers, ethics discussions, etc. repeatable. One unit.

## 491. Biological Perspectives

History of paradigm change from theism to deism. Examination of biological reference sources, and reports on current literature. Experimental design and interpretation. Prerequisite: Bio 111, 112 and junior level standing. Two units.

## 492. Senior Integration Paper in Biology

See page 27.

The following courses are taught only at AuSable Institute (see their catalog for course descriptions):

## 260. Natural History in Spring

## 262. Natural History of Pacific Northwest

## 370. Wood Plants

## 371. Aquatic Biology

## 372. Limnology

## 373. Fish Biology and Ecology

## 374. Marine Invertebrates

## 385. Natural Resources Practicum

(Fellowship recipients are expected to take one of these practicums while at AuSable. Possibilities are Ecological Agriculture, Global Development and Ecological Sustainability, and Environmental Stewardship in the Pacific Rim)

## 467. Ecology of India Tropics

## 471. Conservation Biology

## 477. Plant Ecology

## 482. Restoration Ecology

## 485. Marine Stewardship

# Business and Economics

## Department Goals

This department offers four-year majors in both business and economics designed to prepare students for careers in areas such as government, corporate industry, small business, non-profit organizations, and domestic and international Christian relief and development agencies. Students majoring in business may use elective hours to gain some optional specialization in an accounting concentration or in minors in economics or in economic development. Students with a major other than in business may minor in business, economics, or economic development.

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

Students choosing to study economic development may participate in the activities of the Chalmers Center for Economic Development, a research and educational institute operated under the auspices of the Department of Business and Economics. See description below.

# Business and Economics

Emphasis in all programs is placed on the development of a Christian worldview as it applies to the business and economics dimensions of the created order.

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

## The Chalmers Center for Economic Development

The Chalmers Center for Economic Development is a research and educational institute devoted to training workers in church-based ministries that bring economic development and spiritual transformation to the poor. In collaboration with partnering agencies and churches worldwide, the Center initiates pilot projects that serve as laboratories for the development of new models that can be replicated by others. Students taking appropriate courses in economic development may apply for domestic and international internships in these projects, providing them a unique opportunity to participate in the development of state-of-the-art strategies and to gain practical experience.

## Requirements for Major in Business

The core and distribution requirements for a major in business are those listed for baccalaureate degrees on page 26, with exception to mathematics (4 hours) which is incorporated into the major.

Core requirements .....	59
Electives .....	13

## 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 345. Business Law .....	3
Bus 350. Business Ethics Seminar .....	3
Bus 400. Strategic Management .....	3
Bus 492. Senior Integration Project in Business .....	3
Twelve units 300-400 level, accounting, business, economics, finance, marketing, or Ics 245 .....	12

Eco 201. Principles of Macroeconomics .....	3
Eco 202. Principles of Microeconomics .....	3
Fin 340. Principles of Finance .....	3
Mat 144. Finite Mathematics .....	4
Mkt 300. Principles of Marketing .....	3
Sta 251. Elementary Statistical Methods .....	4
Major requirements subtotal .....	54
<b>Grand total .....</b>	<b>126</b>

## Requirements for Major in Economics

### Major and Supporting Course Requirements

Eco 201. Principles of Macroeconomics .....	3
Eco 202. Principles of Microeconomics .....	3
Eco 301. Intermediate Macroeconomics .....	3
Eco 302. Intermediate Microeconomics .....	3
Eco 465. Econometrics I .....	3
Eco 466. Econometrics II .....	3
Eco 492. Senior Integration Paper .....	3
Four other economics courses numbered 400 or above .....	12
*Mat 144. Finite Mathematics or Mat 145. Calculus I .....	4
Sta 251. Elementary Statistical Methods .....	4
Total .....	41

## Requirements for Concentrations and 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 202. Principles of Microeconomics .....	3
Mkt 300. Principles of Marketing .....	3
Total .....	19

*\*Students contemplating graduate work are strongly encouraged to take Mathematics 145, 146, 247, and 331.*

### Concentration in Accounting

Acc 201. Principles of Accounting I .....	3
Acc 202. Principles of Accounting II .....	3
Acc 300. Intermediate Accounting I .....	3
Acc 301. Intermediate Accounting II .....	3
Acc 305. Cost Accounting .....	3
Acc 405. Principles of Taxation .....	3
Acc 410. Auditing .....	3
Upper division accounting elective or Ics 240. Information Systems for Management .....	3
Total .....	24

Please consult course descriptions regarding prerequisites.

### Minor in Economics

Eco 201. Principles of Macroeconomics .....	3
Eco 202. Principles of Microeconomics .....	3
Four economics courses from the following: Eco 301, 302, 400, 410, 420, 430 .....	12
Total .....	18

### Minor in U.S. Economic Development

Bus 330 or 333. Small Business Management or Entrepreneurship .....	3
Eco 202. Principles of Microeconomics .....	3
Eco 205. (Ids 205) The Church and Social Concern .....	3
Eco 420. U.S. Urban Poverty .....	3
Eco 442. Domestic Microenterprise Development .....	3
Eco 445. Community Development in the United States .....	3
Eco 460. Cross-Cultural Social Science Research Methods .....	2
(four credits optional)	
Eco 470. Domestic Holistic Development Practicum .....	3
His 371. History and Culture of African Americans or His 349. American Urban History .....	3
Total .....	26

### Minor in International Economic Development

Eco 201. Principles of Macroeconomics .....	3
Eco 202. Principles of Microeconomics .....	3

Eco 205. (Ids 205) The Church and Social Concern .....	3
Eco 410. Third World Economic Development .....	3
Eco 448. International Microenterprise Development I .....	4
Eco 449. International Microenterprise Development II .....	3
Eco 460. Cross-Cultural Social Science Research Methods (four credits optional) .....	2
Eco 471. International Holistic Development Practicum .....	3
His 372. History and Culture of Modern Africa or His 235. History of the Developing World Since 1945 or His 332. Modern Middle East or Soc 229. Cultural Anthropology .....	3
Total .....	27

## Requirements for Associate of Arts Degree in Business

### Core Requirements

(for details see p. 28)

Old Testament .....	3
New Testament .....	3
English Composition .....	3
Laboratory Science .....	4
The Christian Mind .....	2
Finite Mathematics .....	4
Cultural Heritage of the West I, II .....	6
Art and Music in the Cultural Heritage of the West .....	2
Contemporary Global History .....	3
Physical Education 151-152 .....	3
Social Science Elective .....	3
Core subtotal .....	36

### Area of Concentration

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 Macroeconomics .....	3
Eco 202. Principles of Microeconomics .....	3
Fin 340. Principles of Finance .....	3
Ics 121. Microcomputer Applications .....	2
Mkt 300. Principles of Marketing .....	3
Concentration subtotal .....	27
Grand total .....	64

## Accounting Courses

### 201. Principles of Accounting I

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

### 202. Principles of Accounting II

A continuation of Acc 201 with treatment extended to corporations. Coverage includes stockholders' equity, long-term liabilities, time value of money concepts, long-term investments, statement of cash flows, and financial statement analysis. Introduction to cost/managerial accounting including job order and process costing in the manufacturing environment, budgeting, standard costs and variance analysis, cost-volume-profit relationships, cost allocation, differential analysis, capital expenditure analysis, and managerial control and decision making. Prerequisite: Acc 201, Mat 144. Three units.

### 301. 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.

### 302. Intermediate Accounting II

A continuation of Acc 301. Special topics include leases, pensions, financial reporting of income taxes, accounting changes and error analysis, statement of cash flows, earnings per share, accounting for chang-

ing prices, and financial statement analysis. Prerequisite: Acc 301. Three units.

### 305. 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. Prerequisite: Acc 202. Three units.

### 310. Accounting Information Systems

A study of accounting information systems and their role in the organization. Topics include systems analysis and design, the fundamentals of the use of computer technology, controls over computer-based systems, and selected applications. Three units.

### 405. Principles of Taxation

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.

### 410. Auditing

A course covering the fundamentals of the attest function performed by the professional accountant. Emphasis is on topics related to public accounting such as professional standards and ethics, legal liability, evidence, internal control, and reports of financial statements. Brief coverage is given to the internal audit functions. Prerequisite: Acc 301. Three units.

### 411. Accounting Internship

This course allows students to earn a specific number of academic credits for evalu-

# Business and Economics

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ating work experience in light of concepts and techniques taught in college classes, texts, and publications. Upon registration, a contract must be signed by the student, a faculty evaluator, and an employer specifying a minimum number of hours to be worked on meaningful projects, an employer evaluation at the conclusion of the intern's work, a log of activities, and a paper which makes conceptual connections between coursework and the field experience. Prerequisites: Acc 201, 202, 301. One to three units.

## **490. Independent Study**

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

## **499. Selected Topics**

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

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## Business Courses

### **300. Principles of Management**

Covers the concepts, issues, terminology, and practices of contemporary management in a global community. Contributions from organizational experience, theory, and research are examined as they relate to understanding, predicting, and controlling business outcomes. Prerequisite: Eng 111, 252; Ics 122, Mat 144, Sta 251, Acc 201, 202; Eco 201, 202; Junior standing. Four units.

### **320. Human Resource Management**

Emphasizes the importance of employees to successful achievement of organizational goals. Current practices in areas such as employment, training, compensation, health and safety, and employee relations are examined in light of the latest theory and research. Prerequisite: Bus 300; Ics 122. Three units.

### **321. Labor Relations**

Acquaints students with the history of labor relations in the United States in contrast to

international models. Contemporary topics such as union avoidance, decertification, and labor-management cooperation are also covered. In addition there is a collective-bargaining simulation component. Prerequisite: Bus 300. 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. Prerequisite: Bus 320. Three units.

### **330. Entrepreneurship**

From a Christian perspective, this course focuses on all aspects of starting a business: one's motivation and objectives, selecting promising ideas, beginning new ventures, and obtaining initial financing. We concentrate on practical issues including where to get ideas, how ventures are begun, what resources you need for start-ups, how to evaluate proposals, and anticipating legal and tax implications. In teams, students will develop a business plan. Three credits.

### **333. Small Business Management**

Students will learn the intricacies and complexities of owning and/or managing a small business in the current American and global business environment. Prerequisite: Bus 300. Three units.

### **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. Prerequisite: Bus 300. 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 also be discussed. Students will develop their own responses to a series of cases that raise typical ethical issues encountered in business. Prerequisite: Bus 300. Three units.

### **400. Strategic Management**

As a capstone to the business program, this course concentrates on integration of the business disciplines through lectures and cases in business from diverse industries. Strategic issues faced by organizations are comprehensively analyzed including their ethical dimensions. Prerequisite: Bus 300, 345; Fin 340, Mkt 300, Senior standing. Three units.

### **411. Business Internship**

This course allows students to earn a specific number of academic credits for evaluating work experience in light of concepts and techniques taught in college classes, texts, and publications. Upon registration, a contract must be signed by the student, a faculty evaluator, and an employer specifying a minimum number of hours to be worked on meaningful projects, an employer evaluation at the conclusion of the intern's work, a log of activities, and a paper which makes conceptual connections between coursework and the field experience. Prerequisites: Acc 201; Eco 202; Bus 300; Mkt 300 and Senior class standing. One to three units.

### **490. Independent Study**

Directed studies in business topics for juniors and seniors. Students must develop a course proposal and obtain formal agree-



ment from a department faculty member. Two or three units.

## **491. Senior Seminar in Business and Economics**

This seminar focuses on helping students develop in two areas: (1) comprehensively applying the content of courses in the CORE and their major to the fields of business and economics, and (2) producing a first draft of their senior integration paper. Expectations and requirements for the SIP will be specified. Students will be nurtured through giving presentations that will be critiqued by their peers and professors. Through this process everyone should develop and become more confident in applying a biblical worldview to issues in our disciplines. Prerequisites: Bus 350 & 400, or permission of the department. Three units.

## **492. Senior Integration Paper 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. Prerequisite: Bus 350, 400. Three units.

## **499. Selected Topics**

Course content will be determined by the department. Three units.

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## **Economics Courses**

### **201. Principles of Macroeconomics**

An introduction to the major problems facing national economies: inflation, unemployment, growth, and poverty. The roles of fiscal, monetary, and other government policies will be examined. Considerable time will be spent presenting basic economic concepts, institutions, tools, and methodologies in order to prepare students for future economics courses. Christian perspectives on mankind's stewardship responsibilities will be explored. Prerequisite: Mat 141. Three units.

### **202. Principles of Microeconomics**

An introduction to the behavior of individual consumers and businesses. Topics include human motivation, the role of prices, perfect and imperfect competition, supply and demand, market outcomes, government intervention, and selected applications. Christian perspectives on the nature of mankind, market outcomes, the role of government, and the presuppositions of modern economic analysis will be explored. Prerequisite: Mat 141. Three units.

### **205. The Church and Social Concern (Ids 205)**

A biblical, theological, and historical survey of the church's response to social problems. Specific emphasis will be given to assessing the nature and extent of the church's responsibility for addressing the varied dimensions of poverty. The course will include a strongly practical dimension where students, as members of Christ's body, will identify specific approaches to personal application. Three units.

### **301. Intermediate Macroeconomics**

A detailed examination of the determinants of national income, prices, unemployment, interest rates, and growth. Models are developed which enable students to explore the interaction of aggregate supply with aggregate demand, the latter consisting of expenditures by households, businesses, and governments. The impacts of monetary and fiscal policies are explored in depth. Christian perspectives on the role of government in achieving national objectives will be examined. Prerequisite: Eco 201 and 202. Three units.

### **302. Intermediate Microeconomics**

An in-depth examination of the theories of consumer and producer behavior. The core of the course material provides a theoretical treatment of supply and demand and their implications for market outcomes. Topics include market efficiency, market failures, imperfect information, strategic behavior, externalities, and selected applications. A detailed analysis of the presuppositions of modern economic analysis will be explored from a Christian perspective. Prerequisite: Eco 201 and 202. Three units.

### **400. International Economics**

A course examining the basic international trade and financial relationships between countries. Topics in the trade portion of the course include: the determination of the pattern of trade, the impacts of tariffs and quotas, gains from trade, the role of imperfect competition, the structure of the international trading system. Topics in the finance portion include: exchange rate determination, the impact of exchange rates on unemployment and inflation, and the role of government monetary and fiscal policy. A Christian critique of nationalism in international economic affairs will be emphasized. Prerequisite: Eco 201 and 202. Three units.

### **410. Third World Economic Development**

A course exploring the basic theories of poverty in Third World countries and examining the policies which have been pursued to alleviate that poverty. Topics covered include: the role of agriculture, the process of industrialization, physical and human capital accumulation, growth and equity, trade policies, international capital flows, the World Bank, and the role of institutions. In addition, the basic presuppositions of mainstream development efforts will be highlighted and critiqued from a Christian perspective. Prerequisite: Eco 201 and 202. Three units.

### **411. Economics Internship**

This course allows students to earn a specific number of academic credits for evaluating work experience in light of concepts and techniques taught in college classes, texts, and publications. Upon registration, a contract must be signed by the student, a faculty evaluator, and an employer specifying a minimum number of hours to be worked on meaningful projects, an employer evaluation at the conclusion of the intern's work, a log of activities, and a paper which makes conceptual connections between coursework and the field experience. Prerequisites: Eco 201, 202 and one 300 level or higher Economics course. One to three units.



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## **420. U.S. Urban Poverty**

A course exploring the causes of poverty in U.S. urban centers and policies to alleviate that poverty. The impacts of technological change, discrimination, institutions, globalization, and values on poverty will be examined. The effects of welfare, educational programs, affirmative action, and other public policies will be explored. Practical tools for urban development will be presented. Particular emphasis will be placed on the presuppositions and historical experiences of government efforts to alleviate urban poverty. Prerequisite: Eco 201 and 202. Three units.

## **430. Labor Economics**

This course covers the basic issues regarding the supply and demand for labor. Topics include wage determination, the role of human capital, labor unions, discrimination, segmented labor markets, employee compensation mechanisms, U.S. labor laws, and employer-employee relations. Emphasis will be placed on laborers as image bearers of God rather than as mere inputs into the production process. Prerequisite: Eco 201 and 202. Three units.

## **442. Domestic Microenterprise Development**

A course examining how to establish a holistic ministry that empowers the poor to become self-sufficient by starting and creating their own businesses. Major topics include building and administering a Microenterprise Development (MED) organization; marketing it to entrepreneurs and the community; designing program activities such as mentoring, worldview instruction, small business training, networking, investing and lending; and financing a MED program. Students will develop a project proposal for an organization or church. Prerequisites or Corequisites: Economics 202 and Business 330 or Business 333. Three units.

## **445. Community Development in the United States**

This course introduces the concepts of faith-based community and economic development in the United States with a particular emphasis on the role of the local

church in holistic ministry to the poor. The course provides the student with a process useful to identifying, linking, and coordinating existing community assets and institutions, and ways to use these assets and institutions to generate employment opportunities for impoverished communities. Prerequisites: Economics 201 and 202. Three units.

## **448. International Microenterprise Development I**

A course exploring microenterprise programs in the context of less developed countries. Students will be introduced to the complex range of economic, social, and institutional issues facing microenterprise agencies and will be instructed in the financial, organizational, and managerial dimensions of starting and operating a microenterprise program. Emphasis will be placed on implementing microenterprise programs in the context of holistic, church-based ministries. Prerequisites: Eco 202. Four units.

## **449. International Microenterprise Development II**

A field-based course in which students will expand their theoretical and operational knowledge of international microenterprise development while engaging in actual microenterprise work. Students will be given directed readings and perform research related to microenterprise development. Topics will include an in-depth examination of church-based, holistic microenterprise; grassroots development theory and practice; development finance and informal finance; microenterprise management information systems; and impact assessment. Students will complete a field-based research project. Prerequisites: Economics 448. Taken Concurrently with Economics 471. Three units.

## **460. Cross-Cultural Social Science Research Methods**

This course trains students in the fundamentals of doing social science research in cross-cultural contexts both within the U.S. and abroad. The course examines the cultural and social elements in cross-cultural social science research including issues in

cross-cultural understanding and adjustment. It also studies social science research ethics, research design, qualitative and quantitative research methods, and how to maximize validity and reliability in cross-cultural social science research. Students will gain practical experience in doing both qualitative and quantitative research projects in the class. Two or four units.

## **465. Econometrics I**

A course in the essential tools of statistical analysis which are employed by economists. The basics of bivariate and multivariate regression will be covered, and students will be taught to use computer software for data preparation and analysis. Emphasis will be placed on formulating testable economic hypotheses and on designing a research project in preparation for Econometrics II. Prerequisites: Sta 251, Eco 201 and 202. Three units.

## **466. Econometrics II**

A sequel to Econometrics I, this course introduces students to more advanced topics in statistical analysis and guides them through a major empirical research project. Topics covered will include: misspecification, heteroskedasticity, multicollinearity, and simultaneity. Proficiency in using statistical software will be emphasized. Students will complete the research project designed in Econometrics I by writing a major, empirical research paper in which they test some economic hypothesis. Prerequisites: Eco 465. Three units.

## **470. Domestic Holistic Development Practicum**

A course in which students apply the techniques learned in Eco 440 or 445 in internships in holistic, Christian community development projects in the United States. These projects will normally be collaborative efforts between the Chalmers Center, a research and educational institute housed at the college, and a holistic, church-based community agency. Every attempt will be made to match the student's interests and abilities with the appropriate project and position. Prerequisites: Eco 205, 442, 445 and 460. Three units.

## **471. International Holistic Development Practicum**

A course in which students apply the techniques learned in Eco 450 in internships in holistic, church-based microenterprise projects in less developed countries. These projects will normally be collaborative efforts between the Chalmers Center, a research and educational institute housed at the college, and a holistic, church-based agency in a less developed country. Every attempt will be made to match the student's interests and abilities with the appropriate project and position. Prerequisites: Eco 205, 448 and 460. Three units.

## **491. Senior Seminar in Business and Economics**

This seminar focuses on helping students develop in two areas: (1) comprehensively applying the content of courses in the CORE and their major to the fields of business and economics, and, (2) producing a first draft of their senior integration paper. Expectations and requirements for the SIP will be specified. Students will be nurtured through giving presentations that will be critiqued by their peers and professors. Through this process everyone should develop and become more confident in applying a biblical worldview to issues in our disciplines. 3 Credits. Prerequisites: Bus 350 & 400, or permission of the department.

## **492. Senior Integration Paper in Economics**

An independent study required of all majors in economics. The student will research and analyze a topic in economics in light of a Christian worldview. The result of the study will be a thesis and an oral examination. Prerequisite: Eco 301 and 302. Three units.

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## **Finance Courses**

### **340. Principles of 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: Bus 300. Three units.

### **490. Independent Study**

Directed studies in finance topics for juniors and 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.

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## **Marketing Courses**

### **300. 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. Prerequisite: Eng 111, 252; Ics 121, Mat 144, Sta 251, Acc 201, 202; Eco 201, 202; junior standing. Three units.

### **331. Retailing**

A study of retailing in today's business environment. Retail store organization and operation are studied. Store location and layout, organizational structure, employee supervision, customer services and merchandising techniques are emphasized. Prerequisite: Mkt 300. Three units.

### **332. Consumer Behavior**

An analysis of consumer motivation, purchase decisions, market adjustment, and product innovation, including a survey of related explanatory theories. Prerequisite: Mkt 300. Three units.

### **335. Promotion**

A study of the dimensions of promotional marketing, including advertising, personal selling, public relations, and sales promotion. Prerequisite: Mkt 300. Three units.

### **336. Principles of Transportation/Distribution**

A study of the marketing characteristics and regulatory problems of transporting by rail, motor, air, and water. Prerequisite: Mkt 300. Three units.

### **410. Marketing Research**

A course designed to give students a basic understanding of the value and techniques of marketing research. Prerequisite: Mkt 300. Three units.

### **415. Marketing Management**

An integrative course of a student's knowledge of markets and marketing programs from the market manager's point of view. Prerequisite: Mkt 300 and six additional credit hours in marketing or permission of the instructor. Three units.

### **499. Selected Topics**

Course content determined by special student needs. Prerequisite: permission of instructor.

## 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 page 26 with the following exceptions: mathematics (4 hours) and laboratory science (4 hours) are incorporated in the major.

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), an acceptable math

score on the SAT or ACT, and an acceptable 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 other programs.

### Major and Supporting Course Requirements

#### General Professional Option

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 units.	
Che 492. Senior Integration Paper .....	2
Mat 145-146 Calculus I, II .....	8
Mat 247. Calculus III .....	4
Phy 231-232. General Physics .....	8
Total .....	60

#### Georgia Secondary School Certification

Certification to teach chemistry at the secondary level can be pursued by selecting a concentration in chemistry within the major in natural science. See the requirements for the Broad Fields Science Certification in the Natural Science section on page 83.

### Requirements for Minor in Chemistry

Che 121-122. General Chemistry .....	8
Chemistry electives (Che 225 or above) .....	12
If the core requirement in laboratory science is met by a 4-unit sequence in a science other than chemistry, this may be reduced to 8 units.	
Total .....	20

## Chemistry Courses

### 103. Introductory Chemistry I

An introduction to the science of chemistry with emphasis on basic atomic theory, chemical reactions, properties of the various physical states, and some descriptive chemistry. This course is designed for pre-nursing students and for those electing to take chemistry to fulfil the core curriculum laboratory science requirement. Other students needing to take chemistry should enroll in 121 unless they do not have the prerequisites for that course. Students may not receive credit for both Che 103 and Che 121. Three hours lecture. Three hours laboratory. Laboratory fee. Four units.

### 104. Introductory Chemistry II

Basic organic chemistry and an introduction to biochemistry. Common functional groups and classes of compounds important in human biochemistry are studied. Emphasis on chemistry related to nursing science. Students may not receive credit for both Che 104 and Che 122. Prerequisite: Che 103 or permission of the instructor. Three hours lecture. Three hours laboratory. Laboratory fee. Four units.

### 121. General Chemistry I

Fundamental chemical principles and their applications. Atomic theory, stoichiometry, molecular structure, and the properties of the various physical states are presented. This course is designed for students in the following programs: chemistry major, biology major, pre-medical program, and pre-engineering program. Students may not receive credit for both Che 103 and Che 121. Prerequisites: one year of high school chemistry and 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. Four units.

### 122. General Chemistry II

A continuation of 121. Solution properties and additional aspects of chemical bonding and structure are presented. Chemical kinetics, equilibrium, electrochemistry, and

some descriptive chemistry are studied. Qualitative analysis is included as a major component of the laboratory. Students may not receive credit for both Che 104 and Che 122. Prerequisite: Che 121. Three hours lecture. Three hours laboratory. Laboratory fee. Four 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. Four units.

### **323. Organic Chemistry I**

A study of the chemistry of hydrocarbons, alkyl halides, alcohols, and ethers. Molecular structure, stereochemistry, methods of preparation, physical properties, and reactions are covered. Infrared and nuclear magnetic resonance spectroscopy are introduced. Reaction mechanisms are stressed. Prerequisite: Che 122 or a grade of B or better in Che 104. Three hours lecture. Three hours laboratory. Laboratory fee. Four units.

### **324. Organic Chemistry II**

A continuation of the study of organic compounds. Families covered include aromatic hydrocarbons, phenols, aryl halides, aldehydes, ketones, carboxylic acids and their derivatives, amines, carbohydrates, lipids, amino acids, proteins, and nucleic acids. Prerequisite: Che 323. Three hours lecture. Three hours laboratory. Laboratory fee. Four 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 spectroscopies, magnetic resonance, mass spectrometry, instrumental chromatographies, and dynamic electrochemistry, introduction to digital signal processing and laboratory automation. Prerequisite: Che 324; Phy 231,

232. Three hours lecture. Four hours laboratory. Laboratory fee. 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. Prerequisite: 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 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 324. Two hours lecture. Six hours laboratory. Laboratory fee. 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 or corequisite: Che 324. Three hours lecture. Three units.

### **425. Physical Chemistry I**

A study of the gaseous, liquid, and solid states of matter using classical and statistical thermodynamics. Prerequisites: Che 121, 122; Phy 231, 232; Mat 145, 146 or permission of the instructor. Three hours lecture. Three hours laboratory. Laboratory fee. Four units.

### **426. Physical Chemistry II**

A study of quantum mechanics, chemical equilibria, electrochemistry, and chemical kinetics. Prerequisite: Che 425. Three hours lecture. Three hours laboratory. Laboratory fee. Four units.

### **428. Inorganic Chemistry**

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

### **492. Senior Integration Paper in Chemistry**

See page 27.

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## Computer Science

See Information Sciences.

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## Economics

See Business and Economics.



## Education

### Certification Programs Available

#### Elementary Education

Early Childhood (P-5) certification

Middle Grade (4-8) certification

#### Secondary Education

7-12 certification

English

History

Mathematics

Science (Broad Fields)

### Non-Certification Programs Available

Secondary Bible (Biblical Studies Major)

Non-Teaching Minor in Education

### Master of Education Program

For a separate M.Ed. academic bulletin, write to:

Master of Education Office

Covenant College

14049 Scenic Highway

Lookout Mountain, GA 30750-9900

or call (800) 677-3626.

### Teacher Education Program

The purpose of the Teacher Education Program is to prepare competent teachers who practice their craft according to biblical precepts in any and every educational setting. To do this, students examine carefully in the light of God's Word various principles and practices proposed by both secular and Christian educators. Students

then apply their convictions in professional settings.

Students also identify and understand individual pupil characteristics and abilities as well as community, social and cultural characteristics that influence the educational process in a given setting. All these understandings then influence the planning of curricula, the selection of materials and technologies, and the identification of appropriate teaching methods and evaluation procedures.

Seven expected results are demonstrated by undergraduate students upon completion of the Teacher Education Program.

Undergraduate students will:

1. develop, articulate, and apply a Christian worldview to: the mission of the school, the nature of the learner, the role of the teacher, the nature of the subject matter, and the dynamics of the teaching/learning process;
2. possess sufficient knowledge of pupil characteristics and abilities in order to promote meaningful learning;\*
3. be able to identify social and cultural characteristics affecting the educational process;
4. possess sufficient knowledge of the teaching field content to promote meaningful learning;
5. display interpersonal skills that enhance meaningful learning;
6. be able to organize and manage a classroom in which meaningful learning occurs;
7. exhibit instructional skills that enhance meaningful learning.

It is believed that these expected results will be achieved as students carefully follow their respective preparation program (Early Childhood, Middle Grades, etc.) A continual involvement with children and the actual teaching process will be a necessity. For students preparing in Early Childhood and Middle Grades, the senior year will be

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*\*Meaningful learning occurs when learners connect what they are learning with previous learnings, with other current learnings, and/or with personal knowledge and experiences in the everyday world. Meaningful learning connects learners with the reality of the created order, and challenges learners to bear responsibility for that learning.*

field-based. The fall semester of the senior year will be taught in three separate blocks. Students will be in a local school classroom all day on Tuesdays and Thursdays. **Therefore, it is extremely important for students to take courses according to the program schedule.** (For example, all General Education Courses must be completed by the end of one's junior year.)

Education students must take the appropriate Praxis II tests in order to graduate. A student must receive passing scores on Praxis II to be recommended for a Georgia teaching certificate.

Students who possess an accredited degree in either history, English, science, or mathematics may be eligible to complete an alternative preparation program. Please contact the director of secondary education.

### Requirements for Georgia Teacher Certification

We prepare 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 Praxis II 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.

Certification is not a function of Covenant but of the state of Georgia. Undergraduate students will be recommended for a Georgia Level 4 certificate after they successfully complete one of the programs outlined below and pass the Praxis II 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 childhood P-5 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.

## Admission to the Teacher Education Program

To be eligible for admission to the teacher education program, the student must:

1. have a cumulative grade-point average of 2.5 or better;
2. complete Edu 221. Introduction to Teaching with a grade of C- or better;
3. complete at least 26 units of credit;
4. complete at least one semester in residence at Covenant;
5. have a personal interview with a faculty member of the education department;
6. receive a recommendation by the dean of students;
7. receive a recommendation by an adult who has knowledge of the candidate's personal qualifications for the teaching profession;
8. either pass Praxis I, or be exempt with an acceptable score on the SAT or the ACT. An SAT exemption requires at least 1000 total, with a minimum 480 verbal and 520 mathematics; an ACT exemption requires at least 22 composite, with a minimum of 21 verbal and 22 mathematics.

9. Elementary education majors must have completed Mat 122. Fundamentals of Mathematics or be pre-registered for Mat 122 (or have passed the Math Skills Test).

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.

No education courses beyond Educational Psychology can be taken without approval to enter the teacher education program. For fall approval, application materials must be submitted to the teacher education office by October 15; for spring approval, all application materials must be submitted by March 15.

## 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:

1. have been accepted into the teacher education program;
2. have completed Edu 221 and 222 with the grade of C- or better in each;
3. have completed at least 58 semester units of credit.

In order to be approved for student teaching, a student must:

1. have maintained a cumulative grade-point average of 2.5 or better through the semester prior to the teaching practicum;
2. have a satisfactory recommendation by a professor in the major discipline;

3. have a satisfactory recommendation by a professor under whom two or more education courses were taken;
4. have completed the necessary methods and professional education courses.

The professional semester is divided into two parts to allow for a more varied and total practicum experience. To achieve this, students are placed into two different student teaching situations. 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.

Application for student teaching may be made upon completion of 74 hours. Students planning to student teach in the fall semester must submit all application materials by March 15 of the previous semester; students planning to student teach in the spring semester must submit all application materials by October 15 of the previous semester.

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 Childhood (P-5) Certification

#### General Education Core Humanities

- Bib 111 or 129. Old Testament ..... 3  
 Bib 142 or 148. New Testament ..... 3  
 Bib 277-278. Christian Doctrine ..... 6

# Education

Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and Music in the Cultural Heritage of the West .....	2
Eng 252. Speech .....	2

## Social Sciences

Cor 100. The Christian Mind .....	2
Cor 325. Global Trends for 21st Century .....	3
His 325. Contemporary Global History .....	3
Social Science Elective .....	3

## Math/Science

Mathematics .....	4
Nsc 115. Science in Perspective .....	4

## Other

Cor 337. Intercultural Experience .....	1
Cor 340. Christ and Culture Seminar ..	1
Eng 111. English Composition .....	3
*Foreign Language I, II .....	8
Ics 121. Microcomputer Applications .....	3
PE 151. Concepts in Physical Education .....	2
PE 152. Aerobics .....	1
General education core subtotal .....	60

## Teaching Field

### Curriculum and Methods I

Edu 335. Physical Education in the Early Grades .....	2
Edu 352. Music in the Early Grades .....	2
Edu 345. Art for Children in the Early Grades .....	2

### Curriculum and Methods II

Edu 313. Teaching of Language Arts in the Early Grades .....	2
Edu 315. Teaching Reading in the Early Grades .....	3
Edu 366. Literature for Children in the Early Grades .....	3

### Curriculum and Methods III

Edu 422. Teaching of Social Studies in the Early Grades .....	3
Edu 424. Teaching of Science in the Early Grades .....	3
Edu 426. Teaching of Mathematics in the Early Grades .....	3

## Other

Edu 444. Essentials of Instruction	
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*\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.*

in the Early Grades .....	3
Edu 454. Organization and Management of the Early Childhood Classroom .....	2
Eng 235. Introduction to Linguistics or Eng 236. Grammar for Teachers .....	3
Teaching field subtotal .....	31

## Professional Education

Edu 221. Introduction to Teaching .....	3
Edu 222. Educational Psychology .....	3
Edu 234. Teaching in a Pluralistic Society .....	3
Edu 361. Education of Exceptional Children .....	3
Edu 370. History and Philosophy of American Education .....	3
Edu 410. Educational Assessment .....	1
Edu 493. Senior Integration Paper .....	2
Edu 494. Senior Integration Project and Seminar .....	1
Edu 495. Practicum I .....	7-1/2
Edu 496. Practicum II .....	7-1/2
Psy 303. Developmental Psychology .....	4
Professional education subtotal .....	38
<b>Grand total .....</b>	<b>129</b>

## Elementary Education Major, Middle grades (4-8) Certification

### General Education Core

#### Humanities

Bib 111 or 129. Old Testament .....	3
Bib 142 or 148. New Testament .....	3
Bib 277-278. Christian Doctrine .....	6
Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and Music in the Cultural heritage of the West .....	2
Eng 252. Speech .....	2

#### Social Sciences

Cor 100. The Christian Mind .....	2
Cor 325. Global Trends for the 21st Century .....	3
His 325. Contemporary Global History .....	3
Social Science Elective .....	3

## Math/Science

Mat 122. Fundamentals of Mathematics .....	4
NSC 115. Science in Perspective .....	4

## Other

Cor 337. Intercultural Experience .....	1
Cor 340. Christ and Culture Seminar .....	1
Eng 111. English Composition .....	3
*Foreign Language I, II .....	8
Ics 121. Microcomputer Applications .....	3
PE 151. Concepts in Physical Education .....	2
PE 152. Aerobics .....	1
General education core subtotal .....	60

## Teaching Field (General)

### Curriculum and Methods II

Edu 314. Teaching of Language Arts in the Middle Grades .....	2
Edu 367. Literature for Children in the Middle Grades .....	3

### Curriculum and Methods III

Edu 423. Teaching of Social Studies in the Middle Grades .....	3
Edu 425. Teaching of Science in the Middle Grades .....	3
Edu 427. Teaching of Mathematics in the Middle Grades .....	4

## Other

Edu 316. Teaching of Reading in the Middle Grades .....	3
Edu 445. Essentials of Instruction in the Middle Grades .....	3
Edu 455. Organization and Management of the Middle School Classroom .....	2
Teaching field subtotal .....	23

## 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 .....	2
Edu 367. Literature for Children in the Middle Grades .....	3

*\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.*

At least seven additional units in language arts ..... 7

**Mathematics:** a minimum of 12 units required

Edu 427. Teaching of Mathematics in the Middle Grades ..... 4

Mat 141. College Algebra ..... 4

Mat 142. Pre-calculus Mathematics ..... 4

**Science:** a minimum of 12 units required

Edu 425. Teaching of Science in the Middle Grades ..... 4

8 additional hours in science must be in second and third areas not taken in the core: physical, biological, environmental.

**Social Studies:** a minimum of 12 units required

Edu 423. Teaching of Social Studies in the Middle Grades ..... 3

His 211., 212., History of U.S. .... 3

His 325. Contemporary Global History ..... 3

Social Science Electives ..... 3

Concentration I subtotal ..... 12

**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 346. Art for Children in the Middle Grades ..... 2

10 additional units in art, 4 of which must be 200 level or above ..... 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 200 level or above ..... 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

Concentration II subtotal ..... 12

## Professional Education

Edu 221. Introduction to Teaching ..... 3

Edu 222. Educational Psychology ..... 3

Edu 234. Teaching in a Pluralistic Society ..... 3

Edu 322. Nature and Needs of the Early Adolescent Learner ..... 3

Edu 361. Education of Exceptional Children ..... 3

Edu 370. History and Philosophy of American Education ..... 3

Edu 410. Educational Assessment ..... 1

Edu 493. Senior Integration Paper ..... 2

Edu 494. Senior Integration Project and Seminar ..... 1

Edu 495. Practicum I ..... 7-1/2

Edu 496. Practicum II ..... 7-1/2

Professional education subtotal ..... 37

**Grand Total ..... 144**

## Secondary Education Certification (7-12) (English, History, Mathematics, Natural Science—Broad Fields)

### General Education Core

See certification requirements under appropriate major.

### Teaching Field

See certification requirements under appropriate major.

## Professional Education

Edu 221. Introduction to Teaching ..... 3

Edu 222. Educational Psychology ..... 3

Edu 234. Teaching in a Pluralistic Society ..... 3

Edu 340. Curriculum and Methods in the Secondary Schools ..... 3

Edu 361. Education of Exceptional Children ..... 3

Edu 370. History and Philosophy of American Education ..... 3

Edu 410. Educational Assessment ..... 1

Edu 497. Practicum I ..... 7-1/2

Edu 498. Practicum II ..... 7-1/2

Psy 303. Developmental Psychology .. 4

Total ..... 38

Electives vary with the major chosen.

Total number of hours must be at least 126.

## Non-Certification Programs

### Secondary Program in Bible (Biblical Studies Major)

The teacher education program in Bible prepares a student to teach Bible at the junior or senior high school level. (Most teachers in this program would anticipate teaching in a Christian school.) This is not a certification program (Georgia does not certify in the area of Bible), but the professional education courses are taken, including student teaching practica. 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

### Humanities

Bib 111 or 129. Old Testament ..... 3

Bib 142 or 148. New Testament ..... 3

Bib 277-278. Christian Doctrine ..... 6

Cor 225-226. Cultural Heritage of the West I, II ..... 6

Cor 227. Art and Music in the Cultural Heritage of the West ..... 2

### Social Sciences

Cor 100. The Christian Mind ..... 2

Cor 325. Global Trends for the 21st Century ..... 3

His 325. Contemporary Global History ..... 3

Social Science Elective ..... 3

### Math/Science

Laboratory Science ..... 4

Mathematics ..... 4

### Other

Eng 111. English Composition ..... 3

Eng 252. Speech ..... 2

Cor 337. Intercultural Experience ..... 1

Cor 340. Christ and Culture Seminar ..... 1

Ics 121. Microcomputer Applications ..... 3

PE 151. Concepts in Physical

# Education

Education .....	2
PE 152. Aerobics .....	1
Free elective .....	2
Core requirements subtotal .....	53

## Teaching Field

Bib 175-176. Elementary Greek .....	8
Two Bible book study courses, divided between the two testaments, at 300-400 level .....	6
Bib 371. Ethics .....	3
Bib 372. Hermeneutics .....	3
Bib 376. Christian Apologetics .....	3
Bib 383. History of Christian Church or Mis 301. History of Missions .....	3
Bib 492. Senior Integration Paper .....	2
Bible elective .....	3
Mis 202. Theology of Missions .....	3
Teaching field subtotal .....	34

## Professional Education

Edu 221. Introduction to Teaching .....	3
Edu 222. Educational Psychology .....	3
Edu 234. Teaching in a Pluralistic Society .....	3
Edu 340. Curriculum and Methods in the Secondary School .....	3
Edu 361. Education of Exceptional Children .....	3
Edu 370. History & Philosophy of American Education .....	3
Edu 410. Educational Assessment .....	1
Edu 497. Practicum I .....	7 1/2
Edu 498. Practicum II .....	7 1/2
Psy 303. Developmental Psychology ..	4
Professional education subtotal .....	38
<b>Grand total .....</b>	<b>126</b>

## Non-Teaching Minor in Education

Edu 221. Introduction to Teaching .....	3
Edu 222. Educational Psychology .....	3
Edu 370. History and Philosophy of American Education .....	3
Education electives .....	3
Total .....	12

## Education Courses

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. In some cases 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.

### 221. Introduction to Teaching

A course designed to provide an introduction to and exploration of teaching as a profession. A Christian philosophical framework is developed to enable the students to critically examine the relevant issues in teaching. Approximately 45 hours of field experience are included in the course, so that students have ample opportunity to experience the practical aspects of teaching in a classroom. A major purpose of the field work is to help the student to ascertain possible gifts for teaching and to understand through firsthand experience the nature and magnitude of the task of teaching. Three units.

### 222. Educational Psychology

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.

### 234. Teaching in a Pluralistic Society

A course providing students with information about categories of student diversity such as race, ethnicity, gender, socioeconomic status, religion, home language, and learning style. Contemporary research and practice related to these areas, drawn from the disciplines of education, history, an-

thropology, and sociology, are surveyed and evaluated. A variety of teaching strategies and resources are developed which embody a biblically informed understanding of the teaching-learning process, and which enable students to become effective teachers in heterogeneous classrooms. Prerequisite or corequisite: Edu 222. Three units.

### 313. Teaching of Language Arts in the Early Grades

### 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. Prerequisite: Edu 212, 222. Two units.

### 315. Teaching Reading in the Early Grades

### 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. Prerequisite: Edu 212, 222. Three units.

### 322. Nature and Needs of the Early Adolescent Learner

A course introducing students to the developmental needs of early adolescents and to middle school program philosophy, organization, curriculum, and instruction. Current research and practice will be analyzed from a biblically informed perspective with the goal of enabling students to become effective middle school teachers whose teaching is shaped by a personal, thoughtful, and growing Christian philosophy of education. Three units.



### **335. Physical Education in the Early Grades**

See Physical Education 335. Required for early grades certification (P-5). 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. Prerequisite: Edu 212, 222. Three units.

### **345. Art for Children in the Early Grades**

See Art 394. Required for early grades certification (P-5). Prerequisite: Edu 221. Two units.

### **346. Art for Children in the Middle Grades**

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

### **352. Teaching Music in the Early Grades**

### **353. Teaching Music in the Middle Grades**

A course designed to present the rudiments of pedagogical theory and practice for the teaching of music in the early/middle grades. Topics will include Orff, Kodaly, Discipline-based Music Instruction, and traditional methodologies. A basic understanding of music theory and history will also be

introduced. Prerequisite: Edu 221, 222. 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. Prerequisite: Edu 212, 222. Three units.

### **366. Literature for Children in the Early Grades**

See English 366. Required for elementary certification, P-5. Prerequisite for elementary education P-5 majors: Edu 212, 222. Three units.

### **367. Literature for Children in the Middle Grades**

See English 367. Required for middle grades certification 4-8. Prerequisite for elementary education 4-8 majors: Edu 212, 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.

### **296/396. May Practicum**

A concentrated full-time practicum in a school of the student's choice. Opportunity is given to participate in a variety of classroom activities for a period of two or three weeks. Activities include a daily log, work-

ing with individuals and groups of students, teaching, and other classroom-related experiences. This course is taken in the May term. Arrangements are made with the education department. For Edu 296, prerequisite: Edu 221, 222. For Edu 396, prerequisite: Edu 221, 222, and several professional and teaching field courses. Credit to be determined.

### **401. Special Topics**

This course offers opportunities for study in various topics of interest within the field of education. These may be short-term courses offered during the semester or during the summer term. Topics will be decided upon by the education department faculty as need and interest arise. Some topics may be appropriate for the continuing education of teachers in the field. Credit to be determined.

### **410. Educational Assessment**

A course designed to introduce the basic theory and practice of educational assessment. Topics will include a general perspective of assessment in schools and society; the development of traditional, performance, and product assessments; writing assessment; affective assessment; and standardized assessments. One credit.

### **422. Teaching Social Studies in the Early Grades**

### **423. Teaching Social Studies in the Middle Grades**

The course is an introduction to the theory and practice of teaching social studies in the early/middle grades. Topics include educational research and practice related to social studies instruction in the early/middle grades; theories about the nature of the learner, the teacher, and the classroom environment as they relate to the teaching of social studies; curriculum content (including Georgia history); planning and implementation of instruction; selection and use of instructional materials; and assessment. Social studies introduces students to the nations and people of the world, the cultures that they have constructed through the ages, and the many ways in which people interact with each other and with



# Education

their environment. This course, therefore, will give students the opportunity to rigorously consider the implications of a biblical worldview for their own understanding of the world and its people and to consider its influence in shaping their teaching.

## 424. 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. Prerequisite: Edu 212, 222. Three units.

## 425. Teaching of Science in the Middle Grades

The learner studies instructional procedures, materials, and evaluation in teaching biological and physical sciences in the middle school. If the course is taken for four units, the student will be required to complete a special project(s). Prerequisite: Edu 212, 222. Three or four units.

## 426. 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. Prerequisite: Edu 212, 222; Mat 122 or equivalent. Three units.

## 427. 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. Prerequisite: Edu 212, 222; Mat 122 or equivalent. Three units.

## 444. Essentials of Instruction in the Early Grades

## 445. Essentials of Instruction in the Middle Grade

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 fo-

cuses 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/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. Prerequisite: Edu 212, 222 and most curriculum and methods courses. \$15 fee. Three units.

## 454. Organization and Management of the Early Grade Classroom

## 455. Organization and Management of the Middle Grade Classroom

A course required for elementary education majors in early childhood/middle grades who have been approved to student teach. Students will examine classroom management from a Christian perspective with a special emphasis upon a biblical view of the nature of the child. Students examine eight models of discipline as well as developing their own management plan. On Tuesdays and Thursdays, students spend the entire day in a local school classroom where observations and application assignments will be completed. \$15 fee. Two units.

## 493. Senior Integration Paper

Required of elementary education majors, this course includes a review of the literature and the preparation of a written thesis which demonstrates the application of a Christian philosophy of education to a particular area of education. During the semester to follow, the student will utilize the findings from his or her thesis in application to a specific educational situation. Two units.

## 494. Senior Integration Project and Seminar

Required of elementary education majors, this course includes the completion of a project utilizing the findings of one's thesis from Edu 493. Also included is a discussion of the requirements of student teaching and the process of becoming state certified. One unit.

## 495-496. Teaching Practicum I and II—Elementary Education

## 497-498. Teaching Practicum I and II—Secondary Education

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. Pass/fail grading only. Prerequisite: approval by the teacher education program committee. Fifteen units total.

# Example Four Year Program: Early Childhood (P-5)

## Freshman

### Fall

Old Testament .....	3
The Christian Mind .....	2
English Composition .....	3
Microcomputer Applications .....	3
Fundamentals of Math .....	4
Concepts in P.E. ....	2

### Spring

New Testament .....	3
Social Science Elective .....	3
Introduction to Teaching .....	3
Perspectives in Science .....	4
Aerobics .....	1
Speech .....	2

## Sophomore

### Fall

Doctrine I .....	3
Cultural Heritage of West I .....	3
Educational Psychology .....	3
*Language .....	4
Developmental Psychology .....	4

### Spring

Doctrine II .....	3
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*\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.*

Cultural Heritage of West II .....	3
Art and Music in the Cultural Heritage of the West .....	2
Teaching in a Pluralistic Society .....	3
*Language .....	4
Linguistics Course .....	3

## Junior

### Fall

Global History .....	3
History and Philosophy of American Education .....	3
Teaching P.E. and Health in the Early Grades .....	2
Teaching Music in the Early Grades .....	2
Art for Children in the Early Grades .....	2
Education of Exceptional Children .....	3

### Spring

Global Trends .....	3
Christ and Culture Seminar .....	1
Intercultural Experience .....	1
Teaching Social Studies in the Early Grades .....	3
Teaching Science in the Early Grades ...	3
Literature for Children in the Early Grades .....	3
Senior Integration Paper .....	2

## Senior

### Fall

#### Block 1

Teaching Math in the Early Grades .....	3
Essentials of Instruction in the Early Grades .....	3
Senior Project and Seminar .....	1
Local school practicum	

#### Block 2

Teaching Reading in the Early Grades ..	3
Teaching Language Arts in the Early Grades .....	2
Local school practicum	

### Block 3

Organization and Management of the Early Grades .....	2
Educational Assessment .....	1
Local school practicum	
<b>Spring</b>	
Student Teaching Practicum I .....	7-1/2
Student Teaching Practicum II .....	7-1/2

## Example Four Year Program: Middle Grades (4-8)

## Freshman

### Fall

Old Testament .....	3
The Christian Mind .....	2
English Composition .....	3
Microcomputer Applications .....	3
Fundamentals of Math .....	4
Concepts in P.E. ....	2

### Spring

New Testament .....	3
Social Science Elective .....	3
Introduction to Teaching .....	3
Perspectives in Science .....	4
Aerobics .....	1
Speech .....	2

## Sophomore

### Fall

Doctrine I .....	3
Cultural Heritage of West I .....	3
*Language .....	4
Educational Psychology .....	3
Teaching in a Pluralistic Society .....	3

### Spring

Doctrine II .....	3
Cultural Heritage of West II .....	3
Art and Music in the Cultural Heritage of the West .....	2
*Language .....	4

Nature & Needs of the Early Adolescent Learner .....	3
Intercultural Experience .....	1

## Junior

### Fall

Global History .....	3
History and Philosophy of American Education .....	3
Education of Exceptional Children .....	3

### Spring

Global Trends .....	3
Christ and Culture Seminar .....	1
Teaching Social Studies in the Middle Grades .....	3
Teaching Science in the Middle Grades .....	3
Literature for Children in the Middle Grades .....	3
Senior Integration Paper .....	2

## Senior

### Fall

#### Block 1

Teaching Math in the Middle Grades .....	3
Essentials of Instruction in the Middle Grades .....	3
Senior Project and Seminar .....	1
Local school practicum	

#### Block 2

Teaching Reading in the Middle Grades .....	3
Teaching Language Arts in the Middle Grades .....	2
Local school practicum	

#### Block 3

Organization and Management of the Middle Grades .....	2
Educational Assessment .....	1
Local school practicum	

### Spring

Student Teaching Practicum I .....	7-1/2
Student Teaching Practicum II .....	7-1/2

\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.

\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.

## Engineering

### Dual Degree Program

Students in this program study for three years at Covenant before transferring to an approved engineering school. The dual degree program allows students to gain the benefits of the Christ-centered education offered by Covenant and the excellent scientific training available from a variety of universities and technical institutes, such as the Georgia Institute of Technology, the University of Missouri at Rolla, and Pennsylvania State University.

Students may request the approval of specific engineering schools by submitting their catalogs to the dual degree program director at Covenant. The program director will identify requirements that must be transferred back to Covenant to complete a Bachelor of Arts in Natural Science: Engineering while completing a Bachelor of Science in a variety of disciplines of engineering or mathematics. Admittance to or completion of the pre-engineering program at Covenant does not automatically guarantee admission to the approved engineering school. Each student must meet the transfer student admission requirements of the approved institution.

### 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, for the most part, those listed for baccalaureate degrees on page 26. Exceptions can be made depending on the particular requirements of the school to which a transfer is being planned for completion of the dual degree

program. For example, for Georgia Tech, the following exceptions should be made:

- Ics 130. Computer Programming Methodology (4 hours) is required.
- Laboratory science (4 hours) is not required;
- Four hours of humanities is required rather than three. (Eng 114. Introduction to Literature is recommended to fulfill the humanities requirement);
- Four hours of United States history are required (His 211,212, or 316);
- Four hours of American government are required.

#### 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
Phy 233. Modern Physics .....	4
Phy 321. Statics .....	3
Phy 322. Dynamics. ....	3
Phy 492. Senior Integration Project ...	2
Total .....	44

Students must complete at least 96 semester credits at Covenant with a grade-point average of 2.00 or higher.

Students attending institutions employing the quarter system should complete a minimum of 45 credit hours in their major science or engineering program with a minimum GPA of 3.0 on a 4-point scale.

Students attending institutions employing the semester system should complete a minimum of 30 credit hours in their major science or engineering program with a minimum GPA of 3.0 on a 4-point scale.

## 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. 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 Humanities Requirement 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).

## Requirements for Major in English

The core and distribution requirements for a major in English are those listed for baccalaureate degrees on page 26, with the exception that a course in art, music, or philosophy is required to fulfill the requirement for the humanities.

For English majors with a minor in another field, three units of English electives are required.

## Major and Supporting Course Requirements, 36-unit Major

Eng 201. Introduction to Literary Studies ..... 3  
 Eng 203. American Literature Beginnings to 1865 or Eng 204. American

Literature 1865 to 1965 or Eng 272.  
 The American Novel ..... 3  
 Eng 235. Introduction to Linguistics  
 or Eng 236. Grammar for Teachers .. 3  
 Any combination totaling 4 hours:  
 Eng 245. Journalism, Eng 302.  
 Creative Writing, Eng 304.  
 Advanced Composition, Eng. 305.  
 Practicum in Teaching Writing,  
 Eng 446. Practicum in Journalism .... 4  
 Eng 311. Chaucer, or Eng 318.  
 Renaissance, or Eng 331.  
 Restoration ..... 3  
 Eng 334. Romantic Movement, or  
 Eng 341. Victorian Poetry and Prose,  
 or Eng 352. Contemporary  
 Literature ..... 3  
 Eng 401. Special Topics ..... 3  
 Eng 418. Shakespeare ..... 3  
 Eng 492. Senior Integration Paper ..... 2  
 English elective ..... 9\*  
 Total ..... 36  
 Desirable electives for majors are  
 courses in history and philosophy. A  
 course in English history is strongly  
 recommended.

## Requirements for Minor in English

Eng 201. Introduction to Literary  
 Studies ..... 3  
 Choose two of the following:  
 245. Journalism, 302. Creative  
 Writing, 304. Advanced  
 Composition, 305. Practicum in  
 Teaching Writing, 446. Practicum  
 in Journalism ..... 4  
 Literature or linguistic electives ..... 9  
 Total ..... 16

## Requirements for Major in English with Georgia Secondary School Certification (grades 7-12)

Students interested in secondary level certification should consult with the chairman of the teacher education program.

*\*For English majors with a minor, 3 elective hours are required for a 30-hour major.*

## Program Objectives

It is expected that graduates of the English Education Program will:

1. apply a Christian worldview to the study of English, and to the teaching/learning of literature and language arts in particular;
2. demonstrate sufficient knowledge of literature and language arts to promote meaningful learning by adolescents;
3. demonstrate the ability to do literary analysis;
4. apply theories of adolescent development in order to promote meaningful learning;
5. apply knowledge and instructional skills that enhance meaningful learning of English and language arts by adolescents;
6. use educational technology for instruction and assessment;
7. apply formal and informal assessment strategies for ensuring continuous development of adolescent learners.

## Core Requirements

### Humanities

Bib 111 or 129. Old Testament ..... 3  
 Bib 142 or 148. New Testament ..... 3  
 Bib 277-278. Christian Doctrine ..... 6  
 Cor 225-226. Cultural Heritage  
 of the West I, II ..... 6  
 Cor 227. Art and Music in the Cultural  
 Heritage of the West ..... 2

### Social Science

Cor 100. The Christian Mind ..... 2  
 Cor 325. Global Trends for the 21st  
 Century ..... 3  
 His 325. Contemporary Global  
 History ..... 3  
 Social Science Elective ..... 3

### Math/Science

Laboratory Science ..... 4  
 Mathematics ..... 4

### Other

PE 151. Concepts in Physical  
 Education ..... 2  
 PE 152. Aerobics ..... 1  
 Eng 111. English Composition ..... 3  
 Cor 337. Intercultural Experience ..... 1  
 Cor 340. Christ and Culture Seminar .. 1



# English

*Foreign Language I, II .....	8
Ics 121. Microcomputer Applications .....	3
Core requirements subtotal .....	58

## Teaching Field

Eng 266. Reading Film .....	3
Eng 201. Introduction to Literary Studies .....	3
Eng 203. or 204. American Literature or Eng 272. The American Novel .....	3
Eng 236. Grammar for Teachers .....	3
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 .....	3
Edu 316. Teaching of Reading in the Middle Grades. ....	3
Eng 334. British Romanticism or Eng 341. Victorian Poetry and Prose or Eng 352. Contemporary Literature .....	3
Eng 380. Modern Literary Criticism or Non-Western Literature or Eng 272. The American Novel .....	3
Eng 401. Special Topics in English .....	3
Eng 418. Shakespeare. ....	3
Eng 492. Senior Integration Paper .....	2
Teaching field subtotal .....	36

## Professional Education

Edu 221. Introduction to Teaching .....	3
Edu 222. Educational Psychology .....	3
Edu 234. Teaching in a Pluralistic Society .....	3
Edu 322. Nature and Needs of the Early Adolescent Learner .....	3
Edu 340. Curriculum & Methods in Secondary School .....	3
Edu 361. Education of Exceptional Children .....	3
Edu 370. History & Philosophy of American Education .....	3
Edu 410. Educational Assessment .....	1
Edu 497-498 Teaching Practicum —Secondary .....	15
Professional education subtotal .....	37
<b>Grand total .....</b>	<b>132</b>

*\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.*

## English Courses

## Writing and Speech Courses

### 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 Writing again. Those whose writing is now considered acceptable will be able to enroll in Eng 111. No units of credit toward graduation. Only offered on a credit/no credit basis.

### 111. English Composition

The students' goal in this course is to learn to write effective expository prose. The course will focus on the writing process, including building a fund of ideas, learning how to organize thought, writing and re-writing, analyzing and evaluating, and sharing writing. Students will gain proficiency in the writing of sentences, paragraphs and essays. Must be completed during the first year at Covenant. Three 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 rhetori-

cal principles and practice in delivering speeches. Two units.

### 302. Creative Writing

A course in various forms of nonexpository composition, especially poetry. Prerequisite: Eng 111. 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. Prerequisite: Eng 111. Two units.

### 305. Practicum in Teaching Writing

A course in the analysis of prose composition and a study of methods of teaching the writing process. Students meet one hour a week for class discussion, and, in addition, work three hours per week as peer tutors in the Writing Center. This course may be taken twice to meet the writing distribution requirement for English majors and may be taken up to four times for credit. Prerequisite: recommendation of a faculty member and the permission of the instructor. One unit.

### 446. Practicum in Journalism

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

## Language and Literature Courses

### 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. Three 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. Prerequisite: Eng 111. Three units.

### 203/343. American Literature: Beginnings to 1865

This course will broaden students' knowledge of poetry and prose from colonial times through the first great flowering of American literature in the mid-nineteenth century. Special attention will be given to the American sources of the great nineteenth-century writers, to the works of Douglass, Emerson, Poe, Thoreau, Dickinson and Whitman, and to the short fiction of Hawthorne and Melville. Three units.

### 204/344. American Literature: 1865 to 1965

This course will broaden students' knowledge of American poetry and prose when it became one of the most important literary traditions of the world. Particular attention will be paid to the rise of literary modernism, imagism in poetry, and realism and naturalism in fiction. Connections with themes established in the earlier period will be explored. Three 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. Three 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.). Three units.

### 220. Modern and Contemporary Drama

A study of European, English and American masterpieces of drama from Ibsen to the present and the movements they represent. Three 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. Three units.

### 236. Grammar for Teachers

This course will focus exclusively on current theories of the syntax of English. Students will acquire specific knowledge of two or three current explanations of English syntax. They will apply these competing theories to different teaching situations, learning how to choose which theories would best meet the needs of students at different ages. Three units.

### 266. Reading Film

This course will explore the nature of film as a medium, of cinema as a language, and of the motion picture as a force in modern culture. In studying the history of the medium, the class will discuss the development of photographic technology, of cinematic language, of various genres, and of artistic schools. These ideas will be demon-

strated in studying the films of directors like Griffith, Eisenstein, Chaplin, Renoir, Welles, Rossellini, Fellini, Bergman, Antonioni, and Hitchcock. Three units.

### 272. The American Novel

This course will broaden students' knowledge of the American novel through various periods of the American literary tradition: gothicism, romanticism, realism, naturalism, modernism, and metafiction. Students will study works by authors such as Cooper, Hawthorne, Melville, Twain, James, Dreiser, Cather, Hemingway, Hurston, Faulkner, Fitzgerald, Ellison. Three units.

### 275. Twentieth-Century African-American Fiction

A study of African-American fiction of the twentieth century, with an emphasis on close reading of prominent texts of the Harlem Renaissance and contemporary authors. Attention will be given to historical, cultural, social and gender issues. Three units.

### 299. Special Topics in English

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. Three units.

### 308. The British 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, 204, 272 or permission of the instructor. Three 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, 204, 272 or permission of the instructor. Three units.

# Finance

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## **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, 204, 272 or permission of the instructor. Three units.

## **331. The Restoration and Eighteenth Century**

A study of major British writers from 1660 and 1790 with special attention to satire and the rise of the novel. Prerequisite: Eng 114, 201, 203, 204, 272 or permission of the instructor. Three units.

## **334. British Romanticism**

A study emphasizing the English Romantic writers from Blake to Keats. Prerequisite: Eng 114, 201, 203, 204, 272 or permission of the instructor. Three 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, 204, 272 or permission of the instructor. Three units.

## **343. American Literature: Beginnings to 1865**

The same course as Eng 203, but with additional assignments for upper-division credit. Prerequisite: Eng 201 or permission of the instructor. Three units.

## **344. American Literature: 1865-1945**

The same course as Eng 204, but with additional assignments for upper-division credit. Prerequisite: Eng 201, or permission of the instructor. Three 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, 204, 272 or permission of the instructor. Three 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. Prerequisite for elementary education P-5 majors: Edu 212, 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. Prerequisite for elementary education 4-8 majors: Edu 212, 222. Three units.

## **380. Modern Literary Criticism**

A survey of various twentieth-century schools of literary criticism and theories of reading. But some of the following theories will be discussed: structuralism, reader-response criticism, feminist criticism, deconstructionism, new historicism. Rather than attempting a broad survey, the course will expose students to two or three schools of criticism in greater depth. Students will practice each critical method and develop a Christian critique of it. Junior or senior English majors, or others with permission of the instructor. 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**

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. Three units.

## **418. Shakespeare**

A study of Shakespeare's dramatic and literary art. Prerequisite: Eng 114, 201, 203, 204, 272 or permission of the instructor. Three units.

## **492. Senior Integration Paper 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.

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# Finance

See Business and Economics.

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## Foreign Language

### Department Goals

To aid students in:

1. gaining 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.

### Graduation Requirement in Language

The options for fulfilling the language requirement are indicated in the description of the core curriculum on page 26. The language requirements for specific major programs should be checked with the department involved. International students for whom English is a second language are exempt from the foreign language graduation requirement.

### Requirements for Minor in French

Upper division French electives ..... 12

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### Requirements for Minor in Spanish

Upper division Spanish electives ..... 12

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### French Courses

All students who have already begun French in high school and who wish to fulfill the foreign language graduation requirement by taking 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. Aspects of French culture will also be explored. Laboratory fee \$10 (\$5 each semester). Four units each.

#### 263-264. Intermediate French

Continued development of skills in speaking, understanding, reading, and writing French through an extensive study of grammar, selected readings, conversational practice, vocabulary development, and the writing of simple compositions. Aspects of French culture will also be explored. Three units each.

#### 331. Advanced French Grammar and Composition

A study of fine points of grammar with extensive written practice, including the writing of essays, 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 of both a journalistic and a literary nature. Prerequisite: 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 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.

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### German Courses

#### 171-172. Elementary German

An introduction to the German language with extensive practice in pronunciation, simple conversation, aural comprehension, fundamentals of grammar, and reading short passages. Basic sentence patterns and grammatical principles will be reinforced through a great many oral and written activities and exercises. Aspects of German culture will also be explored. Laboratory fee \$10 (\$5 each semester). Four units each.

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### Greek Courses

#### 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. Four units each.

#### 277-278. Intermediate Greek

Continued study of New Testament Greek. Emphasis is placed on vocabulary and syntax. Three units each.



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## Hebrew Courses

### 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. Four units each.

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## Spanish Courses

All students who have already begun Spanish in high school and who wish to fulfill the foreign language graduation requirement by taking 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. Aspects of Hispanic culture will also be explored. Laboratory fee \$10 (\$5 each semester). Four units each.

### 281-282. Intermediate Spanish

Continued development of skills in speaking, understanding, reading, and writing Spanish through an extensive study of grammar, selected readings, conversational practice, vocabulary development, and the writing of simple compositions. Aspects of Hispanic culture will also be explored. Prerequisite: Spanish 179, 180 or equivalent. Three units each.

### 351. Advanced Spanish Grammar and Composition

A study of fine points of grammar with extensive written practice, including the writing of essays, 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 conversation and vocabulary practice on a wide variety of topics, correlated with readings of both a journalistic and a literary nature. Prerequisite: 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 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.

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## French

See Foreign Language.

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## German

See Foreign Language.

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## Greek

See Foreign Language.

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## Health Professions

See Natural Science: Requirements for Associate of Arts Degree in Basic Health Sciences; Pre-Medical Studies; Pre-Nursing Studies

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## Hebrew

See Foreign Language.

## Historical Studies

### Department Goals

The historical studies department believes that human culture is fundamentally an outworking of worldview commitments expressed in a pattern of ideas, beliefs, and values as embodied in a particular institutional system. The department 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, redemption and consummation form a larger meaning framework 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 in developing a deeper understanding of certain aspects of the past and in thinking critically about the issues and problems of teaching and writing history as Christians. To that end historiography, Senior Seminar in History and the Senior Integration Paper are required for Historical Studies 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 page 26.

Nine hours of advanced placement credit will be accepted toward the history major, three toward a minor. If 200 level major or minor requirements are fulfilled by advanced placement credit, the student must take the equivalent number of hours in his/her upper division electives in that American or European subfield. For example, a student who brings advanced placement credit for His 211 U.S. History to 1877 must take one of his/her upper division electives in United States history. Additional elective hours will be credited as non-major electives toward the graduation requirement.

### Major and Supporting Course Requirements

His 211-212. History of the United States .....	6
His 214. Age of Europe, 1400-1871 ....	3
His 328. Developing World .....	3
His 300. Historiography .....	3
His 491. Senior Seminar in History ....	3
His 492. Senior Integration Paper .....	3
Upper Division History Electives .....	18
Total .....	39*

### Requirements for Minor in Historical Studies

His 211. History of the United States to 1877 or His 212. History of the United States Since 1877 .....	3
His 214. Age of Europe, 1400-1871 ....	3
Upper Division History Electives .....	9
Total .....	15

*\*If a student brings advanced placement credit or transfer credit for His 211 or His 212, the student must take His 298 and/or His 299 to fulfill the requirement for the history major.*

### 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.

History education students with advanced placement credit or transfer credit for His 211 or His 212 must take His 298 and/or his 299 to fulfill the requirements for the history major.

### Program Objectives

It is expected that graduates of the Social Science Education (History) Program will:

1. apply a Christian worldview to historical studies, and to the teaching/learning of history in particular;
2. demonstrate sufficient knowledge of history to promote meaningful learning by adolescents;
3. demonstrate the ability to do historical research;
4. apply theories of adolescent development in order to promote meaningful learning;
5. apply knowledge and instructional skills that enhance meaningful learning of history to adolescents;
6. use educational technology for instruction and assessment;
7. apply formal and informal assessment strategies for ensuring continuous development of adolescent learners.

### Core Requirements

#### Humanities

Bib 111. or 129. Old Testament .....	3
Bib 142. or 148. New Testament .....	3
Bib 277-278. Christian Doctrine .....	6
Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and Music in the Cultural Heritage of the West .....	2
Humanities elective .....	3

#### Social Science

Cor 100. The Christian Mind .....	2
Cor 325. Global Trends for the 21st Century .....	3
His 325. Contemporary Global History .....	3
Social Science Elective .....	3

# Historical Studies

## Math/Science

Laboratory Science .....	4
Mathematics .....	4

## Other

Cor 337. Intercultural Experience .....	1
Cor 340. Christ and Culture Seminar .....	1
Eng 111. English Composition .....	3
Eng 252. Speech .....	2
*Foreign Language I, II .....	8
Ics 121. Microcomputer Applications .....	3
PE 151. Concepts in Physical Education .....	2
PE 152. Aerobics .....	1
Core requirements subtotal .....	63

## Teaching Field

His 211. United States History to 1877 .....	3
His 212. United States History Since 1877 (211 or 212 must include Georgia History) .....	3
His 214. Age of Europe, 1400-1871 ....	3
His 300. Historiography .....	3
His 303. Ancient Greece and Rome ....	3
His 304. Medieval Civilization .....	3
His 328. Developing World or His 322. History of Modern China and Japan or His 327. History of South Africa or His 331. Islamic Civilization to 1800 or His 332. Modern Middle East or His 372. Modern Africa .....	3
His 492. Senior Integration Paper .....	3
Courses in political science or economics .....	6
Teaching field subtotal .....	29

## Professional Education

Edu 221. Introduction to Teaching .....	3
Edu 222. Educational Psychology .....	3
Edu 234. Teaching in a Pluralistic Society .....	3
Edu 322. Nature and Needs of the Early Adolescent Learner .....	3
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 410. Educational Assessment .....	1
Edu 423. Teaching Social Studies in the Middle Grades .....	3
Edu 497-498. Teaching Practicum—Secondary .....	15
Professional education subtotal .....	40
<b>Grand total .....</b>	<b>134</b>

## Historical Studies Courses

### 211, 212. History of the United States

A synthesis of the political, diplomatic, social, cultural, and religious phases of American life. First semester to 1877; second semester since 1877. This course is designed as a general survey course which emphasizes an interpretive approach. Open to freshmen. 211 D or 212 D includes Georgia history for history education students. Three units each semester.

### 214. Age of Europe, 1400-1871

A survey of the growth and expansion of the European state system as it emerged from the Middle Ages and reached the point of imperial expansion with the unification of Germany. Special attention is given to the ideas and values that emerged with the Renaissance, Reformation, Enlightenment and the French Revolution and their relative impact in shaping European society and to the structural changes involved in the rise of the nation state system and the impact of the industrial revolution. Three units.

### 298. Readings in U.S. History to 1877

Required for history majors who bring advanced placement credit or transfer credit for His 211 or His 211D. One unit.

### 299. Readings in U.S. History since 1877

Required for history majors who bring advanced placement credit or transfer credit for His 212 or His 212 D One unit.

### 300. Historiography

A course designed for historical studies majors in their junior year. The course

involves readings and discussions of the issues and problems associated with the study and writing of history. Special attention is given to the issues involved in a Christian interpretation of history and to the writings of both Christian and non-Christian authors. This course both reflects back to courses already taken and prepares the history major for the writing of the Senior Integration Project. Required of all historical studies majors. Prerequisite: history major or minor or permission of the instructor. Spring semester. Three units.

### 302. England in the Tudor-Stuart Period, 1485-1688.

A survey of the two centuries of English history in which this nation passed through two dynastic changes, emerged as a nation-state, experienced both Renaissance and Reformation, witnessed the flowering of its literature, and asserted itself as a major sea power. Prerequisite His 214. Three 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. Three 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. Three 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. Three units.

*\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.*

## **306. History of the Early Church**

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 325 or permission of the instructor. Three 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 325 or permission of the instructor. Three 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 by the Biblical Studies Department as 383. Offered also as a correspondence course. Three units.

## **314. America in the Revolutionary Age**

A study of late colonial America from the early 1700s through the Revolution and the establishment of the new government under the Constitution. Specific attention will be given to the ideological, economic, political and religious origins of the Revolu-

tion. Prerequisite: His 211 or permission of the instructor. Three units.

## **316. Recent American History: 1960s**

An in-depth study of the "long decade" of the 1960s in the history of the United States. The course will focus on social, cultural, diplomatic, political, and economic forces from the mid-1950s to the early 1970s that helped shape modern American society. Three units.

## **317. The American Civil War Era**

A course which will focus on sectionalism, slavery, the Civil War, and Reconstruction during the mid-nineteenth century. An important focus of this course will be on the political, social, and cultural issues that led to the war. Prerequisite: His 211 or permission of the instructor. Three units.

## **318. Studies in U.S. Constitutional History**

A study of the origins of the Constitution with special attention given to the constitutional convention, body of the Constitution, amendments and significant court decisions which interpret the Constitution. Three units.

## **322. History of Modern China and Japan**

A survey of the history of China and Japan since 1800. Consideration will be given to political, diplomatic, social and economic transformations in both countries with a particular emphasis on the interchange between China and Japan and Western civilization. Three units.

## **325. Contemporary Global History**

A study of the emergence and character of the forces and changes that created a global, interdependent world in the twentieth century. Special attention is given to the impact of industrialization and imperialism in creating that global world and to the various ways in which developed and developing nations and cultures responded to those changes. The impact of two world wars and the role of global ideologies are highlighted. The collateral readings and essay focus on non-western cultures and nations. Three units.

## **327. History of South Africa**

An historical study of the southern regions of Africa from the age prior to the first Dutch settlement in 1652 through the dissolution of Apartheid in the early 1990s. The course explores the diversity of indigenous people groups in southern Africa, the nature and growth of European settlements in Africa, and the modern struggle for political power in South Africa. Close attention will be paid to the Afrikaner ideology of Baaskap, the political implementation of Apartheid and the long history of black resistance. Three units.

## **328. Developing World Since 1945**

An exploration of post-WWII events and trends in regions collectively known as the "developing world": Africa, the Middle East, Latin America, and significant portions of Asia. In addition to internal concerns such as ethnic rivalry and political volatility, the course also considers the emergence of complex socio-economic relationships between "developing" and "developed" nations. A significant component of the course will be the discussion and analysis of current global events. Prerequisite: History 325. Three units.

## **330. American Environmental History**

A survey of the environment's influence on humans and their institutions and the impact of humans and their institutions on the environment over the course of American history. The course will focus on key themes in American environmental history. Three units.

## **331. Islamic Civilization to 1800**

A study of peoples and nations around the Arabian Peninsula and across North Africa from the age of the prophet Muhammad through the age of Napoleon. Special consideration is given to the role of Islam in creating a distinct and enduring way of life. Three units.

## **332. Modern Middle East**

A study of the modern Middle East focusing on the influence of Islam, oil and Israel on the Arab world since 1800. Topics to be studied in depth include imperialism and nationalism; problems of modernization



# Historical Studies

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and development; the Arab-Israeli conflict; the global politics of oil; the Iranian revolution; and Islamic revivalism. Three units.

### **335. The European Enlightenment**

Modernity is a complex intellectual historical issue among scholars. This course will attempt to understand some of the traits of modernity by examining major historiographical interpretations of the European Enlightenment as a social, political, religious, philosophical, and intellectual movement. Three units.

### **336. Darwin**

The main purpose of this course is to understand the utilitarian and Victorian worldviews of nineteenth century England. Using Charles Darwin's autobiography and his diary, the student will reconstruct the utilitarian worldview of Darwin. The student is also responsible to understand how that worldview fits into the natural religion and political theory of Victorian England. Three units.

### **339. Renaissance and Reformation**

The course will examine Europe in the 14<sup>th</sup> through 16<sup>th</sup> centuries in which there occurred simultaneously three great movements: the cultural and literary Renaissance emanating from Italy, the European reconnaissance of the world's oceans pioneered by Portugal and Spain, and the Reformation of the Christian religion sparked by the Lutheran movement. Emphasis will be placed on the social setting common to all. Prerequisite: History 214. Three units

### **340. America's Global Relations in the 20th Century**

A study of the history of U.S. international relations with emphasis on the twentieth century. Attention will be given to the foundations of the ideology of U.S. foreign policy, to the variety of influences that shape American policy, and to the president's role in managing foreign policy. Prerequisite: His 212 or permission of the instructor. Three units.

### **341. American Religious History**

A survey of religious ideas, peoples, and traditions through American history. Attention is given to the role of religion in America and its historical relationship to politics and culture. While the development of Christianity is observed, its varied responses to religious diversity in American life is of special concern. Another important theme is the emergence and significance of civil religion in America. Three units.

### **342. The Evangelical Tradition in America (Cross listed as Bib 387)**

See Bib 387

### **349. American Urban History**

A study of the development of urban America since the colonial period, with particular emphasis on the history of the city since the late nineteenth century. The course will focus on how and why urbanization developed and how it increasingly influenced the structure of the American nation. Themes of race, ethnicity, class, industrialization, poverty, popular culture, leisure, work, and politics will be considered in an effort to understand the societal changes which develop from the growth of urbanization in the United States. Three units.

### **350. Summer Reading Seminar**

Guided readings in historical topics. 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. Three units.

### **371. 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.

### **372. Modern Africa**

An overview of the African continent since 1800 that considers many of its important physical, political, and cultural dimensions. Special consideration is given to the impact of Europe and the United States on African peoples, dimensions of European colonial rule, patterns of indigenous response to colonization, Western images and perceptions of African peoples, and the role Africa has played in shaping the modern world. Three units.

### **390. Special Topics**

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

### **398. North American Indians in American History**

An overview of the interaction between North American Indian cultures and Euro-American cultures over the last five hundred years of American history. The course focuses on key themes including cultural interaction, government policy, missionary efforts and Indian response, and the efforts of American Indians to maintain self-determination and sovereignty over the five hundred year period of interaction with Euro-American culture. Prerequisite: History 211 or His 212 or permission of the instructor. Three units.

### **400. Independent Study**

Independent study in history may be pursued by qualified students in accordance with established guidelines. See page 31.

### **401. Studies in U. S. History**

Advanced studies in a selected topic in American History. This course is conducted

as a seminar with a limited enrollment and consists of extensive reading accompanied by written and oral presentations by the student. Prerequisites: His 211 and His 212 and permission of the instructor. Three units.

### 409. Seminar in Modern History

Study of topics in modern history. Normally this course involves considerable student participation through papers, reports, and discussions. Prerequisite: His 325 and eight hours of upper level history courses, or permission of the instructor. Three units.

### 491. Senior Seminar in History

The seminar seeks to help the student accomplish two things: (1) discussion and application of principles of historical writing, interpretation and research by the study of historians' works, and (2) the production of the first draft of their senior integration paper. Procedure will emphasize presentation to classmates and mutual encouragement and critique. Required of all history majors in the fall semester of their senior year. Three units.

### 492. Senior Integration Paper in History

See page 27.

### Also offered as correspondence courses:

303. Three units.

311. Three units are required for a 34 hour major.

## Information and Computer Sciences

### 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 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 a variety of computing 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. Many students express interest 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.

### Requirements for Major in Computer Science

The core and distribution requirements for a major in computer science are those listed for baccalaureate degrees on page 26, with the exception that the microcomputer applications course (2 hours) is not required.

### Major Course Requirements

Ics 130. Computer Programming Methodology .....	4
Ics 150. Advanced Programming Methodology .....	4
Ics 245. 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 & Algorithms .....	4
Ics 492. Senior Integration Seminar and Paper .....	4
Sta 251. Statistical Methods .....	4
Total .....	44

### Recommended Cognate Courses\*

Mat 145. Calculus I .....	4
Mat 146. Calculus II .....	4
Mat 247. Calculus III .....	4
Mat 348. Differential Equations .....	4
Total .....	16

### Requirements for Minor in Computer Science and Information Systems

Ics 130. Computer Programming Methodology .....	4
Ics 150. Advanced Programming Methodology .....	4
Ics 240. Info. Systems for Management .....	4
Ics 245. Systems Analysis .....	4
Ics 375. Software Engineering .....	4
Total .....	20

\*Courses in departments other than mathematics may be approved by the Information Science Department.

## Information and Computer Sciences Courses

### **121. Microcomputer Applications: Technology, Literacy and Competency**

This course provides a general overview of technology, computing, and proficiency in the use of microcomputer applications. The course develops a model for the consideration of technology from a Christian perspective. This model includes the examination of technology in general as well as a consideration of ethical issues in computing. A survey of the content of the computing disciplines is also provided along with the development of skills in Microsoft Word, Excel, and Powerpoint. Students may transfer an approved course of similar content but all students will be required to take the Christian perspective on technology portion of the course. There is no proficiency examination for the course. Three units.

### **122. Quantitative Microcomputing**

This course provides an overview of spreadsheet microcomputing, with extensive lab work in Microsoft Excel. Other quantitative tools will be described but not extensively explored in this course. Exercises will be constructed to parallel applications in the various disciplines, such as business, psychology, and engineering. Prerequisite: Ics 121. Two 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 and object-oriented programming methodology, flowcharting, pseudocode, data types, selection, iteration, and arrays. Elementary file structures are also examined. Algorithm development in the course will

be implemented in the Java programming language. This course is rigorous. Students enrolling should be fully committed to the development of computer programming skills. 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. 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. Four units.

### **240. Information Systems for Management**

This course examines the role of information systems technology in today's business world. The course is designed for business majors and information and computer majors interested in developing a basic understanding of the application of computer technology in the business environment. The course addresses the role of information in the business environment; the techniques of information problem identification and analysis; the tools and techniques of structured systems analysis; and overviews of software, hardware and telecommunications systems currently in use. Investigation, analysis, writing, and presentation skills will be developed. Four units.

### **245. Systems Analysis**

An introduction to systems, concepts, and the basic tools of systems analysis. Topics include human decision making, project planning and control, philosophical founda-

tions, and selected applications of systems techniques. Data flow diagramming will be included as an analysis technique. Prerequisite: Ics 130, 150. Four units.

### **250. Introduction to Computer Organization**

This course is an introduction to computer organization with an emphasis upon viewing the computer in a hierarchical fashion, with virtual machines built on top of the features of lower level virtual machines. There will be an emphasis upon interactions among hardware, software, firmware, and operating systems. The basic organization of a computer—its central processing unit, memory, and input/output devices all tied together by a system bus—will be learned in theory, and that theory will be applied in practice to understanding the more important computer architectures of today. Students will also learn to program in C/C++, with those languages being used as a means of communicating many of the ideas in the course.

### **300. Database 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 computing network. Prerequisite: Ics 130, 150, 245. 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 and UNIX, as well as recently introduced operating systems. Prerequisite: Ics 250. Four units.

### **350. Programming Languages**

A survey of the significant features of existing and experimental programming languages with particular emphasis on gram-

mars, syntax, semantics, notation, parsing, and storage arrangements. Selected examples of general purpose and special purpose languages are studied. Prerequisite: Ics 130, 150, 245, 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. A group project consists 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. Prerequisite: Ics 130, 150; Mat 251, and junior or senior status. Four units.

### 400. Data Structures and Algorithms

This course provides an in-depth study of data structure methods. Using Ics 150 as a foundation, the course makes an in-depth 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 is Ada. Prerequisite: Ics 130, 150, 250. Four units.

### 450. Special Topics

A course offered on a subject of particular interest but unlisted as a regular course offering. The course is open to appropriate students by class standing, background, or interest, depending on the topics. 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, the Internet neural networks, parallel processing, expert systems, object oriented programming, and computer graphics. Prerequisites and credits will vary.

### 492. Senior Integration Seminar and Paper

This course is divided into two parts. The first part is a two-hour seminar on computer science and a Christian worldview. 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. Four units.

the same in-depth grasp of a discipline that choice of a major in a single field would.

## Acceptance into the Major

Each student seeking a major in interdisciplinary studies must complete the application form, which can be obtained from the chairperson of the Interdisciplinary Studies Department. The application form will include a clear statement of the student's goals and 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.

# 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. Interdisciplinary studies employs a holistic approach that consciously applies a methodology from more than one discipline (integration) to examine a person's work, central theme, issue, problem, topic, or experience. 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 two academic disciplines, it will not give

## Requirements for Major in Interdisciplinary Studies

The core and distribution requirements for a major in interdisciplinary studies are those listed for baccalaureate degrees on page 26.

### Major and Supporting Course Requirements

A combined minimum of 45 units outlined below:

- Ids 204. Introduction to Interdisciplinary Studies ..... 1
- Ids 492. Senior Integration Paper ..... 2

A minimum of 12 non-core units must be earned from Ids prefix courses or other courses approved by the Ids faculty.

A minimum of 30 units must be earned in two disciplines. This includes 15 non-core units in each chosen discipline. At least 12 of the 30 units must be 300 level or higher. Each discipline has its own requirements as listed below. The student must fulfill the



# Interdisciplinary Studies

requirements of each chosen discipline. One or two of the disciplines are to be chosen from the following:

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

A second discipline may be chosen from the following:

- Art
- Physical Education
- Spanish
- Youth Ministry

## Course Requirements for each Discipline:

### Accounting

- 201. Principles of Accounting I ..... 3
- 202. Principles of Accounting II ..... 3
- 301. Intermediate Accounting I ..... 3
- 302. Intermediate Accounting II ..... 3
- 305. Cost Accounting ..... 3

### Art

- 301. Art History I ..... 3
- 302. Art History II ..... 3
- Art electives ..... 6  
(excluding Art 111. Introduction to Art)

### Biblical Studies

- 372. Hermeneutics ..... 3
- 371. Ethics or 376. Apologetics ..... 3
- Bible "book study" course ..... 3
- Mission elective ..... 3

### Biology

- 111. General Biology ..... 4
- 112. General biology ..... 4
- Biology elective ..... 4

### Business

- 300. Principles of Management ..... 3
- Business electives ..... 9  
(Bus. prefix courses only)

### Chemistry

- Presupposes H.S. Algebra/Chemistry
- 121. General Chemistry ..... 4
- 122. General Chemistry ..... 4
- Chemistry elective (Che 225 or above) ..... 8

### Economics

- 201. Principles of Macroeconomics ..... 3
- 202. Principles of Microeconomics ..... 3
- Economic electives ..... 3
- Upper division economics electives ..... 3

### Education

- 221. Introduction to Teaching ..... 3
- 222. Educational Psychology ..... 3
- 370. History and Philosophy of American Education ..... 3
- Education elective ..... 3

### English

- 201. Introduction to Literary Studies ... 3
- English electives ..... 9  
(department will direct the student concerning final 9 units)

### History

- 212. United States History Since 1877. 3
- 214. Age of Europe ..... 3
- Upper division history electives ..... 6

### Mathematics

- 145. Calculus I ..... 4
- 146. Calculus II ..... 4
- 247. Calculus III ..... 4
- 348. Differential Equations ..... 4  
(if calculus was taken in high school or at another institution, then Calculus I would not be required)

### Missions

- 201. Introduction to Missions or 202. Theology of Missions ..... 3
- 302. World Religions or 303. Modern Religious Cults ..... 3
- Missions elective ..... 3
- Biblical Studies elective ..... 3

### Music

- 161. Music Theory I ..... 3
- 162. Music Theory II ..... 3
- Applied Music, 2 semesters ..... 4
- Ensemble, 2 semesters ..... 2

### Philosophy

- 101. Introduction to Philosophy ..... 3
- Two of 201, 202 or 203. History of Philosophy I, II, III ..... 6
- Philosophy elective ..... 3

### Physical Education

- 211. History and Principles of P.E. or 212. Methods, Materials and

### Measurement in Physical

- Education ..... 3
- 313. Critical Health Issues or 328. First Aid/Prevention and Treatment of Athletic Injuries ..... 3
- 335. PE in the Early Grades or 336. PE in the Middle Grades or 460. Principles in Coaching ..... 3
- PE electives ..... 3  
(can include courses listed above)

### Physics

- 231. General Physics ..... 4
- 232. General Physics ..... 4
- 233. Modern Physics ..... 4  
(calculus as a prerequisite)

### Psychology

- 100. General Psychology or 101. Advanced General Psychology ... 4 or 2
- 220. Christian Issues in Psychology ..... 2
- Psychology electives ..... 6 or 8  
(consult the Psychology Department)

### Sociology

- 141. Principles of Sociology ..... 3
- Sociology electives ..... 9  
(consult the Sociology Department)

### Spanish

- 281. Intermediate Spanish ..... 4
- 282. Intermediate Spanish ..... 4
- Upper division Spanish elective ..... 6

### Youth Ministry

- 211. Introduction to Relational Youth Ministry ..... 3
- 212. Relational Youth Ministry Skills ..... 3
- 213. Team Relational Youth Ministry I ..... 3
- 214. Team Relational Youth Ministry II ..... 3

## Interdisciplinary Studies Courses

### 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 students' allegiance. Two units.

## **204. Introduction to Interdisciplinary Studies**

This course will introduce the student to the nature of an academic discipline and will explore the integration of faith and learning in selected interdisciplinary studies. Research methods and theoretical approaches used in current interdisciplinary studies will be examined as a prolegomena to the Ids Senior Integration Project (Ids 492). One unit.

## **205. The Church and Social Concern**

A biblical, theological, and historical survey of the church's response to social problems. Specific emphasis will be given to assessing the nature and extent of the church's responsibility for addressing the varied dimensions of poverty. The course will include a strongly practical dimension where students, as members of Christ's body, will identify specific approaches to personal application. Three units.

## **210. Special Topics in Interdisciplinary Studies**

This course offers opportunities for study in various topics of an interdisciplinary nature. These may be short-term courses offered during the semester or during the summer term. Topics will be decided by the faculty member as the need and interest arise.

## **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.

## **310G. Darwin**

The main purpose of this course is to understand the Utilitarian and Victorian worldviews which dominated 19th century England. Using Darwin's autobiography and his diary, the student will have to reconstruct the utilitarian worldview of Darwin when he departed on a circumglobal voyage of the Beagle. Once the student understands the utilitarian worldview, then the student is responsible to understand how it fits into the natural religion and political theory in Victorian England. Three units. This course is also offered as electives in the history department (His 390) and for the philosophy and religion major Three units.

## **315. Religions and Social Theory of 19th Century Europe**

By the mid-19th century in Germany, there arose a sharp distinction between the methodology of the natural sciences and the human sciences. The human sciences maintained that they could not take their cue from the natural sciences which searched for general laws to explain phenomena. Rather, the human sciences wished to grasp the individual and unique features of socio-cultural and historical phenomena. However, by what method does one come to interpret human action? Notable German scholars presented the method of inner human understanding (*Verstehen*). Hence, the purpose of this course will be to unfold the method of inner human understanding in the context of theology, language, history, philology, human sciences, phenomenology, existentialism, and anthropology. Three units. This course is also offered as an elective for the philosophy and religion major and an interdisciplinary studies sociology concentration. Three units.

## **320. Understanding the Times:**

**Contemporary Worldviews in Conflict**  
The course acquaints students with the need for worldview thinking, with four worldviews of particular influence in the late twentieth and the coming twenty-first centuries (Marxism/Leninism, Secular hu-

manism, New Age or Cosmic Humanism, and biblical Christianity) and with the worldviews' implications for each of ten academic fields: theology, philosophy, ethics, biology, psychology, sociology, law, politics, economics, and history. Following the textbook, the course allows proponents of the competing views to describe and defend them; students are encouraged to think critically for themselves about evidences and arguments for and against the views. Important goals include developing critical thinking abilities, increasing understanding of competing worldviews and their implications, and heightened ability to explain and defend the Christian worldview and its implications. Three units.

## **335. The Enlightenment**

Modernity is a complex intellectual historical issue among scholars. This course will attempt to understand some of the traits of modernity by examining major historiographical interpretations of the European Enlightenment as a social, political, religious, philosophical, and intellectual movement. Three units. This course is also offered as electives in the history department (four units; HIS 390B) and for the philosophy and religion major Three units.

## **371. 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.

## **372. 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 Afri-

## Law/Maclellan Scholars Program/Marketing

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cans," hosted by Dr. Ali A. Mazrui. Three units.

### **399. Independent Study**

See page 31 for requirements.

### **400. Special Topics**

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

### **401. Philosophy of Culture**

See Organizational Management program.

### **492. Senior Integration Paper in Interdisciplinary Studies**

See page 27.

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## Law

See Pre-Law Studies.

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## Maclellan Scholars Program

The Maclellan Scholars Program offers courses designed to stimulate the thinking and develop the skills of potential Christian leaders. Students planning to enroll in a four-year program at Covenant College or

in the college's dual-degree program with Georgia Institute of Technology are eligible to be selected as Maclellan Scholars. 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.

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## Maclellan Scholars Courses

### **MSP 141-142. The Character of Leadership I, II**

A two-semester study of important characteristics of effective leaders, both in theory and in the lives of great leaders throughout history. Pass-fail. Fall semester, two units; spring semester, one unit.

### **MSP 251. Introduction to Rhetoric**

A one-semester study and practice of oral and written rhetoric based on issues that are raised in the cultural heritage course. The class emphasizes making presentations and discussion skills; class participation is a primary basis for evaluation. Faculty members teaching Cultural Heritage share in the teaching. Students must be enrolled concurrently in COR 225. Required of sophomore Maclellan Scholars; open to others with permission of the instructor up to a total of 18 students. This course when taken with MSP 252 may be used to fulfill the core requirement in speech. Prerequisite: MSP 141, 142. One unit. Fall semester.

### **MSP 252. Applied Rhetoric**

A one-semester study and practice of oral and written rhetoric based on issues raised at Covenant College. The class requires class participation and a speech to an audience outside the class. The class is team-taught with members of the administration. Student class participation is a requirement. Required of sophomore Maclellan Scholars; open to others with permission of the instructor up to a total of 18 students. This course when taken with MSP 251 may be used to fulfill the core requirement in speech. Prerequisite: MSP

141, 142 and 251. One unit. Spring semester.

### **MSP 343. Issues in Leadership**

A discussion course focusing on recent scholarship in the field of leadership. Required of junior Maclellan Scholars; open to others with permission of the instructor. To be taken concurrently with MSP 344, Practicum in Leadership, if possible. Prerequisite: MSP 141, 142, and 251 or 252. Pass-fail. Fall semester. One unit.

### **MSP 344. Practicum in Leadership**

A self-designed course in which each Maclellan Scholar will explore and exercise his or her gifts for formal or informal leadership in one of the following categories: organizational life, intellectual endeavor, or ministry and service. Each student's project requires supervision by a faculty member. To be completed by the end of the junior year. Zero or one unit, depending on the student's project.

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## Marketing

See Business and Economics.

## Mathematics

The primary goals of the mathematics department are to offer a teacher certification program in secondary mathematics and 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
Mat 348. Differential Equations .....	4
Sta 251. Elementary Statistical Methods .....	4
Total .....	20

### Dual Degree Program

Students in this program study for three years at Covenant College before transferring to an approved engineering school. The dual degree program allows students to gain the benefits of the Christ-centered education offered by Covenant and the excellent scientific training available from a variety of universities and technical institutes, such as the Georgia Institute of Technology, the University of Missouri at Rolla, and Pennsylvania State University.

Students may request the approval of specific engineering schools by submitting their catalogs to the dual degree program director at Covenant. The program director will identify requirements that must be

transferred back to Covenant to complete a bachelor of arts in Natural Science: Engineering while completing a bachelor of science in a variety of disciplines of engineering or mathematics. Admittance to or completion of the pre-engineering program at Covenant does not automatically guarantee admission to the approved engineering school. Each student must meet the transfer student admission requirements of the approved institution.

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

The core and distribution requirements for a major in natural science with a concentration in mathematics are, for the most part, those listed for baccalaureate degrees on page 26. Exceptions can be made depending on the particular requirements of the school to which a transfer is planned for completion of the dual degree program. For example, for Georgia Tech, the following exceptions should be made:

Ics 130. Computer Programming Methodology (4 hours) is required.

Four hours of humanities are required rather than three. (Eng 114. Introduction to Literature is recommended to fulfill the humanities requirement.)

Four hours of United States history are required (His 211, 212, or 316).

Four hours of American government are required.

### Major and Supporting Course Requirements

Mat 145-146. Calculus I, II .....	8
Mat 247. Calculus III .....	4
Mat 341. Modern Algebra .....	3
Mat 348. Differential Equations .....	4
Mat 492. Senior Integration Paper .....	2
Phy 231-232. General Physics .....	8
Physics elective .....	
Total .....	33

Students attending institutions employing the quarter system should complete a minimum of 45 credit hours in their major science or engineering program with a minimum GPA of 3.0 on a 4-point scale.

### 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.

### Program Objectives

It is expected that graduates of the Mathematics Education Program will:

1. apply a Christian worldview to mathematics and to the teaching/learning of mathematics;
2. demonstrate sufficient knowledge of mathematics to promote meaningful learning by adolescents;
3. demonstrate the application of mathematics to problem solving in other disciplines;
4. apply theories of adolescent development in order to promote meaningful learning;
5. apply knowledge and instructional skills that enhance meaningful learning of mathematics by adolescents;
6. use educational technology for instruction, including calculators and computers;
7. apply formal and informal assessment strategies for ensuring continuous development of adolescent learners.

### Core Requirements

#### Humanities

Bib 111 or 129. Old Testament .....	3
Bib 142 or 148. New Testament .....	3
Bib 277-278. Christian Doctrine .....	6
Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and Music in the Cultural Heritage of the West .....	2
Humanities elective .....	3

#### Social Science

Cor 100. The Christian Mind .....	2
Cor 325. Global Trends for the 21st Century .....	3
His 325. Contemporary Global History .....	3
Social Science Elective .....	3



# Mathematics

## Science

Lab Science ..... 4

## Other

Cor 337. Intercultural Experience ..... 1

Cor 340. Christ and Culture

Seminar ..... 1

Eng 111. English Composition ..... 3

Eng 252. Speech ..... 2

\*Foreign Language I, II ..... 8

Ics 121. Microcomputer

Applications ..... 3

PE 151. Concepts in Physical

Education ..... 2

PE 152. Aerobics ..... 1

Core Requirements subtotal ..... 59

## Teaching Field

Ics 210. Computer Programming

Methodology ..... 4

Mat 145-146. Calculus with

Analytic Geometry I, II ..... 8

Mat 247. Calculus with Analytic

Geometry III ..... 4

Mat 331. Linear Algebra ..... 3

Mat 341. Modern Algebra ..... 3

Mat 342. Modern Geometry I ..... 3

Mat 343. Modern Geometry II ..... 3

Mat 348. Differential Equations ..... 4

Mat 492. Senior Integration Paper ..... 2

Sta 251. Elementary Statistical

Methods ..... 4

Teaching field subtotal ..... 38

## Professional Education

Edu 221. Introduction to Teaching ..... 3

Edu 222. Educational Psychology ..... 3

Edu 234. Teaching in a Pluralistic

Society ..... 3

Edu 322. Nature and Needs of the Early

Adolescent Learner ..... 3

Edu 340. Curriculum and Methods

in Secondary School ..... 3

Edu 361. Education of Exceptional

Children ..... 3

Edu 370. History and Philosophy of

American Education ..... 3

Edu 410. Educational Assessment ..... 1

Edu 427. Teaching Mathematics in

the Middle Grades ..... 4

Edu 497-498. Teaching Practicum—

Secondary ..... 15

Professional education subtotal ..... 41

**Grand total ..... 138**

## Mathematics Courses

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 or College Algebra. Prerequisite: placement level 1. Four units institutional credit (institutional credit is not applicable to the 126 units required for graduation). Only offered on a credit/no credit basis.

### 122. Fundamentals of Mathematics

Elementary set theory, mathematical logic, systems of numeration, the real number system, mathematical systems, geometry, counting methods, and elementary probability and statistics. Designed to fulfill the general education core mathematics requirement for students in teacher certification programs. Prerequisite: Mat 040 or placement level 2; not open to students with credit for any mathematics course (or equivalent) numbered 142 or higher unless special permission is granted by the instructor. Four units.

### 141. College Algebra

Complex numbers, solution of equations and inequalities, techniques of graphing, and the study of various functions: linear, quadratic, polynomial, rational, exponential, and logarithmic. Designed for those who have had two years of high school algebra, but need more depth in algebraic topics to prepare for enrollment in Mat 142, Mat 144 or Sta 251. Prerequisite: Mat 040 or placement level 2; not open to

students with credit for any mathematics course (or equivalent) numbered 142 or higher unless special permission is granted by the instructor. Four units.

### 142. Pre-Calculus Mathematics

Analytical trigonometry, systems of equations, matrices and determinants, linear programming, solution of polynomial equations, conic sections, mathematical induction, the binomial theorem, permutations and combinations, and introductory probability. Designed to meet the requirements of various major programs (including biology, business administration, and elementary education/middle grades certification) and to provide preparation for the calculus sequence. Prerequisite: Mat 141 or placement level 3; not open to students with credit for any mathematics course (or equivalent) numbered 145 or higher unless special permission is granted by the instructor. Four units.

### 144. Finite Mathematics

Systems of linear equations, matrices, linear programming, mathematics of finance and elementary differential and integral calculus. Emphasis will be placed on applications to finance and management problems. Prerequisite: Mat 141 or placement level 3. 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: Mat 142 or placement level 4 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.

\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.

## **Sta 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 141 or a C or better in a higher level mathematics course or placement level 3. Three hours lecture and two hours laboratory. Offered fall semester. Four units.

## **321. Applied Mathematics: Engineering Mechanics-Statics**

Equilibrium conditions with forces and torques in two and three dimensional space. Topics included are statics of particles, moments and equivalent systems of forces, equilibrium of rigid bodies, distributed forces, analysis of structures, forces in beams and friction. Prerequisite: Mat 146; Phy 232. Three units.

## **322. Applied Mathematics: Engineering Mechanics-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: Mat 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 eigen-

vectors 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.

## **342-343. Modern Geometry I, II**

The objective of this course is to teach students axiomatic reasoning without the aid of diagrams, explore what can be deduced from neutral geometry (without the Euclidean Fifth Postulate, or, equivalently, the Hilbert Parallel Axiom for Euclidean Geometry), explore aspects of Euclidean Geometry, then, replace the Euclidean Fifth Postulate with the Hyperbolic Parallel Postulate, and show that Hyperbolic Geometry is as self-consistent as Euclidean Geometry. The historical developments, philosophical implications and Hyperbolic Trigonometry should be of particular use to future secondary education mathematics instructors. Prerequisite: Mat 146. Three units each semester.

## **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.

## **Sta 364. Special Topics in Advance Statistical Methods**

This course is designed to offer an advanced topic in applied statistics. Three main topics are offered on a rotating basis: regression analysis, design of experiments and analysis of variance, and survey sampling. Other topics offered on a demand basis include but are not limited to factor analysis, statistical process control (SPC), statistical computing, spreadsheet use in statistical analysis, and multivariate analysis. Prerequisite: Sta 251 or equivalent. 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.

## **492. Senior Integration Paper**

See page 27.

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# Medicine

See Pre-Medical Studies.

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# Ministerial Training

See Pre-ministerial Curriculum.

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# Missions

See Biblical Studies and Missions.

# Music

## Music

### Department Goals

The faculty members of the music department at Covenant 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, it is intended that they will learn significant aspects of the theory and structure of music, music history and literature. It is also intended that students should develop their skills in aural perception and performance to a significant degree.

The development of musical gifts is seen as an important work to which faculty and students are called. All music study 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 music majors are required to demonstrate basic piano proficiency: accompaniments to art songs, instrumental solos, or piano music, and performance of a prepared piano composition or accompaniment.

Non-keyboard music majors are to enroll their first semester as a music major for private piano instruction either with or without credit. It will normally take four semesters of private piano instruction to complete the piano proficiency requirement.

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. Scholarships or performance grants are available to gifted students. Auditions for music scholarships should be in person when possible. However, when circumstances prevent a prospective student from appearing in person, an audition by tape recording will be accepted. Information on music scholarship audition requirements is available from the admissions office.

### 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 54 units of music.

The core and distribution requirements for a major in music, B.A. degree, are those listed for baccalaureate degrees on page 26 with the exception that a course in art, literature or philosophy is required to fulfill the core humanities requirement.

### Major and Supporting Course Requirements

Mus 161-162. Music Theory I, II .....	6
Mus 163-164. Ear Training I, II .....	4
Mus 261-262. Music Theory III, IV ....	6
Mus 263-264. Ear Training III, IV .....	4
Mus 282. Basic Conducting .....	2
Mus 371-372. Music History and Literature .....	6
Applied Music—major instrument .....	16
Ensemble .....	4
Music electives, literature/theory .....	4
Concert and recital attendance (minimum three per semester) .....	0

Mus 492. Senior Integration Paper .....	2
Piano Proficiency .....	0
Total .....	54

### Requirements for Minor in Music

Mus 161-162. Music Theory I, II .....	6
Mus 171. Music Appreciation .....	3
Applied Music, 2 semesters .....	4
Ensemble, 2 semesters .....	2
Total .....	15

### 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 as follows:

#### Core Course Requirements:

Bib 111 or 129. Old Testament Literature .....	3
Bib 142 or 149. New Testament Literature .....	3
Bib 277/278. Christian Doctrine I/II ...	6
Cor 100. The Christian Mind .....	2
Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and Music in the Cultural Heritage of the West .....	2
Cor 325. Global Trends for the 21st Century .....	3
Cor 337. Cross-Cultural Experience .....	1
Cor 340. Christ and Culture Seminar ..	1
Eng 111. English Composition .....	3
Foreign Language (one semester of French and one semester of German, or two semesters of the same foreign language) .....	8

Ics 121. Microcomputer Applications .....	3
PE 151-152 Concepts in P.E. and Personal Aerobics .....	3
Social Science Elective .....	3
Core requirements subtotal .....	44

## Major and Supporting Course Requirements

Mus 161-162. Music Theory I, II .....	6
Mus 163-164. Ear Training I, II .....	4
Mus 261-262. Music Theory III, IV ....	6
Mus 263-264. Ear Training III, IV .....	4
Mus 282. Basic Conducting .....	2
Mus 363. Form and Analysis .....	2
Mus 371-372. Music History and Literature .....	6
Mus 381. Advanced Conducting .....	2
Applied Music—Major instrument ....	32
Ensemble .....	4
Mus 362. Counterpoint .....	2
Mus 461. Orchestration .....	2
Music Literature or Theory electives .....	4
Mus 492. Senior Integration Paper .....	2
*Mus 060. Piano Proficiency .....	0
**Mus 305. Junior Recital .....	0
**Mus 405. Senior recital .....	0
Concert and recital attendance (minimum 3 per semester) .....	0
Music elective .....	4
Major subtotal .....	82
<b>Grand total .....</b>	<b>126</b>

## Music History and Literature Courses

### 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.

\*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.

### 371-372. Music History and Literature

An intense study of the music of all ages designed for the music major. Open to others with the approval of the instructor. Three units each semester.

### 373. Piano Literature

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

### 374. Voice Literature

A comprehensive study of art song literature. Two units.

### 376. Hymnology

A study of the textual and musical elements of the hymnology of the Christian church, including early church song, the Lutheran chorale, Psalmody, and English and American hymnody. The course will also include critical evaluation of hymns. Two units.

### 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.

### 492. Senior Integration Paper in Music.

See page 27.

## Music Theory Courses

### 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. Music 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. Music 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 Mus 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. 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's *Songs Without Words* and Beethoven's *Sonatas*. Prerequisite: Music Theory II. Two units.

### 400. Independent Study

See page 31 for requirements.

### 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.



# Music

## 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 per semester. One unit per semester.

### 195. Madrigal Singers

### 196. Chamber 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 per semester. One unit per semester.

### 291-292. Symphonic Wind Ensemble

The study and performance of standard literature for symphonic band and wind ensemble. Membership by audition. Three hours rehearsal weekly for woodwind, brass and percussion players. One unit per semester.

### 293-294. Chamber Orchestra

The study and performance of standard symphonic literature. Membership by audition. Three hours rehearsal weekly for string and woodwind 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. Three 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, depend-

ing 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.

## Applied Music Courses

### 282. Basic Conducting

Fundamental conducting techniques, including beat patterns, left hand dynamic control, simple phrasing, tempo and rhythmic changes. Two units.

### 381 A. 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.

### 381 B. 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.

### Private instruction

Private instruction for credit in piano, organ, 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 music majors who desire to continue beyond their degree requirements at a rate of \$160 (two units) per semester. Non-music majors may take lessons at the same rate.

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.

Applied music instruction is offered for credit with the following course number sequence:

	Music major		Non-music major
	2 units	4 units	2 units
1st yr.	101, 102	103, 104	105, 106
2nd yr.	201, 202	203, 204	205, 206
3rd yr.	301, 302	303, 304	305, 306
4th yr.	401, 402	403, 404	405, 406

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

Students who do not qualify for credit in applied music may register for audit (no credit).

## Natural Science

### Requirements for Major in Natural Science

Concentration in chemistry  
 Concentration in mathematics  
 Concentration in physics  
 Concentration in pre-engineering  
 Concentration in pre-nursing  
 Concentration in pre-physical therapy  
 (See individual sections for each listing)

### 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 25, with the following exception: Laboratory Science (4 hours) is not required.

Bio 111-112. General Biology I, II.....	8
Che 121-122. General Chemistry I, II .	8
Core .....	32
Mat 141. College Algebra.....	4
Mat 142. Precalculus or Sta 251.	
Elementary Statistical Methods .....	4

*Additional Science .....	4
*Elective Units .....	6
Total .....	66

### Requirements for Major in Natural Science with Georgia Secondary School Broad Fields Science Certification (grades 7-12)

This new program is approved by the Georgia Professional Standards Commission. Students interested in secondary-level certification should consult with the chairman of the Teacher Education Program.

#### Program Objectives

It is expected that graduates of the Science Education Program (Broad Fields) will:

1. apply a Christian worldview to science and to the teaching/learning of science;
2. demonstrate sufficient knowledge of the sciences to promote meaningful learning by adolescents;
3. demonstrate the ability to conduct laboratory demonstrations and field experiences;
4. apply theories of adolescent development in order to promote meaningful learning;
5. apply knowledge and instructional skills that enhance meaningful learning of science by adolescents;
6. use educational technology for instruction and assessment;
7. apply formal and informal assessment strategies for ensuring continuous development of adolescent learners.

#### General Education Core

##### Humanities

Bib 111 or 129. Old Testament .....	3
Bib 142 or 148. New Testament .....	3
Bib 277-278. Christian Doctrine I, II ..	6

*\*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:*

**Social Science:** General Psychology, Developmental Psychology, Principles of Sociology, Sociology of Health, American Government, U.S. History. **Science:** General Physics, Microbiology, Genetics, Anatomy and Physiology, Organic Chemistry, Analytical Chemistry.

Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and Music in the Cultural Heritage of the West .....	2
Humanities elective .....	3

##### Social Science

Cor 100. The Christian Mind .....	2
Cor 325. Global Trends for the 21st Century .....	3
His 325. Contemporary Global History .....	3
Social Science Elective .....	3

##### Math/Science

NSC 115. Science in Perspective .....	4
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##### Other

Cor 337. Intercultural Experience .....	1
Cor 340. Christ and Culture Seminar ..	1
Eng 111. English Composition .....	3
Eng 252. Speech .....	2
*Foreign Language I, II .....	8
Ics 121. Microcomputer Applications .....	3
PE 151. Concepts in PE .....	2
PE 152. Aerobics .....	1
Core requirements subtotal .....	59

#### Teaching Field

Choose one of the following fields of concentration:

##### Biology

Bio 111-112. General Biology .....	8
Bio 216-217. Human Anatomy and Physiology or Bio 311-312 Comparative Anatomy and Comparative Animal Physiology .....	8
Bio 308. Ecology .....	4
Bio 315. Macroevolution and Microevolution .....	3 or 4
Math distribution requirement .....	4
Bio 492. Senior Integration Paper .....	2

##### Chemistry

Che 121-122. General Chemistry .....	8
Che 225. Analytical Chemistry .....	4
Che 323-324. Organic Chemistry .....	8
Che 423. Biochemistry .....	3
Che 492. Senior Integration Paper .....	2
Mat 142. Pre-Calculus (Mat 141 is prerequisite unless by-passed by exam) .....	4

*\*Students who have taken two years of the same foreign language in high school and attained an average grade of 2.67 or higher on a 4.0 scale are exempted from the foreign language requirement.*

# Natural Science

## Physics

Phy 231-232. General Physics .....	8
Phy 233. Optics and Modern Physics ...	4
Physics elective .....	3-4
Mat 145, 146, 147; Calculus, I, II, III (required for General Physics) ....	12
Phy 492. Senior Integration Paper.....	2

Support courses are required for each of three fields, not the field of concentration.

## Biology

Bio 111-112. General Biology .....	8
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## Chemistry

Che 121-122. General Chemistry, or Che 103-104. Introductory Chemistry .....	8
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## Physics

Phy 231-232. General Physics, or Phy 131-132. General College Physics .....	8
(Further math courses are required for General Physics)	

## Earth/Space Science

Astronomy .....	4
NSC 108. Problems in Geological Science .....	4
Teaching field subtotal.....	53-54

## Professional Education

Edu 221. Introduction to Teaching .....	3
Edu 222. Educational Psychology .....	3
Edu 234. Teaching in a Pluralistic Society .....	3
Edu 322. Nature and Needs of the Early Adolescent Learner .....	3
Edu 340. Curriculum and Methods in Secondary School .....	3
Edu 361. Education of Exceptional Children .....	3
Edu 370. History and Philosophy of American Education.....	3
Edu 410. Educational Assessment .....	1
Edu 425. Teaching Science in the Middle Grades.....	3-4
Edu 497-498. Teaching Practicum– Secondary .....	15
Professional Education subtotal .	40-41
<b>Grand total .....</b>	<b>152-154</b>

(Total hours will vary depending on need to take mathematics prerequisites.)

# Natural Science Courses

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 a higher level mathematics course with a C or better, or the student has qualified for and is currently taking a mathematics course higher than Mat 122, or the student has been granted an exemption to the Covenant College mathematics requirement due to a demonstrated proficiency in mathematics. Three hours lecture. Two hours laboratory. Laboratory fee: \$15. 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. 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, weath-

ering, 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. Four units.

## 112. Astronomy

A study of our understanding of the solar system from ancient times to the present, including findings of modern observational astronomy. Topics covered may include: the solar system, planets and their moons and rings, satellites, asteroids, comets, the galaxy, stellar theory, quasars, black holes, and red shift. Prerequisite: Math 122 or above, or math placement level 3 or above. Laboratory fee: \$15. Four units.

## 115. Science in Perspective

A study of natural science in its historical and philosophical context, paying particular attention to the interplay between the practice of science and religious and philosophical belief. The course will present a foundation for understanding science from a Christian perspective and from this vantage point will trace the various philosophical traditions surrounding the growth of science from the early modern period to the present. A variety of topics in the physical and biological sciences will be used to illustrate the development of science, and in each case students will focus beyond the science itself to related philosophical and theological considerations. Topics to be discussed: forces and motion, gravity, light, special relativity, quantum theory and atomic structure, properties and molecules of living systems, levels of biological organization, molecular and cellular biology, macro/microevolution and intelligent design theory. Laboratory exercises for this course will attempt to illustrate the human aspects of scientific investigation and provide a foundation for judging the strength of scientific claims. Prerequisites: Sophomore standing or higher; Mat 122 or above, or math placement level 3 or above. Exceptions can be made with permission of the instructors. Laboratory fee: \$15. Four units.

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## Nursing

See Pre-nursing Program.

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## Organizational Management

(Quest, a field-experience program only)

The organizational management program is designed to train non-financial managers across all fields of endeavor. The program is structured only for those who have had at least two years of college credit and at least five years of working experience, and who are currently working in some organizational setting which allows for field application of the course work. The program affords students a unique opportunity to complete a bachelor's degree with an academic schedule arranged to accommodate the work schedules of adult students. 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 31 credit hours; no grades are assigned);
3. the applied research project.

### 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). Coursework must be completed with a mark of C- or better.
3. Three semester credits in writing or composition are required for entry into the program. An additional 27 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:
  - English composition 3 sem. hrs.
  - Speech 2 sem. hrs.
  - Math 3 sem. hrs.
  - Social and behavioral science 9 sem. hrs.
  - Humanities (including 3 credits in art, literature, or music) 6 sem. hrs.
  - Bible 3 sem. hrs.
  - Computer science 2 sem. hrs.

On occasion, a student may be allowed to enter the program with minimal deficiencies (excluding English composition) in the above core requirements. In such an instance, the deficiencies must be made up prior to graduation. Specific details are provided at the time of acceptance.

4. Before being admitted, students must submit a writing sample and have it approved. Students who have completed six semester hours of English composition with no course grade below a B- are exempt from submitting a writing sample.

### Transfer of Credit

Acceptable credits for transfer include the following:

- Coursework from regionally accredited colleges

- CLEP or other recognized examination
- Advanced placement credit
- Military training
- Transcribed credit from agency accredited junior colleges or professional schools and non-accredited colleges may be accepted on a very limited basis.

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 Bachelor of Science degree in Organizational Management 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.

To be eligible for graduation honors, a student must complete a minimum of 50 semester hours at Covenant College. These 50 hours do not include portfolio credit.

### Portfolio Development

Students in this non-credit, extracurricular course learn how to develop a portfolio of professional training 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 has entered the Quest program and after satisfactory completion of the portfolio.



# Organizational Management

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## Required Courses

The 33 semester-credit curriculum is taught in a series of nine course modules and Applied Decision Making 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

##### **OM 434. Group Dynamics and Organizational Behavior**

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

##### **OM 421. Business Communications**

Development of business communication skills is the purpose of this course. Students will deliver work-related presentations and produce effective business documents. Three credits/five weeks.

##### **Ids 461 Applied Decision Making**

The course is based on lectures and exercises designed to teach students how to make difficult business decisions using their experience, intuition, and researched data. The course culminates in a comprehensive paper that outlines the recommended solution to a worksite problem. Three credits/six weeks.

#### Module 3

##### **OM 443. Principles of Management and Supervision**

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

##### **Ids 401. Philosophy of Culture**

Management 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.

### Semester II

#### Module 5

##### **OM 452. Strategic Management**

**The course surveys the role of management in developing an organization's strategic vision; setting performance objectives; and crafting, implementing, and evaluating organizational strategies. Three credits/five weeks.**

#### Module 6

##### **Ids 408. Interpersonal Communication**

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 models for effective relationships necessary to create productive work environments. Three credits/five weeks.

#### Module 7

##### **OM 411 Managerial Marketing**

The course makes application of basic marketing theory and terminology to writing, presenting, and analyzing a real-world marketing plan, thereby developing the marketing skills and confidence managers need to succeed in today's rapidly changing environments. Three credits/five weeks.

#### Module 8

##### **OM 437. Business Ethics**

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.

#### Module 9

##### **OM 425. Human Resource Management**

This module provides a study of the human resource function in an organization. Current thought in the area of human resources and its impact on the productivity in an organization is also included. Three credits/five weeks.

##### **Ids 471 Applied Decision Making**

Presentation and critical analysis of student research projects. Three credits/one week.

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## Optional Course

The biblical studies course is available only to students enrolled in the Quest Program to fulfill the Quest Bible core requirement.

##### **BIB 250 Biblical Literature and Theology**

The Biblical Literature section of the course involves reading and interacting with major portions of the Christian Scriptures, particularly those that present the historical unfolding of God's redemptive program for His people. The doctrinal section of the course involves a topical study in five major areas of Christian teaching. The areas covered are the authority of the Bible, God and Trinity, man and his condition, salvation and the church, and the doctrine of last things. Three credits/eight weeks.

## Philosophy

### Department Goals

The study of philosophy at Covenant College is directed to helping students 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 worldview from the standpoint of biblical presuppositions. The end of such activity is to assist students in developing a Christian worldview 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 Major in Philosophy

The core and distribution requirements for a major in philosophy are those listed for baccalaureate degrees on page 26, with the following exception. Since Phi 101, Introduction to Philosophy, is a required introductory course for the philosophy major and minor, philosophy majors and minors

are required to choose an art, literature or music course to fulfill their humanities core requirement. It is recommended that philosophy majors take Phi 102, Introduction to Logic/Critical Thinking, as one of their earliest elective courses.

### Major and Supporting Course Requirements

Phi 101. Introduction to Philosophy ....	3
History of philosophy (3 of the following) Phi 201. Classical to Renaissance, Phi 202. Modern to 19th Century, Phi 203. Contemporary Philosophy, Phi 204. 20th Century Continental .....	9
Phi 301. Philosophical and Biblical Ethics .....	3
Phi 302. Metaphysics .....	3
Phi 303. Epistemology .....	3
Phi 492. Senior Integration Paper .....	2
Philosophy electives: Any courses as well as up to two of Bib 376, Bib 487 or His 301 .....	15
Total .....	38

### Requirements for the Minor in Philosophy

Phi 101. Introduction to Philosophy ....	3
History of Philosophy .....	6
Two of the following:	
Either Phi 201. History of Philosophy I or Phi 202. History of Philosophy II and either Phi 203. History of Philosophy III or Phi 204. 20th Century Continental	
Philosophy electives: Any philosophy course plus at most one of the following: Bib 302. World Religions, Bib 376. Apologetics, Bib 487. Modern Theology, or His 301. Historiography .....	9
Total .....	18

### Requirements for the Major in Philosophy and Religion

The core and distribution requirements for a major in Philosophy and Religion are those listed for baccalaureate degrees on page 26, with the exception that a course in

art, literature or music is required to fulfill the requirement for the humanities.

It may seem that more philosophy than religion is required, but the major assumes that students will be taking the required Bible and doctrine courses as part of their core requirements which amount to some 12 hours. Further, we have a Biblical Studies department and not a religion department, and the courses required below are in keeping with the religion courses the department does offer.

### Major and Supporting Course Requirements

Bib 302. World Religions .....	3
Bib 487. Modern Theology .....	3
Phi 101. Introduction to Philosophy ....	3
History of Philosophy: Either Phi 201. History of Philosophy I: Classical to Renaissance or Phi 202. History of Philosophy II: Modern to 19th Century and either Phi 203. Contemporary Philosophy or Phi 204. 20th Century Continental ..	6
Phi 301. Philosophical and Biblical Ethics .....	3
Phi 304. Philosophy of Religion .....	3
Phi 492. Senior Integration Paper .....	2
Philosophy electives selected from the list below .....	6
Religion electives selected from the list below .....	6
Philosophy or Religion electives selected from either list .....	3
Total .....	38

### Requirements for the Minor in Philosophy and Religion

Phi 101. Introduction to Philosophy ....	3
History of Philosophy: Either Phi 201. History of Philosophy I: Classical to Renaissance or Phi 202. History of Philosophy II: Modern to 19th Century and either Phi 203. Contemporary Philosophy or Phi 204. 20th Century Continental ..	6
Religion electives selected from the list below .....	6
Philosophy or Religion electives selected from either list below .....	3
Total .....	18

# Philosophy

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## Philosophy Electives (For Philosophy and Religion Degrees)

Any philosophy course except Phi 301, Phi 304 or Phi 402.

## Religion Electives (For Philosophy and Religion Degrees)

Bib 372. Hermeneutics .....	3
Bib 376. Apologetics .....	3
Ids 310G. The Enlightenment .....	3
Ids 310F. Religious and Social Theory in 19th Century Europe .....	3
Ids 310H. Darwin: Religious Presuppositions .....	3
Phi 402. Christian Philosophers .....	3

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## Philosophy Courses

### 101. 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 worldviews. 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.

### 102. Introduction to 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. Three units.

### 201. History of Philosophy I: Classical to Renaissance

A survey of western philosophy from the pre-Socratics through Renaissance human-

ism. Major figures such as Plato, Aristotle, Augustine and Aquinas will be emphasized. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 202. History of Philosophy II: Modern to 19th Century

A survey of western philosophy from Descartes to James. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 203. History of Philosophy III: Contemporary Philosophy

An examination of key figures in 20th century western philosophy. Russell, Wittgenstein, Moore, Austin, Whitehead, Quine and Sartre will be examined. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 204. 20th Century Continental Philosophy

The study of Western European twentieth century philosophy (mainly Germany and France). The course will focus upon three sections: 1) Phenomenology to Philosophical Hermeneutics, 2) Marxism to Critical Theory, and 3) Structuralism to Deconstruction. In each section, the student will read primary texts which will engage philosophical problems addressed by the philosopher's own interests, and yet, placing those problems in the history of philosophy.

### 301. Philosophical and Biblical Ethics

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. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 302. Metaphysics

An examination of the classical metaphysical problems such as the nature of reality, minds and bodies and personal identity, free will and determinism, causality, time and the nature of God. Attention will be given to the question of whether or not there is metaphysical knowledge. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 303. Epistemology

An examination of major schools of epistemological theory. Current views of the justification of knowledge claims will be emphasized. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 304. Philosophy of Religion.

A survey of the traditional issues basic to a philosophical analysis of religion, for example, the concept of God, grounds for theistic belief, the matter of religious knowledge, the problem of evil and problems of religious language. A distinctively Christian approach to these issues will be a major emphasis of the course. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 305. Philosophy of Art

The clarification of terms and a discussion of proposed criteria for aesthetic judgments. Major works will be read and discussed. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 306. Social Ethics

Assuming something of the background of Ethics 203, this course will examine the ethical implications of the Cultural Mandate of Genesis 1:28. The course will present a biblical-theological basis for culture and cultural expressions. The course will examine the moral consequences of this basis in such areas of Christian concerns as politics, economics, art, education, the environment, medical issues, and other relevant current trends in terms of Christian moral respon-

sibility. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 316. Apologetics

A survey of various systems of Christian apologetics including study of anti-theistic theories. Prerequisites: Bib 277 and 278. 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. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 402. Christian Philosophers

This course will focus on at least one distinctively Christian thinker who is a philosopher or whose thought has significant philosophical implications. Representative works of the thinker will be read along with critical assessments. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 403. 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. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 404. Formal Logic

The propositional calculus and general quantification theory with some attention to practical application of these principles. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 405. Seminar in Philosophy

Philosophy seminars take up special topics and issues in philosophy as well as in-depth studies of prominent and influential philosophers. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 407. Philosophy of Mind

An in-depth examination of the traditional mind-body problem. Current theories regarding the nature of mind will be studied. There will be a special focus of what it means to consider this topic from the standpoint of a Christian metaphysics. Also, some attention will be given to cognitive science and the matter of computers and human thought. Prerequisite: Phi 101 or permission from the instructor. Three units.

### 492. Senior Integration Paper in Philosophy

See page 27.

## 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 develop neuromuscular skills in various sports and 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 P-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

Bio 216. Anatomy/Physiology I .....	4
PE 211. History and Principles of P.E. ....	3
PE 313. Critical Health Issues .....	3
PE 328. First Aid/Prevention and Treatment of Athletic Injuries .....	3
PE 337. or 338. Individual and Team Sports I or II .....	3
PE 431. Kinesiology or PE 433. Physiology of Exercise .....	3
Total .....	19

### Recommended for Coaching Package

Bio 216. Anatomy/Physiology I .....	4
PE 328. First Aid/Prevention and Treatment of Athletic Injuries .....	3
PE 337 or 338. Individual and Team Sports I or II .....	3
PE 431. Kinesiology .....	3
PE 433. Physiology of Exercise .....	3
PE 460. Principles of Coaching .....	3
Total .....	19

## Physical Education Courses

<b>130-149. Individual and Team Sports</b>	
130. Tennis .....	1
131. Weight Training/Aerobics .....	1-2



# Physical Education

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132. Folk and Square Dance .....	1
133. Softball/Touch Football .....	1
134. Swimming .....	1
135. Volleyball .....	1
136. Basketball .....	1
140. Racquetball. (Fee \$20) .....	1
141. Wilderness skills:	
a. White water Canoeing (Fee \$25) .....	1
b. Backpacking (Fee \$25) .....	1
c. Rock Climbing (Fee \$15) .....	1
d. Orienteering .....	1
142. Golf (Fee \$10) .....	1
145. Varsity Sport .....	1
(Prerequisite: PE 151, 152)	
146. Bowling .....	1
147. Advanced Soccer .....	1
148. Intermediate Tennis .....	1
149. Badminton .....	1

## 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. Two units.

## 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. Three units.

## 335. Physical Education in the Early Grades

## 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 and their significance to the overall learning and growth of children P-5/4-8 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 early grades certification (P-5)/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, self-discovery, basic survival, wilderness recreation skills, and ecological and safety concerns. Offered in the May term. Prerequisite: approval of department head. 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 220 and 221. 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 220 and 221. 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.

## 482. Practicum in Community Recreation

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

## 492. Senior Integration Paper in Physical Education

See page 27.

## 493. Physical Therapy Practicum

Work experience under a certified physical therapist with patients needing various kinds of physical therapy. Prerequisite: approval of department head. Three units.

## 494. Practicum in Adult Fitness

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

## 495. Special Topics in Physical Education and Health

Guided independent study in the field of health and physical education. Topics approved by department head.

# Physical Therapy

See Pre-Physical Therapy Curriculum.

# 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
Phy 233. Modern Physics .....	4
Physics electives .....	8
Total .....	20

## Dual Degree Program

Students in this program study for three years at Covenant College before transferring to an approved engineering school. The dual degree program allows students to gain the benefits of the Christ-centered education offered by Covenant and the excellent scientific training available from a variety of universities and technical institutes, such as the Georgia Institute of Technology, the University of Missouri at Rolla, or the University of Florida.

Students may request the approval of specific engineering schools by submitting a catalog to the Dual Degree Program Director at Covenant. The program director will identify requirements that must be transferred back to Covenant to complete a Bachelor of Arts in Natural Science: Engineering while completing a Bachelor of Science in a variety of disciplines of engineering or mathematics. Admittance to or completion of the pre-engineering program

at Covenant College does not automatically guarantee admission to the approved engineering school. Each student must meet the transfer student admission requirements of the approved institution.

## 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, for the most part, those listed for baccalaureate degrees on page 26. Exceptions can be made depending on the particular requirements of the school to which a transfer is planned for completion of the dual degree program. For example, for Georgia Tech, the following exceptions should be made:

Four hours of humanities are required rather than three. (Eng 114. Introduction to Literature is recommended to fulfill the humanities requirement.)

Four hours of United States history are required (His 211, 212, or 316).

Four hours of American government are required.

## 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
Phy 233. Modern Physics .....	4
Physics electives .....	6
Phy 492. Senior Integration Paper .....	2
Total .....	44

Students attending institutions employing the quarter system should complete a minimum of 45 credit hours in their major science or engineering program with a minimum GPA of 3.0 on a 4-point scale.

## Physics Courses

### 131-132. General College Physics

A non-calculus based course covering the essentials of mechanics, waves, sound, heat, electricity, magnetism, and light with an introduction to modern physics. Both a conceptual foundation and problem solving abilities are emphasized. Prerequisite: Mat 141-142 or equivalent or permission of instructor. Three hours lecture. Three hours laboratory. Laboratory fee: \$15. Four units per semester.

### 231. General Physics for Scientists and Engineers I

This is the first of three semesters of the traditional calculus-based physics sequence for scientists and engineers. This course covers motion and Newton's laws, energy, momentum, rigid-body mechanics, gravitation, simple harmonic motion, waves and sound. Prerequisite: Mat 145 or permission of instructor. Three hours lecture. Three hours laboratory. Laboratory fee: \$15. Four units per semester.

### 232. General Physics for Scientists and Engineers II

This is the second semester of the calculus-based physics sequence for scientists and engineers, covering fluids, solids, thermodynamics, electricity, magnetism, and electromagnetic radiation. Prerequisite: Phy 231, corequisite: Mat 247 or permission of the instructor. Three hours lecture. Three hours laboratory. Laboratory fee: \$15. Four units per semester.

### 233. Optics and Modern Physics

This is a continuation of the calculus based physics sequence covering optics and the two "twin pillars" of modern physics: relativity and quantum theory, including simple kinematic and dynamic investigations in special relativity, the twin paradox, a derivation of  $E = mc^2$ , the historical developments of quantum theory, the Schrodinger equation and the solution to the hydrogen atom. Other topics may include curved space-time, black holes, gravitational waves, elementary particles, topics in solid state,

nuclear and molecular physics. Prerequisite: Phy 232, Mat 247 or the permission of the instructor. Three hours lecture. Three hours laboratory. Laboratory fee \$15. Four units per semester.

### 321. Statics

Equilibrium conditions with forces and torques in two and three dimensional space. Topics included are statics of particles, moments and equivalent systems of forces, equilibrium of rigid bodies, distributed forces, analysis of structures, forces in beams and friction. Prerequisite: General Physics 231 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.

### 328. Thermodynamics

Thermodynamics concepts are introduced before studying work interactions, steady-state and transient energy and mass conservation, entropy and the second law. Second-law analyses are applied to thermodynamic systems. Selected gas cycles and vapor cycles are studied. Prerequisite: Calculus III and General Physics 231 or the permission of the instructor. Four units.

### 431-432. Special Topics in Physics

Concentration in selected fields of study. Prerequisite: senior standing. Four units each semester.

### 492. Senior Integration Paper in Physics

See page 27.

## Pre-Law Studies

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

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

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

The LSAT is taken during the senior year and may be repeated. Pre-law students are encouraged to obtain a copy of *LSAT & LSDAS Registration and Information Book* in the spring semester of their junior year to prepare for taking the LSAT.

Pre-law students are encouraged to read John F. Dobbyn's, *So You Want To Go to Law School*. Students should also consult the annually published *The Official Guide to U.S. Law Schools*, 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 guidebook are available for perusal from the career counselor or the pre-law advisor, Professor Paul Morton. All pre-law students are encour-

aged to contact Professor Morton for further information on the program.

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-Medical Studies

Students should present combined SAT scores of 1200 or above (or equivalent ACT scores) at the time of acceptance into Covenant College.

Students interested in medical training need a thorough background in science at the undergraduate level. A major in biology or chemistry is 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 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.

All pre-medical students are encouraged to contact Professor Tim Morris early in

their college career for further information.

## Required Courses

Core and distribution requirement are listed on page 26. English literature should be chosen in most cases for the humanities requirement.

## Science and Math Requirements

Mathematics .....	2 semesters
Physics .....	2 semesters
General Chemistry .....	2 semesters
Organic Chemistry .....	2 semesters
Biochemistry .....	1 semester
General Biology .....	2 semesters
Genetics .....	1 semester

## 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-ministe-

rial 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.

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. Certain other courses are also recommended: ethics; Genesis; Bible seminar; all missions courses; medieval and renaissance philosophy; Europe: 1789 to the present; recent American history; Europe: 1400-1789; sociology and psychology of religion; counseling psychology; educational psychology or teaching of Bible.

## Pre-Nursing Studies

### 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



# Pre-Physical Therapy

the prerequisites of the selected school of nursing; therefore, it is helpful if incoming freshmen provide their advisor with catalogs from one or two nursing schools that they might wish to attend.

Covenant participates in a cooperative program with the Nell Hodgson Woodruff School of Nursing of Emory University, Atlanta, Georgia; and with Trinity Christian College, Palos Heights, Illinois.

Covenant participates in the bridge program leading to a Master of Nursing Science degree at Vanderbilt University in Nashville, Tennessee. After successfully completing the first two semesters at Vanderbilt, the student would graduate from Covenant with a baccalaureate degree in natural science. After another full year and one term at Vanderbilt, the student would graduate with a master's degree with a specialty in adult health care, primary care, psychiatric-mental health, perinatal nursing, neonatal nursing, parent, child and adolescent, or nursing administration.

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

### Pre-Nursing Curriculum

Bib 111. or 129. Old Testament .....	3
Bib 142. or 148. New Testament .....	3
Bib 277-278. Christian Doctrine (audit) .....	0
Bio 111-112. General Biology or Bio 220-221. Human Anatomy and Physiology .....	8
Bio 202. Microbiology .....	4
Che 103-104. Introductory Chemistry .....	8
Cor 100. The Christian Mind .....	2
Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and Music in the Cultural Heritage of the West .....	2
Eng 111. English Composition .....	3
Mat 122. Fundamentals of Mathematics or Mat 141. College Algebra or Sta 251. Elementary Statistical Methods .....	4
PE 151-152. Physical Education .....	3
Psy 100. General Psychology .....	4
Psy 303. Developmental Psychology ....	4

Soc 141. Principles of Sociology or Soc 341. Family .....	3
Courses required by the selected school, such as nutrition, critical health issues, history, and social sciences ....	6
Total .....	63

## Requirements for Dual-Degree Nursing Program

Bib 111. or 129. Old Testament Literature .....	3
Bib 142. or 148. New Testament Literature .....	3
Bib 277-278. Christian Doctrine I, II ..	6
Bio 220-221. Human Anatomy and Physiology I, II .....	8
Bio 240. Microbiology .....	4
Bio 219. Nutrition .....	3
Bio 492. Senior Integration Project .....	2
Eng 111. English Composition .....	3
Eng 114. Introduction to Literature .....	4
Eng 252. Speech .....	2
His 325. Contemporary Global History .....	3
Cor 100. The Christian Mind .....	2
Ics 121. Microcomputer Applications .....	3
Cor 225-226. Cultural Heritage of the West I, II .....	6
Cor 227. Art and Music in the Cultural Heritage of the West .....	2
Cor 340. Christ and Culture Seminar ..	1
Cor 325. Global Trends for the 21st Century .....	3
Cor 337. Intercultural Experience .....	1
PE 151. Concepts of Physical Education .....	2
PE 152. Aerobics and General Fitness ..	1
Psy 100. General Psychology .....	4
Psy 220. Christian Issues in Psychology .....	2
Psy 303. Developmental Psychology ....	4
Psy 344. Abnormal Psychology .....	3
Sta 251. Elementary Statistical Methods .....	4
Foreign Language I, II (if bypassed, Introductory Chemistry I, II recommended) .....	8
Social Science Elective .....	3
Total .....	91

# Pre-Physical Therapy

Many physical therapy schools offer master's level programs. Competition is very intense and students with less than a 3.5 GPA and mediocre GRE scores will not be encouraged to apply to graduate programs. The major is in natural science with a concentration in pre-physical therapy. The core and distribution requirements are those listed for baccalaureate degrees on pages 26. Major and supporting courses required for the major are listed below. This major is administered by both the biology and the physical education departments.

Bio 111-112. General Biology .....	8
Bio 220-221. Human Anatomy and Physiology .....	8
Bio 312/PE 493. Physical Therapy Practicum .....	2
Biology Elective .....	3-4
Bio 492/PE 492. Senior Integration Paper .....	2
Che 121-122. General Chemistry .....	8
Mat 142. Precalculus .....	4
PE 431. Kinesiology .....	3
PE 433. Physiology of Exercise .....	3
Phys 131-132. General College Physics .....	8
Psy 100. General Psychology .....	4
Upper division psychology or sociology electives .....	6
Sta 251. Elementary Statistical Methods .....	4
Total .....	63-64

# 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 on-going research by faculty members.

These goals are accomplished, in part, through the following sequences of courses:

1. a survey of modern psychology;
2. the methods used by psychologists in the investigation and analysis of behavior;
3. the theories and data of the subfields within psychology;
4. opportunity for application of the information of psychology and the integration of psychology with one's personal Christian beliefs.

The 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 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  
 14049 Scenic Highway  
 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 page 26.

## 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 492. Senior Integration Paper in Psychology .....	2
Psychology electives (300 level or above) .....	14
Total .....	38-40

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

The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on page 26.

## 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 345. Counseling and Psychotherapy .....	4
Psy 353. Psychological Assessment .....	4
Psy 441. Psychology Internship .....	4
Psy 492. Senior Integration Paper in Psychology .....	2
Psychology electives (300 level or above) .....	10
Total .....	46-48

# Psychology

## Requirements for Major in Psychology, Concentration in Experimental Psychology

The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on page 26.

### 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 .....	6
Psy 492. Senior Integration Paper in Psychology .....	2
Psychology electives (300 level or above) .....	12
Total .....	46-48

## Requirements for Minor in Psychology

Psy 100 or 101. General Psychology .....	4 or 2
Psy 220. Christian Issues in Psychology .....	2
Psychology electives .....	15
Total .....	19-21

## 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
Total .....	19-21

## Psychology Courses

### 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. Four units.

#### 101. Advanced General Psychology

This course is intended for and required of transfer students with a major, minor or concentration 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. 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 or 101. 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.). Two units.

#### 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 or 101. Two hours seminar. Three 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, mak-

ing referrals and related matters. Seminar. Four units.

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## 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 141 or a C or better in a higher level mathematics course or placement level 3. Three hours lecture and two hours laboratory. 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. Prerequisite: Psy 100 or 101, 251. Four hours lecture. Laboratory fee: \$20. Four units.

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## 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. Prerequisite: Psy 100 or 101 and permission of the instructor. Tour fee. Summers only. Six 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. Additional material will be provided to cover adulthood and aging for pre-nursing students. Prerequisite: Psy 100 or 101. 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. Prerequisite: Psy 100 or 101, 251, and 261. Three hours lecture plus laboratory. Laboratory fee: \$20. 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 or 101. 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 or 101. 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 or 101. 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 or 101. Three units.

### 373. Physiological Psychology

This course explores a range of topics in psychology from a neurophysiological perspective. Building on a foundation of basic



# Sociology

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neuroanatomy and neurochemistry, the course then reviews complex human behaviors, including the senses, movement, emotions and motivation, cognition, and mental disorders. Prerequisite: Psy 100 or 101. Three hours lecture plus laboratory. Laboratory fee: \$20. Four units.

## **380. Psychology of Adulthood and Aging**

This course examines the physical, social, and emotional development of adults. Special attention is given to the elderly. Both problems and opportunities for growth are considered. Alzheimer's disease, Social Security, living arrangements for the elderly, and geriatric psychopathology are among the special topics considered. Prerequisite: Psy 100 or 101. 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.

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## **Application Courses**

### **222. Educational Psychology (cross listed as Edu 222)**

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. Prerequisite: 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 counsees 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. Prerequisite: Psy 100 or 101, 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 Paper 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 worldview thinking. Prerequisite: senior psychology major. One two-hour meeting per week.

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# Sociology

## **Department Goals**

1. To enable the student to develop a Christian perspective relating to humankind'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 page 26.

### Major and Supporting Course Requirements

Soc 141. Principles of Sociology .....	3
Soc/Psy 251. Elementary Statistical Methods .....	4
Soc 361. Methods of Social Research ...	4
Soc 402. Contemporary Social Thought .....	3
Soc 490. Senior Integration Seminar in Sociology .....	3
Electives from the following courses (at least one course from each area) .....	15
Total .....	32

### Social Interaction

- Soc 244. Social Psychology
- Soc 249. Interpersonal Communication
- 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

### Social Institutions

- Soc 341. The Family
- Soc 342. Sociology of Religion
- Soc 343. Sociology of Health

## Requirements for a Major in Sociology with a Concentration in Interpersonal Counseling

Soc 141. Principles of Sociology .....	3
Soc/Psy 251. Elementary Statistical Methods .....	4
Soc 361. Methods of Social Research .....	4
Soc 402 Contemporary Social Thought .....	3
Soc 444. Practicum in Sociology .....	3
Soc 490. Senior Integration Seminar in Sociology .....	3
Four of the following: Soc 249. Interpersonal Communication, Soc 250. Introduction to Social Work, Soc 341. The Family, Soc 347. Relational Counseling or Soc 348. Marriage and Family Counseling ....	12
Total .....	32

## Requirements for Minor in Sociology

The sociology minor includes two tracks: a general one (minor in sociology) providing breadth, and a specialized one (minor in interpersonal counseling) emphasizing depth. Sociology courses fulfilling major or minor requirements may not fulfill other sociology department minor requirements.

## Requirements for General Minor in Sociology

The general 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).

## Requirements for Minor in Interpersonal Counseling

- Soc 444. Sociology Practicum
- Four of the five courses listed below:
  - Soc 249. Interpersonal Communication
  - Soc 250. Introduction to Social Work
  - Soc 341. The Family

- Soc 347. Relational Counseling
- Soc 348. Marriage and Family Counseling

## Sociology Courses

### 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. Three 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. Three units.

### 244. Social Psychology

See Psy 342

### 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 or corequisite: Soc 141. Three units.

# Spanish/Youth Ministries

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## **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 procedure, counseling techniques and a visit to a local social work agency are included. Three units.

## **251. Elementary Statistical Methods**

See Psy 251.

## **Ids 315. Religions and Social Theory of 19th Century Europe**

(Can be used as a sociology elective for an Interdisciplinary Studies sociology concentration only). See Ids 315.

## **335-336. The Urban Community I, II**

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. 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 one understand the health institution such as the doctor-patient relationship and the delivery of health care services. Prerequisite: Soc 141. Three units.

## **347. Relational Counseling (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)**

See Psy 348.

## **361. Methods of Social Research**

Valid data, evaluation, techniques in practical research situations. Prerequisite: Soc 141, 251. Four units.

## **399. Independent Study**

Special topics in sociology or anthropology.

## **402. Contemporary Social Thought**

A study of the development of social theory in recent Western history. Theorists in the 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. Prerequisite: Soc 141, 251, 361. Three units.

## **444. Practicum in Sociology**

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

## **490. Senior Integration Seminar in Sociology**

This course considers how 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. Prerequisite: Soc 141, 251, 361, and 402. Three units.

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# Spanish

See Foreign Language.

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# Youth Ministries

See Biblical Studies and Missions.

## Faculty

Year in parenthesis indicates date of joining faculty.

### **ALLEN, Richard D.**

Professor of Organizational Management (1989)  
Ph.D. and M.A., Michigan State University;  
B.S., Central Michigan University

### **ASHLOCK, Robert B.**

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

### **BARKER, Nicholas P.**

Professor of English (1966)  
Ph.D., and M.A., University of Minnesota;  
A.B., Princeton University

### **BROCK, Frank A.**

President (1987)  
D.H.L., Lee University;  
L.H.D., Geneva College;  
M.B.A., Harvard University;  
B.A., University of North Carolina at Chapel Hill

### **BROUSSARD, Phillip R.**

Associate Professor of Physics (2000)  
Ph.D. and M.S., Stanford University;  
B.S., Louisiana University

### **BROWN, Jeanell W.**

Associate Professor of Music (2000)  
D.M.A., University of Maryland;  
M.M., University of the Pacific;  
B.M., Wesleyan College

### **BRYAN, Robert W.**

Associate Professor of Information and Computer Science (1998)  
M.B.A., Western Carolina University;  
M.Div., Union Theological Seminary;  
B.S., Lehigh University

### **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.**

Associate Professor of Physical Education (1984)  
D.A. Middle Tennessee State University;  
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### **DAVIS, William**

Associate Professor of Philosophy (1997)  
Ph.D. and M.A., University of Notre Dame;  
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### **DENNISON, William D.**

Associate Professor of Interdisciplinary Studies (1993)  
Ph.D., Michigan State University;  
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### **DODSON, Christopher H.**

Associate Professor of Accounting (1982)  
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### **DODSON, Rebecca J.**

Director of Audio-Visual Services and Assistant Director of the Master of Education Program (1989)  
M.S., Southern Illinois University at Edwardsville;  
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### **DONALDSON, Charles W.**

Professor of Chemistry (1967)  
Ph.D., University of Pennsylvania;  
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### **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

### **FENNEMA, John E.**

Professor of Education (1999)  
Ed.D., University of Georgia;  
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B.A., Calvin College

### **FIKKERT, Brian T.**

Assistant Professor of Economics (1997)  
Ph.D. and M.Phil., Yale University;  
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### **FOREMAN, Clifford W.**

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### **FOWLER, Tom G.**

Assistant Professor of Mathematics (2000)  
Ph.D. and M.S., Georgia Institute of Technology;  
B.A., Vanderbilt University

### **FRIBERG, David C.**

Associate Professor of Music (1988)  
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# Faculty

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Ed.D. and M.A., New Mexico State University;  
B.A., University of Northern Colorado

**GREEN, Jay D.**

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**HALL, Jeffrey B.**

Dean of Faculty (1994)  
Ed.D., University of Tennessee;  
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Professor of English (1972)  
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Ph.D., Virginia Polytechnic Institute and State University;  
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Librarian (1966)  
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A.B., Calvin College

**KAUFMANN, Stephen R.**

Professor of Education (1982)  
Ph.D. and M.A., University of Iowa;  
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**KELLOGG, Edward K.**

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

**KING, Jerry J.**

Director of the Career Development Center (1994)  
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Th.D. and Th.M., Westminster Theological Seminary;  
B.D. (Equiv.) and B.A. (equiv.), Theologische Hoogeschool

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Ph.D., Fuller Theological Seminary;  
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B.D., Asbury College

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Vice President for Academic Affairs (1998)  
Ph.D., Washington State University;  
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B.S., Baylor University

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Associate Professor of Biblical Studies (1993)  
Ph.D., University of Aberdeen;  
Th.M., Calvin Theological Seminary;  
M.Div., Westminster Theological Seminary;  
B.S.E., University of Michigan

**McLELLAND, Reginald F.**

Professor of Philosophy (1987)  
Ph.D. and M.A., University of Georgia;  
M.Div., Reformed Theological Seminary;  
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**McMILLIAN, John W.**

Director of the Quest Program (1995)  
Ph.D., Georgia State University;  
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**MEHNE, Larry F.**

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

**MILLER, Dennis D.**

Dean of Academic Administration (1990)  
M.Ed. and B.S., University of Tennessee at Chattanooga

**MILLER, Rodney E.**

Dean of Records (1991)  
M.S. and B.S., Purdue University;  
A.S., Vincennes University

**MORRIS, Timothy D.**

Associate Professor of Biology (1995)  
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**MORTON, Jeffrey S.**

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### History of Covenant College

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 preeminence 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. Today the college campus contains a total of 300 acres.

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

Today Covenant's total enrollment is more than 1,100, with forty states and sixteen foreign countries represented. Seventy-seven percent of the teaching faculty members have earned doctoral degrees.

Covenant offers associate of arts, bachelor of arts, bachelor of science, bachelor of music and master of education 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 76,000 bound volumes, 14,000 periodical volumes, 28,000 titles in microforms and 11,700 audiovisual media including computer software. Electronic online library resources include access to 87

databases, 300,000 full-text periodical articles, and more than 30,000 full-text books.

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 and women's soccer, and women's volleyball. Many intramural sports are played.

Covenant College centers its entire program in Colossians 1:18: "In all things . . . Christ preeminent." 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 preeminence.

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## 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 one dollar 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 Chickamauga; 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.

Renovations were made and the dedicatory service was held September 19, 1964.

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## College Hymn

### 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 mine 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.