The Covenant College Logo

There is a long tradition in Western academia of higher educational institutions being represented graphically by a shield bearing heraldic insignia associated with the institution. Covenant’s new icon is also a shield, indicating the College’s close affinity with the best aspects of the Western higher academic tradition. However, while other colleges employ a simple shield shape, Covenant’s logo is distinctive, unique to the College.

In the left half of the shield lies an iconographic thistle. Used as a logo from the earliest days of the College, the thistle has a much longer history as the national symbol of Scotland. In the College’s context, the thistle points to the distinctly Scottish heritage of Presbyterianism. But for the Scots themselves it is a reminder of the legendary day in 1263 when the invading Vikings of King Haakon IV stepped on the prickly spurs and cried out in pain, thus altering the sleeping Scots to their presence. The Norsemen would never rule over or attack the Scots again.

Offset in the right-hand side of the shield is a swatch of Covenant tartan. Many academic shields contain some sort of symmetrical chevron, cross, or division. Covenant, in keeping with that tradition, employs a chevron in its shield. But, as was the case with the shield’s shape, this element strays from the bounds of Western tradition to emphasize again Covenant’s distinct character. The swatch of plaid used for the chevron is derived from the Clergy tartan worn in the eighteenth and nineteenth centuries by Scottish pastors and employed by the College in various uses since its founding.
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## Important Dates

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1</td>
<td>*Financial aid priority deadline (spring applicants only)</td>
</tr>
<tr>
<td>December 1</td>
<td>Deposits due for spring applicants</td>
</tr>
<tr>
<td>January 15</td>
<td>*Maclellan and Donaldson Memorial Science Scholarship applications deadline</td>
</tr>
<tr>
<td>March 1</td>
<td>*Presidential Scholarship applicants admissions file must be complete and Diversity Scholarships application deadline. Priority deadline for music and athletic scholarships.</td>
</tr>
<tr>
<td>March 31</td>
<td>*Last date for priority consideration for financial aid. The Covenant Application for Aid is the minimum requirement for awarding institutional aid. For federal aid consideration, the federal form (FAFSA) must be completed. The applicant must also be accepted for admission.</td>
</tr>
<tr>
<td>May 1</td>
<td>Registration deposit due for Fall applicants.</td>
</tr>
<tr>
<td>May</td>
<td>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.</td>
</tr>
<tr>
<td>July</td>
<td>Housing assignments made.</td>
</tr>
</tbody>
</table>

*If the deadline falls on a weekend, materials will be accepted through 8:00AM Monday morning.

## Calendar

### Fall Semester 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21</td>
<td>Freshmen and transfer students arrive, 1:00-3:00 p.m.</td>
</tr>
<tr>
<td>August 21-25</td>
<td>New student orientation</td>
</tr>
<tr>
<td>August 26</td>
<td>First day of classes and registration</td>
</tr>
<tr>
<td>August 27</td>
<td>Opening Convocation 11:00 a.m.</td>
</tr>
<tr>
<td>August 27</td>
<td>Last day for late registration (late registration fee charged). Last day to make schedule changes without incurring a fee</td>
</tr>
<tr>
<td>September 8</td>
<td>Last day to add a course and last day to drop a course without assignment of a “W”</td>
</tr>
<tr>
<td>September 22</td>
<td>Day of Prayer</td>
</tr>
<tr>
<td>October 7-8</td>
<td>Board of Trustees meeting</td>
</tr>
<tr>
<td>October 8-9</td>
<td>Homecoming Weekend</td>
</tr>
<tr>
<td>October 16-20</td>
<td>Fall break</td>
</tr>
<tr>
<td>October 21-23</td>
<td>Campus Preview Weekend</td>
</tr>
<tr>
<td>November 2</td>
<td>Last day to drop a course with a “W” or change to or from Pass/Fail</td>
</tr>
<tr>
<td>November TBA</td>
<td>Pre-registration for spring semester</td>
</tr>
<tr>
<td>November 23</td>
<td>Last day to withdraw from a class with “WP” or “WF”</td>
</tr>
<tr>
<td>November 24-28</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>December 2-4</td>
<td>Madrigal dinners</td>
</tr>
<tr>
<td>December 8</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 9-10</td>
<td>Reading/Snow Days – may be used for class meetings depending upon college closings</td>
</tr>
<tr>
<td>December 13-16</td>
<td>Final examinations</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>January TBA</td>
<td>New students arrive</td>
</tr>
<tr>
<td>January 8</td>
<td>Continuing students may return to campus</td>
</tr>
<tr>
<td>January 10</td>
<td>First day of classes and registration</td>
</tr>
<tr>
<td>January 11</td>
<td>Last day for late registration (late registration fee charged)</td>
</tr>
<tr>
<td></td>
<td>Last day to make schedule changes without incurring a fee</td>
</tr>
<tr>
<td>January 21</td>
<td>Last day to add a course and last day to drop a course without</td>
</tr>
<tr>
<td></td>
<td>assignment of a “W”</td>
</tr>
<tr>
<td>February 1</td>
<td>Day of Prayer</td>
</tr>
<tr>
<td>March 1</td>
<td>2005-2006 academic year scholarship deadline for continuing students</td>
</tr>
<tr>
<td>March 5-14</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 17-18</td>
<td>Board of Trustees meeting</td>
</tr>
<tr>
<td>March 24</td>
<td>Last day to drop a course with a “W” or change to or from Pass/Fail</td>
</tr>
<tr>
<td>March 25-28</td>
<td>Easter Break (no classes on Friday or Monday)</td>
</tr>
<tr>
<td>March 31-April 2</td>
<td>Campus Preview Weekend and Parents’ Weekend</td>
</tr>
<tr>
<td>April TBA</td>
<td>Pre-registration for fall semester</td>
</tr>
<tr>
<td>April 12</td>
<td>Major Field Achievement Tests for May and December graduates</td>
</tr>
<tr>
<td>April 14</td>
<td>Last day to withdraw with a “WP or “WF”</td>
</tr>
<tr>
<td>April 26</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>April 27-28</td>
<td>Reading/Snow Days – may be used for class meetings depending upon</td>
</tr>
<tr>
<td></td>
<td>college closings</td>
</tr>
<tr>
<td>April 29-May 4</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 7</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
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 God is infinitely, we attempt to incorporate the mind of Christ as the biblical perspective from which we characterize and respond to reality.

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

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

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

A. Students in traditional on-campus programs are expected to become active participants in fulfilling the general aims just outlined. It is the college’s purpose to help 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 facet 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 voca-

tion, but all other activities as well.

B. Students participating in external or other non-

traditional programs display a wide variety of back-

grounds, purposes, and needs. Non-traditional programs

are designed to meet the many diverse situations en-

countered; 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 perspec-

tive of the college.

**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, age, 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 Col-

leges 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 mas-

ter’s degrees. For more information concerning accredita-

tion, please contact the Office of Academic Affairs.

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 stu-

dents 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 Accredi-

tation** may be forwarded to the Southern Association of Col-

leges 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 Edu-

cation degrees with twenty-one majors and several pre-

professional programs (see page).

**Off-Campus Study**

Covenant students have several opportunities to acquire part

of their education in off-campus study programs. They can

receive credit for study in conjunction with several organi-

zations, 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 page for program details).

**Costs**

It is the desire of Covenant College, within the limits of its

available funds, to offer its Christian educational opportuni-

ties 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 cost of an education at Covenant is only partly cov-

ered by tuition charges; the balance is paid from contribu-

tions 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 allows for payments to be made over a se-

mester. Any amount remaining after each monthly due date

will have a finance charge of 1.083 percent added. To avoid

late payments, students should check their account balance

on-line. Accounts must be fully paid each semester before a

student can register for a subsequent semester. Account bal-

ances with no payment activity for one year are sent to a

collection agency and the collection fee is added to the bal-

ance.
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 is printed below.

**Room and Board**

All freshmen, sophomores, and juniors must live in the residence halls unless specifically excused by the Dean of Students. 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 official college breaks.

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 enrolled in Edu 495-498 Teaching Practicum or cooperative programs with other higher education institutions will follow the calendar of the school to which they are assigned for their student teaching or enrolled. If students live in the residence halls, they are permitted to remain during the college recesses for no extra room charges. Students will provide their own meals during dates when food service is not scheduled with the campus dining plans.

**Fees and Expenses**

**Tuition and Fees Rates**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per semester (12-18 units)</td>
<td>$9,375</td>
</tr>
<tr>
<td>Tuition (1-11 units) per unit</td>
<td>$780</td>
</tr>
<tr>
<td>Tuition (19+ units) per unit</td>
<td>$520</td>
</tr>
<tr>
<td>Tuition for May Term, independent study or correspondence per unit</td>
<td>$265</td>
</tr>
<tr>
<td>Tuition for M.Ed. per unit</td>
<td>$345</td>
</tr>
<tr>
<td>Tuition for Web based courses per unit</td>
<td>$780</td>
</tr>
<tr>
<td>Application fee (per completed application)</td>
<td>$35</td>
</tr>
<tr>
<td>Registration deposit (per new enrollee/returning student)</td>
<td>$300</td>
</tr>
<tr>
<td>Orientation fee (per new enrollee)</td>
<td>$245</td>
</tr>
<tr>
<td>Student association fee – per semester if greater than 6 units</td>
<td>$80</td>
</tr>
<tr>
<td>Health care fee – per semester if greater than 6 units</td>
<td>$85</td>
</tr>
<tr>
<td>Technology Fee – per semester if 12 or more units</td>
<td>$130</td>
</tr>
</tbody>
</table>

In addition to the above fees, the student may also want to consider expenses for books and supplies ($400), 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.)

**Music Fees**

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

- One half-hour lesson weekly, per semester: $250
- Two half-hour lessons weekly, per semester: $500

Private lessons not required for the major or minor: $350 for one-half hour weekly lesson per semester.

If taking 0-6 units, access to the Covenant network not required. If 6.01-11.99 units or 0-6 units and want to have access to the Covenant network, students are charged $11 per unit or a minimum of $65. Students completing an off-campus experience through Covenant will be charged $65.
Insurance
A student insurance program is available to all students. Details on coverage and cost are available upon request from the Prietshill Health and Counseling Center. 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 of Expenses and Financial Aid
Refunds are calculated by the business office of the college when a student formally withdraws from the college through the Office of Records, a student leaves the college without notice or does not return from an approved leave of absence. The return of Title IV funds is based on the amount of time spent in academic attendance and has no relationship to the student’s incurred institutional charges. Up through the 60% point in a term, a pro rata schedule is used to determine the amount of Title IV funds earned at the time of withdrawal. After the 60% point, a student has earned 100% of the Title IV funds. The refund percentage for tuition, fees, room and board are noted below. The business office utilizes software provided by the Department of Education (DOE) to ensure compliance of these calculations.

The effective withdrawal date of a student who withdraws from the college through the Office of Records will be the date on which the student begins the withdrawal process, either orally or in writing, or the last date of attendance at an academically-related activity (e.g. attendance in class, lab, study groups, advising sessions; submission of quizzes, exams, lab work). In cases where a student is unable to visit the office, the effective date will be the date the student made know their intent to withdraw.

When a student leaves the college without notice, faculty will be contacted to determine the last date of academically-related activity. Since attendance is not required to be taken by all instructors, the college will also look at other evidence of campus activities (e.g. activity dates of the campus ID card for library access and meals) to help determine an effective date for both Title IV and institutional refund purposes. If an effective date cannot be accurately determined, the midpoint of the term will be used as the effective date. A different effective date may be used for refund purposes of institutional funds and expenses compared to Title IV funds (e.g. when there are differences between the date the withdrawal was initiated compared to when the student completed the process and vacates campus).

An approved Leave Of Absence (LOA) is a temporary interruption in the student’s program. The student must request an LOA in writing to the Office of Records and include the reason for the student’s request, with a reasonable expectation that the student will return from the LOA to continue the educational program. If a student is a Title IV loan recipient, prior to granting an LOA the Financial Aid Office must explain the effects that the student’s failure to return from a LOA may have on the student loan repayment term, including the expiration of the student’s grace period.

The return of Title IV funds is the same for both a student initiated withdrawal and a compulsory withdrawal or suspension, however, the refunding of institutional funds and expenses is different. See the policy below under Involuntary Withdrawal/Suspensions. This refund policy is in compliance with Department of Education Title IV requirements. Federal financial aid refund percentages are calculated based on formulas published by and software received from the Department of Education.

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 6 calendar days; 80 percent of tuition during the following 7 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.
Involuntary 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. Conditions for which a student may be suspended are outlined under Academic Suspension.

Admissions

Covenant College 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 required to submit a written, credible profession of faith in Jesus Christ as their Savior and Lord. Students unable to express faith in Christ, who are children of the covenant, will be considered for admission after submitting a letter explaining their desire to attend a Christ-centered college.

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 candidate should obtain an application from the Admissions Office, our web site, or apply online (www.covenant.edu) and submit the following: completed and signed Application for Admission, $35 non-refundable application fee, Christian testimony, official high school transcript (minimum GPA: 2.50), SAT score of at least 1000 (or ACT score of at least 21), Part I of the Admission Academic Reference Form, and Part I of the Admission Church Reference Form. If the applicant does not meet minimum academic requirements, additional information will be required to be evaluated by the Admissions Committee. These are: a graded essay from within the last year, an essay on a topic provided by the Admissions Office, Part II of the Admissions Church Reference Form, and Part II of the Admission Academic Reference Form must be submitted. Transfer students must 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.

Applicants for the Fall 2006 will be required to take the new SAT or ACT that contains an essay component, currently scheduled to be administered beginning the spring 2005.

Covenant accepts admissions applications on a rolling basis and will offer financial aid awards as financial aid applications are completed (see the Financial Planning Handbook on our web site). 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 31 priority deadline for financial aid, or equal consideration of housing for applications completed after May 1.

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

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 candidate 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:

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

* Although not required, two or three (2-3) units of one foreign language are recommended.

Home schooled candidates 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. 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 from the Admissions Office or on our website at http://www.covenant.edu/admissions/trad/adm/home/hs_guidelines.php.

Since the college’s primary objective is to obtain evidence that a student is prepared to satisfactorily complete 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. Candidates who attain a satisfactory score on the General Education Development Tests may also be admitted.

Admission of Transfer Students

In addition to the items listed in the Application for Admission, transfer candidates must have a cumulative grade point average of 2.00 on college level courses (excluding developmental courses). 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. The transfer of credit whether into or out of Covenant College, is at the discretion of the receiving institution and an institution’s accreditation does not guarantee transferability. Courses with a grade of Pass or Credit will not be accepted unless the sending institution’s policy to issue a “P” would require a grade of C- or better.

A transfer candidate may be excused from certain required courses for which he or she 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 regarding transfer courses. The dean may request a 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 candidate accepted from a non-accredited school may 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 may 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 student’s institutional grade point average is computed only on courses taken at Covenant College.

Admission of International Students

In addition to the items listed in the Application for Admission, international candidates must complete a Foreign Student Financial Aid Application (including a Declaration & Certification of Finances and an Immunization Certification Form). 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 are required to show proof of health insurance. For more information concerning insurance, please contact the Priesthill Health and Counseling Center.

International candidates 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.

Readmission

When a matriculated student withdraws from the college and desires to return, the student should contact the Office of Records. The student must submit an Application for Re-entering Students form and a Re-entering Student Reference Form. If the student has attended another college since leaving Covenant, a transcript of all courses taken must be sent to the Office of Records. Upon acceptance, the $300 registration deposit is required.

Admission Status

Once all necessary information has been received, the candidate will be evaluated for acceptance. Covenant College does not discriminate on the basis of race, gender, age, 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 a maximum of 15 hours for the first semester unless approved otherwise by their advisor.

Limited Load: The candidate is accepted as a degree-seeking student but is restricted to a maximum of 15 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 15 hours for the first semester along with other restrictions outlined in the Academic Probation section on page 45. The candidate will also be required to enroll in the one-hour course College Life (GE 131).

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 15 hours per semester based on available seats. Other restrictions are outlined in the Special Student section on page 13.

Denial: The candidate 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 a candidate is accepted will apply only to their first semester at Covenant. A student’s institutional grade point average will determine the enrollment status for subsequent semesters. The institutional grade point average is computed only for courses taken at Covenant. College and programs affiliated with the Council for Christian Colleges and Universities (see page 32-35).

Confirmation of Acceptance

To confirm acceptance to the college, the candidate must send a $300 non-refundable registration deposit that will reserve a space on campus and be applied toward first semester expenses. The deposit date will also be used in determining priority for class registration for the fall and spring semesters. 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.

Advanced Placement, International Baccalaureate and CLEP Credits

A maximum of 30 hours of advanced standing credit may be earned by Advanced Placement (AP), International Baccalaureate (IB), and/or College Level Examination Program (CLEP) examinations. Each academic department will determine how examination credit can be applied toward a program of study. Credit will ordinarily be granted for the minimum passing scores noted below regarding AP and IB, and on the Covenant web site for CLEP. See pages 14-16 or consult the Covenant web site to find the minimum passing score and course equivalence for a specific examination. Academic departments that have experience with certain examinations may submit a proposal to the Academic Standards Committee for a deviation from the posted minimum passing score and course equivalence for a specific examination. Credit by examination will not be given for courses in which students have already earned college credit.

Candidates enrolled in the Educational Testing Service’s College-Level AP Program courses in secondary schools will ordinarily receive credit for courses in which they earn a score of 4 or 5 on the AP Examinations. Candidates enrolled in the IB Program courses in secondary schools will ordinarily receive 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 minimum passing scores, and the demonstration of writing proficiency when an essay is required.

Covenant Placement Testing Program

All entering freshmen who wish to bypass the foreign language or mathematics core requirement may attempt the respective placement test to demonstrate proficiency. Foreign language and mathematics proficiency exams are administered during new student orientation.

Dual Enrollment of High School Students

Candidates 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. A candidate must complete an Application for a Dual Enrollment or Special Student. All candidates seeking enrollment under this program must submit a written, credible profession of faith in Jesus Christ as Savior and Lord and agree to abide by the Covenant College Standards of Conduct.

The candidate must be actively pursuing a high school diploma and submit a current high school transcript. The candidate 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 candidate 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 candidates 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 degree-seeking candidates must complete the standard admissions application before being considered for acceptance. Dual
enrollment students pay the regular tuition rate but are not eligible for federal, state or institutional financial assistance. Students may 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. For additional information, contact the Office of Records.

Special Students

On a limited basis, the college will admit students for enrollment who have already earned a high school diploma or higher degrees. 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 degree-seeking candidates must complete the standard admissions application before being considered for acceptance. Special students pay the regular tuition rate but are not eligible for federal, state or institutional financial assistance. Special students may enroll for 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. For additional information, contact the Office of Records.

Transient Students

Students who are enrolled in another college or university and who do not wish to transfer to Covenant College and seek a degree may enroll as a transient student (another type of special student). 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 transient 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. An Application for a Dual Enrollment or Special Student and a transcript or 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. A transient student applying for continued enrollment must apply as a degree seeking candidate.

Covenant Fellow Program

The Covenant Fellow Program was established to encourage a spirit of continued education. This program allows graduates of a bachelor’s or master’s program at Covenant College to enroll in traditional undergraduate classroom courses without the payment of tuition if seats are available in the classes following registration. A student must obtain a form from the Student Financial Planning Office to allow billing to be properly assessed. 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.

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-seeking students, but is made available by special permission of the Dean of Students to Covenant Fellows when possible.

Covenant Fellows are also encouraged to participate in the many spiritual, intellectual, social, and cultural programs which characterize Covenant College.
### Advanced Placement, International Baccalaureate and CLEP Credits

A maximum of 30 hours of transfer credit may be earned by AP, IB and/or CLEP. Credit by examination will not be given for courses in which students have already earned college credit.

#### Advanced Placement Tests

*Score range: 1-5. Credit awarded for subject examinations only.*

<table>
<thead>
<tr>
<th>Examination</th>
<th>Min. Pass Score</th>
<th>Award Hours</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, History of Art</td>
<td>4</td>
<td>6</td>
<td>See Art Department. Total number of hours in major still required.</td>
</tr>
<tr>
<td>Art, Studio Art Drawing</td>
<td>4</td>
<td>0</td>
<td>See Art Department. Total number of hours in major still required.</td>
</tr>
<tr>
<td>Portfolio/General Portfolio</td>
<td>4</td>
<td>6</td>
<td>General Elective</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>8</td>
<td>BIO 111/112-General Biology I,II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>8</td>
<td>CHE 121/122-General Chemistry I,II</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4</td>
<td>4</td>
<td>ICS Core-see dept if ICS major; Take ICS 120</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4</td>
<td>8</td>
<td>ICS Core-see dept if ICS major; Take ICS 120</td>
</tr>
<tr>
<td>Economics/Macro</td>
<td>4</td>
<td>3</td>
<td>ECO201-Principles of Macroeconomics</td>
</tr>
<tr>
<td>Economics/Micro</td>
<td>4</td>
<td>3</td>
<td>ECO202-Principles of Microeconomics</td>
</tr>
<tr>
<td>English/Language and Comp.</td>
<td>4</td>
<td>6</td>
<td><strong>ENG111-English Composition</strong></td>
</tr>
<tr>
<td>English/Literature and Comp.</td>
<td>4</td>
<td>6</td>
<td><strong>ENG114-Intro to Literature</strong></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4</td>
<td>4</td>
<td>NSC110-Problems of Environmental Science</td>
</tr>
<tr>
<td>French Literature</td>
<td>4</td>
<td>15</td>
<td>FRE162-Elem. French; Only one FRE exam</td>
</tr>
<tr>
<td>German Language</td>
<td>3</td>
<td>14</td>
<td>GER101-102-Elementary German I,II; GER 201-202-Intermediate German I,II</td>
</tr>
<tr>
<td>Government &amp; Politics/Comparat.</td>
<td>4</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>Government &amp; Politics/US</td>
<td>4</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>History/European</td>
<td>4</td>
<td>6</td>
<td>HIS214-Age of Europe</td>
</tr>
<tr>
<td>History/US</td>
<td>4</td>
<td>6</td>
<td>HIS111/112-US History (Max of 9 hrs. applied to hist. Major. Total number of hours in major still required).</td>
</tr>
<tr>
<td>Latin/Virgil</td>
<td>4</td>
<td>12</td>
<td>Core Requirement-Credit for one exam only.</td>
</tr>
<tr>
<td>Latin/Latin Literature</td>
<td>4</td>
<td>15</td>
<td>Core Requirement-Credit for one exam only.</td>
</tr>
<tr>
<td>Mathematics/Calculus AB</td>
<td>4</td>
<td>4</td>
<td>MAT145-Calculus w/ Analytic Geometry I</td>
</tr>
<tr>
<td>Mathematics/Calculus BC</td>
<td>4</td>
<td>8</td>
<td>MAT145/146-Calculus w/ Analytic Geom. I,II</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4</td>
<td>6</td>
<td>See Music Department</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>8</td>
<td>PHY131/132-General College Physics I, II</td>
</tr>
<tr>
<td>Physics C/Mechanics</td>
<td>4</td>
<td>4</td>
<td>See Physics Department</td>
</tr>
<tr>
<td>Physics C/Electricity &amp; Magnetism</td>
<td>4</td>
<td>4</td>
<td>See Physics Department</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>3</td>
<td>Core Social Science elective (cannot fulfill psych major, minor, or IDS concentration)</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3</td>
<td>14</td>
<td>SPA101-102-Elementary Spanish I,II; SPA 201-202-Intermediate Spanish I,II</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>4</td>
<td>15</td>
<td>Credit for one exam only</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
<td>4</td>
<td>STA251-Elementary Statistical Methods</td>
</tr>
</tbody>
</table>
## International Baccalaureate Tests

Score range: 1—7. Credit awarded for Higher Level Examinations only.

<table>
<thead>
<tr>
<th>Subject/Test Score</th>
<th>Min. Pass Score</th>
<th>Award Hours</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language A:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French A1</td>
<td>5</td>
<td>14</td>
<td>FRE202-Inter.Fr.(upper div/case by case basis)</td>
</tr>
<tr>
<td>German A1</td>
<td>5</td>
<td>14</td>
<td>GER202-Inter.Gr.(upper div/case by case basis)</td>
</tr>
<tr>
<td>Spanish A1</td>
<td>5</td>
<td>14</td>
<td>SPA202-Inter.Span.(upper div/case by case)</td>
</tr>
<tr>
<td><strong>Language B:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English B</td>
<td>5</td>
<td>6</td>
<td>ENG111-English Composition</td>
</tr>
<tr>
<td>French B</td>
<td>5</td>
<td>14</td>
<td>FRE202-Inter.Fr.(upper div/case by case basis)</td>
</tr>
<tr>
<td>German B</td>
<td>5</td>
<td>14</td>
<td>GER202-Inter.Gr.(upper div/case by case basis)</td>
</tr>
<tr>
<td>Spanish B</td>
<td>5</td>
<td>14</td>
<td>SPA202-Inter.Span.(upper div/case by case)</td>
</tr>
<tr>
<td><strong>Individuals &amp; Society:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>5</td>
<td>9</td>
<td>HIS3XX-Upper division history elective (3 hrs.) XFER1XX-General Elective (6 hrs.)</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
<td>0</td>
<td>No equivalent course</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>6</td>
<td>ECO201/202-Prin. Of Macro &amp;Microeconomics</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
<td>3</td>
<td>PHIL101-Intro to Philosophy</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>3</td>
<td>Core Social Science (Does not fulfill psych. major, minor, or concentration requirement)</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>5</td>
<td>3</td>
<td>SOC229-Cultural Anthropology</td>
</tr>
<tr>
<td>Organization &amp; Mgmt Studies</td>
<td>5</td>
<td>0</td>
<td>No Equivalent Course</td>
</tr>
<tr>
<td><strong>Experimental Sciences:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>8</td>
<td>BIO111/112-General Biology I,II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>8</td>
<td>CHE121/122-General Chemistry I,II</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>8</td>
<td>PHY131/132-General College Physics I,II</td>
</tr>
<tr>
<td>Design Technology</td>
<td>5</td>
<td>0</td>
<td>No Equivalent Course</td>
</tr>
<tr>
<td>Physical and Chemical Systems</td>
<td>5</td>
<td>4</td>
<td>NSC105-Problms of Phys.Sci (core requirement)</td>
</tr>
<tr>
<td><strong>Mathematics:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths w/ Further Maths</td>
<td>5</td>
<td>8</td>
<td>MAT145/146-Calculus w/ Analytic Geom. I,II</td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art/Design</td>
<td>5</td>
<td>3</td>
<td>General Elective (will not fulfill Art minor or humanities core)</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
<td>3</td>
<td>HUM1XX-Humanities core requirement</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
<td>12</td>
<td>FL12X-Elementary &amp; Intermediate Latin</td>
</tr>
<tr>
<td>Computing Studies</td>
<td>5</td>
<td>4</td>
<td>ICS121-Microcomputer Appl. (core require.)</td>
</tr>
<tr>
<td>History/Culture of Islamic World</td>
<td>5</td>
<td>0</td>
<td>No Equivalent Course</td>
</tr>
<tr>
<td>The Theory of Knowledge</td>
<td>0</td>
<td></td>
<td>No Equivalent Course</td>
</tr>
</tbody>
</table>
### CLEP Computer Based Examinations After March 2001

Score range: 20 – 80. Credit awarded for Subject Examinations only.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Min. Pass Score</th>
<th>Award Hours</th>
<th>Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composition &amp; Literature:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>59</td>
<td>6</td>
<td>COR226-Cultural Heritage of the West II</td>
</tr>
<tr>
<td>Analysis and Interpretation of Lit.</td>
<td>66</td>
<td>6</td>
<td>ENG114-Intro to Literature (Humanities core)</td>
</tr>
<tr>
<td>English Literature</td>
<td>58</td>
<td>6</td>
<td>COR226-Cultural Heritage of the West II</td>
</tr>
<tr>
<td><strong>Foreign Languages:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College French (Levels 1 &amp; 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 (two semesters)</td>
<td>66</td>
<td>8</td>
<td>FRE101-102-Elementary French I,II</td>
</tr>
<tr>
<td>Level 2 (four semesters)</td>
<td>83</td>
<td>14</td>
<td>FRE201-202-Intermediate French I,II</td>
</tr>
<tr>
<td>College German (Level 1 &amp; 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1 (two semesters)</td>
<td>66</td>
<td>8</td>
<td>GER101-102-Elementary German I,II</td>
</tr>
<tr>
<td>Level 2 (four semesters)</td>
<td>83</td>
<td>14</td>
<td>GER201-202-Intermediate German I,II</td>
</tr>
<tr>
<td>College Spanish (Level 1 &amp; 2)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Level 1 (two semesters)</td>
<td>66</td>
<td>8</td>
<td>SPA101-102-Elementary Spanish I,II</td>
</tr>
<tr>
<td>Level 2 (four semesters)</td>
<td>83</td>
<td>14</td>
<td>SPA201-202-Intermediate Spanish I,II</td>
</tr>
<tr>
<td><strong>Social Sciences and History</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>57</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>Am Hist I:Early Colonial to 1877</td>
<td>64</td>
<td>3</td>
<td>HIS111-US History to 1877. Total number of hours in major still required.</td>
</tr>
<tr>
<td>Am. Hist. II: 1865 to Present</td>
<td>62</td>
<td>3</td>
<td>HIS112-US History Since 1877. Total number of hours in major still required.</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>50</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>Intro to Educational Psychology</td>
<td>50</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>65</td>
<td>3</td>
<td>ECO201-Principles of Macroeconomics</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>63</td>
<td>3</td>
<td>ECO202-Principles of Microeconomics</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>65</td>
<td>3</td>
<td>Core Social Science Elective</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>3</td>
<td>Core Social Science Elective</td>
</tr>
<tr>
<td>Western Civ. I-Ancient East to 1648</td>
<td>50</td>
<td>3</td>
<td>HIS 213 – Formation of Europe to 1550. Total number of hours in major still required.</td>
</tr>
<tr>
<td>Western Civ II – 1648 to Present</td>
<td>50</td>
<td>3</td>
<td>HIS214-Age of Europe (if history major). Total number of hours in major still required.</td>
</tr>
<tr>
<td><strong>Science &amp; Mathematics:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus with Elem. Functions</td>
<td>50</td>
<td>6</td>
<td>MAT145/146-Calculus w/ Analytic Geom. I, II</td>
</tr>
<tr>
<td>College Algebra</td>
<td>64</td>
<td>3</td>
<td>MAT141-College Algebra</td>
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<tr>
<td>College Algebra-Trigonometry</td>
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<td>0</td>
<td>No Equivalent Course</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>0</td>
<td>0</td>
<td>No Equivalent Course</td>
</tr>
<tr>
<td>General Biology</td>
<td>50</td>
<td>6</td>
<td>General Elective</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>50</td>
<td>6</td>
<td>General Elective</td>
</tr>
<tr>
<td><strong>Business:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Information Sys. &amp; Comp. App.</td>
<td>50</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>68</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>Introductory Accounting</td>
<td>61</td>
<td>6</td>
<td>General Elective</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>3</td>
<td>General Elective</td>
</tr>
</tbody>
</table>

General examinations are not awarded credit
Financial Planning

Financial Aid Purpose
Statement

The primary purposes of the Student Financial Planning Office are to:

* Help students and their families navigate the "world" of financial aid
* Provide as many students as possible with the resources to help meet their financial need
* Distribute scholarships and grants in an equitable manner

Further the mission of the institution:

Our goal is to honor our Lord by practicing good stewardship of the financial resources entrusted to us. A secondary goal of our program is to encourage the students to practice good stewardship of the financial resources the Lord has provided them.

Please refer to the Financial Planning Handbook on the Covenant web site at http://www.covenant.edu/admissions/trad/finaid/ for financial aid program details and contact the Student Financial Planning Office with additional questions at financialplanning@covenant.edu.

Veterans’ Benefits

Covenant is approved to disburse veterans’ benefits to students who qualify. If you qualify for VA benefits, send a complete 22-1990 form and a copy of your DD214 to: VA Certifying Official, Office of Records, Covenant College, 14049 Scenic Highway, Lookout Mountain, GA 30750.

Satisfactory Academic Progress Policy

Federal regulations mandate that colleges establish standards of Satisfactory Academic Progress (SAP) for students receiving Title IV financial assistance. These standards are also applicable to institutional funds to maintain a consistent policy for all students. Satisfactory progress for students will be determined before the start of and after the end of each academic year by the Office of Records. Normally, students may receive aid for the entire award year as long as all qualitative and quantitative standards listed below are met. Students on probation or having received a SAP waiver will have their records checked at the end of each semester. Students cannot receive financial aid disbursements after losing eligibility until SAP standards have been met or a waiver has been granted.

Qualitative standards: Normally, students must earn the minimum overall institutional grade point average designated for the number of overall attempted hours (institutional and transfer) as listed below. By the end of the second academic year (measured as a period of time, not by the student’s class level), students must normally have a 2.00 overall institutional grade point average. The manner in which all grades are used in the calculation of a grade point average is outlined in the Credit and Grading System section under Academic Information.

<table>
<thead>
<tr>
<th>Overall Attempted Hours</th>
<th>Inst GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00-11.99</td>
<td>1.80</td>
</tr>
<tr>
<td>12.00-25.99</td>
<td>1.90</td>
</tr>
<tr>
<td>26.00 and above</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Quantitative standards: Students must successfully pass 66% of the overall attempted hours since enrolling at Covenant College. Example: Students attempting 30 hours during their first year must pass at least 20 hours to achieve SAP. Letter grades considered to have “passed” a course include CR, P, S and all letter grades “A” though “D-.” Attempted hours are determined by your registration immediately after the last day to drop a class, which is two weeks into the term. With a minimum of 126 hours required for a degree from Covenant, students are eligible for financial aid for a maximum of 189 overall attempted hours. Eligibility ends the semester after the student attempts 189 academic hours.

NAIA criteria require all student athletes to maintain full-time enrollment with 12 hours or more and to earn a total of 24 hours in the two previous terms of attendance prior to certification. While a student may be eligible for aid, athletic aid may be withdrawn if the student has not met the NAIA criteria and cannot participate in intercollegiate athletics. Athletes should contact their coach with any questions.

Financial assistance will normally be terminated if the student has failed to demonstrate SAP. Students may appeal a determination that the student is not making satisfactory progress by sending a letter with appropriate documentation to the Office of Records for a committee to consider any unusual and/or mitigating circumstances (e.g. health reasons, family reasons, or personal reasons) warranting a variance from these standards. The appeal does not change the student’s GPA or credit hours earned but may allow a student who demonstrates an intent and ability to complete a Covenant degree to receive aid while still below the SAP stan-
standards. The student should contact the Office of Records and determine a plan that could reestablish SAP.

Failing to demonstrate SAP does not preclude enrollment at Covenant College as long as the student is otherwise academically eligible. Students may enroll in future terms without aid to raise their total institutional grade point average and/or to earn a sufficient number of units to be eligible for financial assistance for the next academic term. If financial aid eligibility is reestablished for a future, the student must contact the Office of Records and provide the documentation required to reestablish SAP and reapply for aid. If eligibility is reestablished after the fall term, Pell and campus-based funds can only be awarded for the spring term. A student who has regained eligibility may receive a Stafford and PLUS loan based on their eligibility for the entire period of enrollment (the full academic year).

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 Regulations

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 $100.

Course Load

Regularly enrolled students will normally carry between 12 and 18 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 20 hours of work each week, may be required to reduce their programs of study. Students who carry 12 or more units are considered full-time students.

Dropping or Changing Courses

Students who wish to withdraw from a course or change enrollment from one course to another must consult with their advisor. A fee will be charged for all class changes after the designated period unless the circumstances requiring the change are beyond the control of the student. This includes dropping or adding a course. Consult the academic calendar for the deadlines for dropping and adding courses and the grades that will be assigned based on those dates.

Withdrawal from the College

Students desiring to withdraw from school before the end of a semester must contact the Dean of Records and process an official withdrawal clearance form available in the Office of Records.

Privacy Rights of Students

The Family Educational Rights and Privacy Act of 1974 (FERPA) was designated to transfer parental “rights” to their “adult” child when he or she enrolls in college and therein protect the privacy of education records, establish the rights of students to inspect and review their educational records, and 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 1974 while at the same time upholding Biblical relationships and responsibilities of the family and/or legal guardian.

As general practice, parents and/or other students are not informed by the college of disciplinary action taken toward a student. The college will always encourage the student to communicate openly and honestly with the parent. There may, however, be exceptions. Even though each student is legally and morally responsible for his or her own conduct, the college also recognizes the concern of legal guardians for the welfare of their sons and daughters. Thus, the college reserves the option to notify a parent in the following conditions:

- Discontinuation of enrollment or extended absence from the college.
- Medical treatment or psychiatric examination required to meet emergencies or to maintain one’s status as a student.
- Misconduct which is of such a nature that the student is in danger of suspension or expulsion.

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
Questions concerning the Family Education Rights and Privacy Act may be referred to the Office of Records. Students also have the right to file complaints with the Family Policy Compliance Office, U.S. Department of Education concerning alleged failures by the college to comply with the act.

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:

**Category I**
- Name, address, telephone number, email address, dates of attendance, enrollment status, class, photograph.

**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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**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 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 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 30 hours per semester (an average of 2 hours weekly), while freshmen will be expected to engage in not more than 45 hours per semester (an average of 3 hours weekly). The actual number of required hours 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.

Covenant College and Diversity

Covenant College acknowledges the need, in a fallen world, for joyful diligence in service for the Gospel and the Kingdom of Christ, and, consequently, for the obedient pursuit of justice and righteousness throughout human society. Our commitment to diversity, therefore, is not grounded in any concept of “political correctness,” any mandates of accreditation bodies, or even by the need to reflect the composition of the society in which our graduates will live. Rather, our commitment to diversity at Covenant College is grounded in an understanding of biblical mandates regarding the nature of the kingdom of God. This commitment is summarized by the following four statements.

1. The Covenant College community should reflect, as far as possible, the diversity of God’s kingdom within the United States and around the world. We work actively to become a more culturally diverse community.

2. Covenant College recognizes the participation of men and women from all ethnic and cultural backgrounds within the body of Christ. We encourage, therefore, the study of diversity in human cultural traditions, and encourage appropriate appreciation and demonstration of diversity in all areas of college life.

3. Covenant College actively seeks to strengthen the bond of Christian unity across cultures, ethnic heritages, social classes, and genders, while subjecting all beliefs and practices to careful biblical scrutiny.

4. Covenant College exercises its responsibility as a Christian institution of higher learning to model educational practice that eschews personal and institutional racism, and is just and non-discriminatory.

In order to implement practices consistent with these commitments, Covenant College is committed to multicultural education that is rooted in the best of the Reformed and evangelical traditions. Our goal is to help students become global Christians who possess the skills, knowledge, dispositions, and values that will enable them to serve effectively in a rapidly changing and pluralistic world.

A core requirement for graduation is that each student participate in an intercultural experience. Many students fulfill this requirement and enrich their lives in other ways by participating in semester-long study-abroad programs, or May term overseas programs. Others engage in mission trips and other experiences during the summer months. Still others participate in Break on Impact, a variety of spring break opportunities for students to experience different cultures, both inside and outside the United States.

Diversity scholarships appropriately recognize the contribution of diverse students to our campus. An active on-campus program provides support and services to diversity students, most of them children of missionaries. The goal of the diversity program is to serve students in order to enable them to succeed academically, socially, and spiritually at Covenant, so that they will be prepared to act as reforming influences in whatever culture they are called to serve Christ and his Kingdom.

In addition, chapel programs and other special activities, many of them student-led, encourage us to dismantle walls of separation between believers today, just as the gospel broke down the wall of separation between Jews and Gentiles in the first century (Ephesians 2:14-18).

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 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 results 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.

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.

Academic Internship Office

Covenant encourages students of all majors to pursue internship opportunities. The college’s faculty and staff believe that internships can be a broadening experience, contributing to classroom studies in ways which are consistent with a Reformed view of education. It is the college’s desire and design that internships will help students better understand their field of studies as well as the unique ways in which God has called them to work and serve in this lifetime.

To this end, Covenant’s approach to field education emphasizes more than the importance of resume building for a future career path. Internships are opportunities for students to apply and test what they learn in the classroom, while they are still part of the college community, with access to professors and peers who can help them reflect upon and evaluate their experiences.

Academic credit can be given for internship work, where appropriate. The objectives for practicums are negotiated and approved prior to the start of the internship, and should be worked out in conjunction with a student’s faculty advisor and the Academic Internship office. Approved internships will build upon the self-assessment and career exploration process developed by Covenant's career development center, and will require planned time for adequate preparation so the student will add value to the host company or ministry, along with time to debrief when the internship is concluded.
Accounting Office

Payments of student accounts and distribution of money will be made from the Accounting Office during posted office hours. Students wishing to cash checks in the amount of $30 or less can do so during regular office hours. Students who have a credit balance on their account may leave it on account to be applied against future charges or request a check for the credit balance in the Accounting Office. Checks for credit balance refunds require 48 hours notice. Partial credit balance refunds are not possible.

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 $50 per year and are issued 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 and Placement Services Center provides 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. These programs focus on self-assessment, career research and bridge-building (including internships which would assist in “bridging” together the first two areas). All of the above services are helpful to students who may either be unsure of their life pathway or who may have decided on a particular direction, but are looking for confirmation and/or refinement of that direction.

Placement services that are available to graduating seniors pursuing their employment goals would include resume writing, preparing for employment interviews, networking in their field(s) of interest and formulating a job search strategy. Covenant College participates in the Georgia Consortium Career Fair in Atlanta each year, which is designed to assist seniors in understanding and exploring relevant employment pathways following graduation. Information and guidance concerning graduate study programs and the applications process is also available to juniors and seniors.

Off-campus employment during the school year and summer months is also made available through the Career Development and Placement Services 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. (Such information is also posted into “public folders.”)

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 utilization by students, alumni and other constituents of the Career Development and Placement Services Center along with its programs and services are on file in the 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 depend-
ence 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 com-
mitment 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, illumi-
nating 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.

Dean of Chapel

The Interim Dean of Chapel will serve as a bridge for the
Covenant community to a new Dean of Chapel and a poten-
tially revised chapel program. The position is designed to
exist during a two-year span where the program will be ex-
tensively reviewed, the current job description for the Dean
of Chapel carefully evaluated, strategies employed poten-
tially to reform elements of the program that need temporary
and long-term attention, and an active search undertaken in
hopes of finding the right person to fill the post. The Interim
Dean of Chapel will oversee the basic, day-to-day responsi-
bilities of running the chapel program, host a variety of off-
campus speakers to campus, integrate a core of faculty as
speakers in the chapel program, delegate responsibility for
student discipleship and ministry programs, and attend to
some significant thought-work pertaining to the vision for
chapel at Covenant College.

Day of Prayer

Once each semester, classes are suspended for a college-
wide day of prayer. Various sessions and meetings are or-
organized by the Dean of Chapel and the student Spiritual Af-
fairs 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 com-
munity 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 se-
lection 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 per-
sonal 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.

Library

Regular hours for use of the library will be posted. The li-
brary is closed on Sundays, and its hours are restricted on
the Day of Prayer, which takes place each semester. For spe-
cific information regarding the library, the Library Hand-
book 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.

Priesthill Center Health and Counseling Services
The College Health Service is directed and staffed by a registered nurse under the direction of the college physicians, with office hours Monday through Friday, 8:00 – 4:30 p.m.

General health problems and consultations are handled by the RN staff during regular office hours, with phone consultations or referral to a physician as needed. The college physician is on campus twice a week and sees students by appointment made through Health Service staff at ext. 1275. Allergy desensitization injections are made by arrangements with the RN staff.

In emergency situations when the RN staff cannot be located during regular office hours, students should contact the switchboard, Student Development Office, Resident Directors or Resident Advisors. For medical problems or accidents that occur after regular office 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.

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 and C257, 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 1275. A confidential voice mail system is provided for each counselor. Office hours are Monday through Friday and are posted on the office door.

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

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 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 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’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.

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 other perspective to all 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 Bachelor of Arts Degree

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. An institutional grade point average of 2.0 or better
3. The fulfillment of all basic requirements
4. At least 15 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:

1. A minimum of 126 credit units
2. An institutional grade point average of 2.0 or better
3. Compliance with the core and major requirements established by the department on page 105
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 last 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

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.

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.
Core Curriculum for Bachelor of Arts Degrees

Biblical Basis
Christian Doctrine I, II .................................................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
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, music or theatre.
Not fulfilled with ensemble or studio credits.
Intercultural Experience ....................................................1
Social Science Elective ..........................................................3

Physical Education
Physical Education 151,152 ................................................3
Total ....................................................................................63

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.

Major and Minor Programs
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.

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 list.
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.

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<th>Major Programs</th>
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<tr>
<td>Applied Music</td>
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<tr>
<td>Art</td>
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<tr>
<td>Biblical Studies and Missions</td>
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<td>Biology</td>
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<td>Business</td>
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<td>Chemistry</td>
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<td>Community Development</td>
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<td>Elementary Education</td>
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<td>English</td>
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<td>History</td>
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<td>Information and Computer Sciences</td>
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<td>Interdisciplinary Studies</td>
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<td>Mathematics</td>
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<td>Music</td>
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<td>Natural Science</td>
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<td>Organizational Management*</td>
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<td>Philosophy</td>
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<td>Philosophy and Religion</td>
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<td>Physics</td>
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<td>Psychology</td>
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<td>Sociology</td>
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<th>Special Programs</th>
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<td>Pre-engineering (consult with Professor Broussard)</td>
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<td>Pre-law (consult with Professor Follett)</td>
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<td>Pre-medical (consult with Professor Morris)</td>
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<td>Pre-ministerial (consult with a Biblical Studies professor)</td>
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<td>Pre-nursing (consult with Professor Wenger)</td>
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<td>Pre-physical therapy (consult with Professor Wenger)</td>
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<td>Teacher Education, Elementary and Secondary</td>
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<th>Minor Programs</th>
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<td>Accounting</td>
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<td>Art</td>
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<td>Biblical Studies</td>
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<td>Economics</td>
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<td>French</td>
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<td>German</td>
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<td>History</td>
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<td>Computer Sciences and Information Systems</td>
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<td>Interpersonal Counseling</td>
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<td>Mathematics</td>
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<td>Missions</td>
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<td>Music</td>
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<td>Philosophy</td>
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<td>Physical Education</td>
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<td>Psychology</td>
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<td>Sociology</td>
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<td>Spanish</td>
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<td>Teaching English as a Second Language</td>
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<td>Theatre</td>
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<td>Youth Ministry</td>
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* A field experience program only
Graduation Requirements for Bachelor of Science – Adult Degree Completion Programs

Covenant’s Quest program provides adult students (age 23 and older) a baccalaureate degree through a program combining traditional and non-traditional learning. Quest brings Covenant’s Christian education to the working adult learner.

Students must have 60 semester hours of college credit to enter the program. Course work in this major constitutes another 33 hours. The 33 semester-credit curriculum is taught in a series of courses taken consecutively. Additional credits may be earned through CLEP, correspondence courses, military experience, portfolio, and other non-traditional means. The organizational management program focuses on topics such as management problems, supervision, and organizational behavior. Each student designs and writes an applied decision making project research paper. The early childhood education program is designed to lead to a teaching certification for grades P-5.

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.

The degree of Bachelor of Science is conferred upon students in the field experience programs. 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 Science ............................................................9
   - Humanities ..................................................................6
     (Including 3 credits in art, literature, or music)
   - Bible ...........................................................................3
   - Computer Science ........................................................2

   Completion of the Organizational Management curriculum (33 semester hours)
   An institutional grade point average of 2.00 or better

4. A minimum of 126 semester credits

Graduation Requirements for Associate of Arts 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. An institutional grade point average of 2.0 or better
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.

Core Curriculum for Associates 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
- Physical Education ..........................................................3

**Total**............................................................................36
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 Offerings

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. Correspondence courses do not have actual seat-time and typically do not have fixed dates of enrollment, and therefore are not included in a calculation of enrollment status (e.g. full-time status). 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. A letter grade of “C-” or better is required to accept all transfer coursework.

Students who choose to take foreign language through correspondence must take the placement exam upon completion to verify that two semesters of language study has indeed been achieved. Only upon the achievement of a satisfactory score on this test will the credit for the foreign language component of the core curriculum be awarded.

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.”

Students are required to be enrolled for one year at Covenant before being permitted to participate in an off-campus studies program. Please see the Off-Campus Studies section of the Financial Planning Handbook regarding eligibility and use of financial aid resources for off-campus studies. A maximum of 16 semester units of credit from off-campus study courses may be applied to a degree from Covenant. Credits and grades earned through these cooperative programs, most of which are listed below, will be listed on the transcript as a Covenant course and included in the calculation of the institutional GPA. Credits earned from all other external independent programs will be considered transfer credits requiring a “C-” or better letter grade to be applied toward a Covenant degree. All grades will appear on our transcript and will be included in the calculation of the transfer GPA. The institutional and transfer GPA will be combined to determine an overall GPA.

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

Domestic Intercultural 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.

With the exception of foreign language minors and those studying abroad in the 200 and 300 level programs, students will not fulfill the modern foreign language requirement for semester abroad study. However, three (3) foreign language credits may be earned in a college-level one-semester (101
or 102) French, German or Spanish course taken abroad as long as the student has been enrolled the previous semester or will be enrolled the following semester in the appropriate Covenant College French, German or Spanish course. Locations include:

**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.

**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. This program 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 (CCCU). 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. Grades earned in these courses will impact a student’s Covenant cumulative grade point average. Council-managed programs are owned and operated by the Council for Christian Colleges and Universities. They are the direct management responsibility of the Council board of directors, president, and senior vice president. They are also subject to regular review by the Student Academic Programs Commission.

**American Studies Program (ASP)** Founded in 1976, the American Studies Program has served hundreds of students as a “Washington, D.C. campus.” ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student’s talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals.
The ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

**Australia Studies Centre for Ministry & the Arts (ASC)** This program is housed at the Wesley Institute in Sydney, Australia and includes classroom study combined with experiential, intercultural academic instruction. All students will take a required course in Australian culture, economics, politics and religion, with the rest of the coursework being made up of electives from the Wesley Institute. Students will also travel into the countryside to engage rural life and the aboriginal peoples.

**China Studies Program (CSP)** The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi’an and Xiamen. This interdisciplinary, intercultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 15-17 semester hours of credit.

**Contemporary Music Center (CMC)** The Contemporary Music Center provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both Artist and Executive Track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum. Students earn 16 semester hours of credit.

**Honours Programme-CMRS, Oxford (CMRS)** Honors and other highly qualified students have the exciting opportunity to study in England through this interdisciplinary semester in Oxford. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrated 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. In addition to two tutorials, students participate in a seminar and an integrative course through which they produce a scholarly project or term paper. Field trips provide opportunities for experiential learning in England’s rich historical setting. Students earn 16 semester hours of credit.

**Latin American Studies Program (LASP)** Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in fall terms); and Tropical Sciences (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.

**Los Angeles Film Studies Center (LAFSC)** The Los Angeles Film Studies Center is designed to train students of Council institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the LA area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit.
**Middle East Studies Program (MESP)** This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner at a time of tension and change. Students earn 16 semester hours of credit.

**Russian Studies Program (RSP)** RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia’s three largest cities: Moscow, St. Petersburg and Nizhni Novgorod. In addition to three seminar courses entitled History and Sociology of Religion in Russia; Russian Peoples, Cultures and Literature; and Russia in Transition, students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework. For those choosing 4 hours of Russian, a seminar course, International Relations and Business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian “window to the West.” Students earn 16 semester hours of credit.

**Council Summer Programs**

**Oxford Summer Programme (OSP)** The Oxford Summer Programme (OSP) is a program of the CCCU and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, English, and History of Science. The Programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.

**Summer Institute of Journalism (SIJ)** Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, D.C. Fifteen students are selected to participate in the Institute, which lasts from mid-May to mid-June. The Institute blends classroom experience with hands-on work and provides excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communications professors from Council member institutions, take part in field trips and complete workshop projects for hometown newspapers. SIJ provides valuable insight and training in gathering and writing news in the most important news market in the world. The Institute develops students as Christian journalists – exhibiting both professionalism and legal/ethical integrity. Students earn 4 semester hours of credit.

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

Council Registered Programs are registered at the recommendation of the Student Academic Programs Commission. These study programs are independent of the CCCU. The Council assumes no responsibility for the ownership and management of these programs. Registration is reviewed each year. In order to register, the program must show evidence of satisfactory financial and academic oversight, a Christ-centered academic purpose, a qualified faculty and the active participation of at least ten CCCU member institutions.

**AuSable Institute of Environmental Studies.** The AuSable Institute offers university-level courses with transferable credits to over fifty colleges and universities. The program provides a framework and services for sustainable community-building, environmental education and restoration for school children and adults, facilities for community and environmental organizations, community and regional conferences and retreats, and outreach services. This is accomplished in the Great Lakes Forest of Northern Michigan, Puget Sound in the Pacific Northwest, East Africa and South India.

**Christian Center for Urban Studies (CCUS)** The CCUS links the needs and opportunities of the city with the faith and gifts of today’s college and seminary students. As a cooperative venture of selected schools, CCUS prepares students for America’s multi-cultural and urban future. Fully accredited three-week, semester and summer educational programs are designed to integrate theory and experience, action and reflection, practice and prayer.
Creation Care Study Program (CCSP) The CCSP is a four-month study program offered in two international locations: Belize, Central America, and the South Pacific (Samoa and New Zealand). The goal of CCSP is to develop and nurture the knowledge, care, and practical competence necessary to be caretakers of creation. Specifically, the core of each program is three, four-credit classes in theology (God and Nature), biology (Tropical Ecosystems or Ecosystems of the South Pacific) and sustainable development (Introduction to Sustainable Community Development).

EduVenture. EduVenture is a semester-long study abroad program that seeks to bring about life change through a blending of traditional and non-traditional experiential-based learning. Emphases include spiritual growth and discipleship, intercultural communications, community development, physical education and missions. EduVenture is located near the logging town of Madera, in Chihuahua, Mexico. A second site is maintained at Pyramid, near Wamena in West Papua, for graduate interns in community development.

Focus on the Family Institute. The Focus on the Family Institute provides a unique educational community which nurtures emerging Christian leaders, equipping them to promote healthy families, vibrant churches and a civil society. The curriculum of this semester-long program is multidisciplinary and focuses on topics related to psychology, sociology, family studies, leadership, social ethics, public policy, philosophy and theology. Fall, Spring and Summer study opportunities are available.

International Business Institute (IBI) The International Business Institute is a cooperative program involving colleges and universities of the CCCU. It is designed to give students in economics and business a distinctive opportunity for a term of study in the international dimension in these fields.

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.

Trinity Christian College Semester in Spain. Semester in Spain strives to provide a comprehensive living and learning environment in Seville, Spain. The core of the program is built around teaching by native Spaniards, faith opportunities, and a homestay experience with Spanish families. Beginners, intermediate and advanced Spanish students are welcome.

World Journalism Institute (WJI) The World Journalism Institute in Asheville, NC was established to help train a cadre of young Christians who can write well, observe keenly and think biblically. WJI holds its journalism courses in New York City, Washington, DC, Los Angeles and Asheville, NC. Drawing its faculty from the ranks of working journalists as well as academic journalists, WJI offers classroom instruction, writing assignments, field trips and internships throughout the year. Students can receive academic credit from participating colleges.

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 chair. 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 pages 12, 14-16 for information concerning credit through the Advanced Placement (AP), International Baccalaureate (IB) and College Level Examination Program (CLEP).

Credit and Grading System

A student must satisfactorily complete all required courses and have an institutional grade point average (GPA) of at least 2.00 before granting of a degree. Three GPAs are printed on a Covenant transcript: institutional – only Covenant courses or cooperative programs; transfer – courses from any other institution; overall – includes both institutional and transfer courses. The institutional GPA is the only average used for all of Covenant’s academic purposes such as determination of academic status for enrollment, scholastic honors and graduation requirements. Calculations are truncated to two decimal places (e.g. 3.497 truncates to 3.49).

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:

<table>
<thead>
<tr>
<th>Code/Letter</th>
<th>Description</th>
<th>Quality Points toward GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Passing</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Passing</td>
<td>0.67</td>
</tr>
</tbody>
</table>

CR means a passing mark for a developmental course (e.g. ENG 050, MAT 040). Units are not included in computing the GPA 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 through an Incomplete Grade Request Form that would outline the plan for completion of the course. All work for the course with an Incomplete grade must be submitted to the instructor, or the Office of Records if the instructor is not available, by August 5 or Monday morning after August 5 if a weekend. If the outstanding work is not submitted, the “I” would be replaced with an “F” and financial aid eligibility would be determined based on that grade. If the outstanding work is submitted by August 5, the instructor must submit a grade for the incomplete class by one week before the first day of classes. Once the grade is submitted, the student’s eligibility for financial aid will be determined. The instructor has the discretion to set an earlier deadline. Other policies apply for incomplete in correspondence and external degree program courses. Contact the Office of Records.

F means failing, carries no grade point, and is given at the end of the semester. 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 GPA.

NC means completion of a zero unit course (e.g. computer lab) or a failing mark for a developmental course (e.g. ENG 050, MAT 040). Units are not included in computing the GPA or earned hours for the semester.
P means passing with a “C-” or better letter grade, carries no grade point, does apply the hours as earned toward graduation requirements.

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 second third of a semester. Units are not included in computing the grade point average. Other policies apply for withdrawals from correspondence or external degree program courses.

WP means withdrawn during the last portion of the semester up to the last two weeks of classes with a passing mark at the time the class is dropped, regardless of the reason for the withdrawal. Units are not included in computing the GPA. Other policies apply to withdrawals from correspondence or external degree program courses.

WF means withdrawn during the last portion of the semester up to the last two weeks of classes with a failing mark at the time the class is dropped, regardless of the reason for the withdrawal. Units are not included in computing the GPA. Other policies apply to withdrawals from correspondence or external degree program courses.

All withdrawal requests must be processed through the instructor. Before the last two week period, instructors would advise students concerning the wisdom of withdrawing—the final decision whether or not to withdraw is made by the student. In the final two-week period, the final decision is the instructor’s but withdrawals during that period would generally be granted only in extraordinary circumstances (e.g. medical withdrawal).

Repeated Courses
A student may repeat courses previously passed or failed to improve a grade, but all original grades will remain on the transcript. Only the highest grade earned is used in calculating the grade point average. The course with the lower grade will be noted with a code of “E” for exclusion from the hours earned and grade point average calculation. Three grade point averages are printed on a Covenant transcript: institutional – only Covenant courses or cooperative programs; transfer – courses from any other institution; overall – includes both institutional and transfer courses. Courses repeated at another institution will alter the institutional grade point average only by removing a lower grade from the calculation. Contact the Office of Records to initiate approval of an equivalent course prior to enrollment in that course.

Pass-Fail Option
Students with junior or senior standing and an institutional GPA of 2.70 or higher may take a total of 12 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.

Distribution of Grades
Students can log into the Banner Web from any college computer lab or through any Internet Service Provider from their home or public library to obtain their grades for a term or examine their complete transcript. Email and written correspondence will be mailed to the permanent address of all students on academic probation and suspension. 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 “I” (incomplete) had the professor known about it before the end of the semester.
Extended Time for Testing

Students who have on file in the Office of Records a psychological evaluation completed within the last three years 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. Students who provide verification that their primary language is not English may also be granted that accommodation on a case-by-case basis when the Office of Records determines that extended time for testing is warranted. 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.

Military Call to Active Duty

Students required to report for active duty in the military before the end of the term will have two options regarding the status of academic credit upon presenting documentation of their orders:

1) If an instructor can reasonably give a letter grade for a class without additional work or the final examination, the student’s current grade in the class may be given as the final grade, assuming the student is satisfied with the current grade. If, upon returning from active duty, the student has a desire to complete any work outstanding to adjust the letter grade, the instructor has the freedom to make such arrangements but is not obligated to change the original grade. Because academic credit is being granted, no refund of tuition will take place, but room and board will be refunded on a pro-rated basis.

2) For classes in which a grade cannot reasonably be given before the end of the semester or without a final examination, the student can elect to withdraw from the college, resulting in a 100% refund of tuition and a pro-rated refund on room and board expenses. If, upon returning from active duty, the student has a desire to complete any work outstanding to be assigned a final grade, the instructor has the freedom to make such arrangements with reasonable time deadlines but is not obligated to do so. The student will be assessed the then current tuition rate after consultation with the Registrar.

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:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Hours Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>First semester freshman</td>
<td>0-11 units</td>
</tr>
<tr>
<td>Second semester freshman</td>
<td>12-25 units</td>
</tr>
<tr>
<td>First semester sophomore</td>
<td>26-41 units</td>
</tr>
<tr>
<td>Second semester sophomore</td>
<td>42-57 units</td>
</tr>
<tr>
<td>First semester junior</td>
<td>58-73 units</td>
</tr>
<tr>
<td>Second semester junior</td>
<td>74-89 units</td>
</tr>
<tr>
<td>First semester senior</td>
<td>90-105 units</td>
</tr>
<tr>
<td>Second semester senior</td>
<td>106+ units</td>
</tr>
</tbody>
</table>

Academic Probation

Students may be placed on academic probation as a result of two actions. New students may be admitted on academic probation based on lower high school performance or test scores. Continuing students with an overall institutional grade point averages below the following averages at the end of any semester will be placed on academic probation and will be notified by email and in writing. (A student’s grade point average is computed by dividing the number of grade points earned by the grade point units attempted at Covenant.)

<table>
<thead>
<tr>
<th>Overall Hours Attempted</th>
<th>Inst GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00-11.99 units</td>
<td>1.80</td>
</tr>
<tr>
<td>12.00-25.99 units</td>
<td>1.90</td>
</tr>
<tr>
<td>26.00+ units</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students on probation for a second consecutive semester after at least two semesters of enrollment or with an overall institution gpa below 1.60 will normally be suspended. The student will not be permitted to continue enrollment until satisfactory academic progress requirements have been met. The “two consecutive semesters” refers to the fall and spring semesters and does not include summer session.

Students on academic probation must adhere to the following requirements. Students 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. Students
must report to their faculty advisor at least once a month. Students will follow a no-cut policy in all courses and submit an attendance form to their advisor throughout the term during their regular meetings. Students on academic probation are ineligible for participation in extracurricular activities as noted below. Students may be suspended immediately for failure to comply with these requirements. Parents may also be contacted based on the criteria outlined in the Privacy Rights of Students section of the Bulletin. This policy is enforced by the Office of Records.

**Academic Suspension and Readmission Requirements**

Students on academic probation for a second consecutive semester after at least two semesters of enrollment or with an institution GPA below 1.60 will be placed on academic suspension.

A student placed on academic suspension will be notified by email and in writing. The notification letter will outline the process to appeal suspension and be accompanied by an academic suspension appeal form. The appeal form must be emailed or faxed to the Office of Records before the deadline noted 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 intent) to perform up to the level of the academic standards required to make progress in the completion of a degree program. The student will then be notified by the Office of Records by phone and in writing of the action of the committee. If an appeal is granted, the student is permitted to re-enrolled on probation status and receive financial aid if eligible.

Students who are suspended and whose appeal has been denied are encouraged to enroll at another institution to re-establish eligibility by improving their grade point average and/or by demonstrating their ability to be successful with college work before being reconsidered by the joint committee. Contact the Office of Records for approval of courses that can be taken at another institution to replace a lower grade received at Covenant.

**Involuntary Withdrawal/Leave of Absence**

Covenant may initiate an involuntary withdrawal/leave of absence when a student exhibits behavior that could disrupt the academic process or present a danger to the student or other members of the College community. This policy may also apply to any student returning from a hospital confinement who needs extended observation or supervision. The following are some situations in which such action would be appropriate:

1. The student’s behavior appears to pose a danger to the life, health or safety of the student or other members of the college community, or to the College, its property, or to the property of another member of the College community.
2. The student’s disruptive behavior impedes or aggressively disrupts the educational process or the legitimate activities of other members of the college community.
3. The student refuses or is unable to cooperate with a recommended evaluation or treatment procedure, and/or the student acts or threatens to act in a manner that would interfere with or disrupt the educational process or the legitimate activities of other members of the college community.

When the college has evidence of the behavioral problems described above, the appropriate college official will consult with the student about his/her situation, and to the extent provided by law, may also notify the student’s parent, pastor, guardian or other appropriate adult. The student will be permitted to have an advisor or support person present for all formal meetings.

**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. Students should inform their instructors in advance of any school trips which will necessitate absence from class. Faculty members will report 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 an institutional 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 institutional 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 an institutional 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 and to receive a rank in the graduating class. 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.

**Bachelor of Arts Academic Programs**

The following set of courses constitutes the core curriculum outlined on pages 28-29. 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.
Core and General Education Courses

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 Core Course

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
This course is designed to introduce newly enrolled students to the general scope and distinctive emphases of a Covenant College education. The first portion of the course deals with becoming a more self-conscious covenant keeper, the second with God’s words and deeds as Sovereign Lord, and the third with our words and deeds as his grateful instruments. Sub-topics include image-bearing, calling, worldview, revelation, the liberal arts and core, Covenant’s unique tradition, and covenant-keeping as the point of a Covenant education.
ENG 111. English Composition.......................................... 3
(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

Typical Sophomore Year Core Courses

BIB 277-278. Christian Doctrine I, II ................................. 6
(See Biblical and Theological 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. Three units each semester. Prerequisite: COR 100, ENG111.
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.
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
An overview of the economic, social, political, demographic, public health, environmental, cultural and religious issues that shape the agenda for the community of nations at the outset of the twenty-first century and beyond. This course therefore affords students the opportunity: (1) to develop an awareness of multiple global trends; (2) to recognize ways in which issues interact with and influence each other; and (3) to think biblically about them. Prerequisite: COR 225, 226; HIS 325.

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 human culture. Common readings are discussed throughout the semester. Prerequisite: Junior standing.
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 29)

General Education Course
131. College Life-Academic Strategies .........................1
A course designed to increase students’ success by assisting them in obtaining skills necessary to reach their educational objectives. Topics include time planning, test taking, communication skills, study techniques, question-asking skills, library use, and personal issues that face many students.

Accounting
See Business

Art

Department Goals
The faculty of the Department of Art believes in the importance of art in the life of all humans. We are committed to providing an academic environment in which students will increase their understanding and appreciation of the art of the past while developing a critical framework with which to interpret and respond to the visual culture of the present. A variety of means and media will be employed to help students develop hands-on artistic technical skills and conceptual strategies. Students will be challenged to respond to creation through interpretation.

The Department of Art seeks to thoughtfully engage students in the visual arts to create artworks that are rooted in contemporary and traditional art making practices. Students will demonstrate knowledge of artistic periods and styles relevant to the depth of social and art history. In addition to their work in the studio and art history, students will through critical analysis and interpretation explore and understand contemporary issues in the world of art.

Achieving such understanding and skills is important within the Christian community as we pursue an art reflective of our commitment to Christ. In art, as in all human endeavors, Christ must be preeminent. To seek this end, is to pursue our calling as stewards of God-given gifts and to explore those gifts within the community of Covenant College and the larger Christian community around the world.

In completing a major in Visual Arts, students are required to fulfill the core curriculum because a broad liberal arts foundation supplies students with a rich background to use as a source for artistic expression.

Requirements for the major in Visual Arts, B.A. Degree
The Bachelor of Arts is offered to the liberal arts student who wishes to major in art. The core and distribution requirements for a major in visual arts are those listed for baccalaureate degrees on page 28.

Foundation Courses (12 credits)
ART 201. Drawing I......................................................... 3
ART 202. Drawing II ....................................................... 3
ART 210. Two-Dimensional Design .............................. 3
ART 211. Three-Dimensional Design ............................ 3

Studio Concentration Courses (9 credits)
Visual Arts: ART 250 and two from ART 220, 222, 223 or 270.
Students are required to take foundation courses as prerequisites for the following studio. See course description for corresponding prerequisite.
ART 220. Introduction to Photography .......................... 3
ART 222. Painting I ....................................................... 3
ART 223. Painting on Paper ......................................... 3
ART 250. Sculpture I ...................................................... 3
ART 270 Communication Design I .............................. 3

Advanced Studio Concentration Courses (6 credits)
Visual Arts: two from ART 320/420, 322/422, or 350/450.
Visual Arts Communication Design: two from ART 370/470.
Students may take two semesters of each individual advanced studio concentration courses. For each advanced studio there is an introductory studio course as a prerequisite.

**ART 320/420. Photography II/III** ..........................................3
**ART 322/422. Painting II/III** .................................................3
**ART 350/450. Sculpture II/III** ...............................................3
**ART 370/470. Communication Design II/III** ........................3
**ART 299/399. Special Studies** .............................................3

**Art History (9 credits):**
- **ART 301. Art History I** .........................................................3
- **ART 302. Art History II** ........................................................3
- **ART 410. Art and Criticism 1970 to the present** ...................3

**Senior Requirement (3 credits):**
- **ART 491, 492. Senior Seminar and Project** ..........................3
Total hours for major .......................................................39

Core requirements ..................................................................63
Electives ..............................................................................24
Grand Total........................................................................126

**Requirements for Minor in Art**
- **ART 201. Drawing** ...............................................................3
- **ART 210. Two-Dimensional Design** .....................................3
- **ART 211. Three-Dimensional Design** ...................................3
- **ART 301. Art History I** .........................................................3
- **ART 302. Art History II** ........................................................3
- **ART studio elective** ............................................................ 3
Total.....................................................................................18

**Model Program for B.A. Art Majors**

**Freshman year:**
- 2 Foundation courses

**Sophomore year:**
- 2 Foundation courses
- 2 Art history courses

**Junior Year:**
- 3 Studio concentration courses
- 1 Art Criticism

**Senior Year:**
- 2 Advanced studio concentration courses
- 1 Senior Seminar

**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. Prerequisite: Art major or minor, or permission of instructor. Three units.

201. Drawing I
This studio course in basic drawing will include explorations in perspective systems and experimentation with a variety of media. Six hours studio. Prerequisite: Art major or minor, or permission of instructor. Three units.

202. Drawing II
A studio course continuing the study of observation based drawing. The focus of this course is to develop form through the modeling of light and value with further emphasis on rendering with color materials. Prerequisite: ART 201. Six hours studio. Three units.

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. Prerequisite: Art major or minor, or permission of instructor. Three units.

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. Prerequisite: Art major or minor, or permission of instructor. Three units.

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. Fee required. Three units.
222. Painting I
A studio course designed as an introduction to the medium of painting may include the use of acrylic and oil materials. Emphasis will be given to the design and compositional structures of the two-dimensional medium. Prerequisite: ART 201 or permission of instructor. Six hours studio. Three units.

223. Painting on Paper
A studio course designed to develop visual expression through water based media. Students will review the technical aspect of transparent, opaque, and mixed water-soluble media while applying the theories of color and representation of form. Prerequisite: ART 201 or permission of instructor. Six hours studio. Three units.

250. Sculpture I
An introductory studio course emphasizing the three-dimensional properties of a variety of material including clay, wood, plaster, and metal. Prerequisite: ART 211 or permission of instructor. Six hours studio. Three units.

270. Communication Design I
A studio course exploring the communicative aspects of visual media as it speaks to the creative ideas and resources related to visual culture. Prerequisite: ART 210 or permission of instructor. Six hours studio. Three units.

299/399. Special Studies
Studies in one of several different media such as photojournalism, functional sculpture, or color theory. Emphasis will be determined by student interest and the availability of qualified instructors. Prerequisite: appropriate to the course. Credit Hours to be determined.

301. Art History I
Illustrated study of painting, sculpture, and architecture from prehistoric times to the Italian Renaissance. Three units.

302. Art History II
Illustrated study of painting, sculpture, and architecture from the Italian Renaissance to the beginning of postmodernism. Three units.

320/420. Photography II,III
This course extends the experiences of the introductory studio for the student to pursue further work in the medium. Emphasis is placed on the ideas and subject determined by the student. Prerequisite: ART 220 or permission of instructor. Six hours studio. Three units.

322/422. Painting II,III
A studio course that continues development of visual perception and cognition through observation, or abstraction. Emphasis will be given on individual development and subject determined by the student. Prerequisite: ART 222 or permission of instructor. Six hours studio. Three units.

350/450. Sculpture II,III
Emphasis is given to the conceptual development of student self-directed projects that use appropriate technologies and materials. Prerequisite: ART 250 or permission of instructor. Six hours studio. Three units.

370/470. Communication Design II,III
A consideration of advanced projects in graphic design that may include the development of mailers, folders, brochures, and packaged design. Preparation and development of a design portfolio relevant to the personal interests. Prerequisite: ART 270 or permission of instructor. Six hours studio. Three units.

410. Art and Criticism 1970 to the Present
This course is an illustrated study of the history and theory surrounding art production of late modernism and postmodernism. The history of art criticism in western culture has its roots in the ancients; emphasis will be on the study of structuralism, feminist criticism, post-structuralism and multiculturalism as it is formulated in the language of literary and art criticism. Prerequisite: ART 301, 302 or permission of instructor. Three units.

491, 492. Senior Seminar and Project
Topics will include discussions about contemporary problems in visual arts with an emphasis on preparation for SIP, senior exhibition, and developing of a portfolio. Prerequisite: ART 301, 302 and six hours of studio concentration courses. Two units in fall semester. One unit in spring semester to be taken in sequence. See page 29.

Biblical and Theological Studies

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 and Theological Studies (BTS) 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 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.

In support of these goals, the department offers the following programs:

**Major and Supporting Course Requirements**

**Requirements for Major in Biblical and Theological Studies**

The core and distribution requirements for a major in Biblical and Theological Studies are those listed for baccalaureate degrees on page 28, with the following exception:

- Instead of the general requirement of 8 hours of language, 8 hours of elementary Greek or Hebrew are required.
- Core requirements .............................................................. 63
- Electives ............................................................................. 27

**Major and Supporting Course Requirements**

BIB 371. Ethics .................................................................... 3
BIB 372. Hermeneutics ........................................................ 3
BIB 376. Christian Apologetics............................................ 3
BIB 383. History of the Christian Church............................ 3
BIB 492. Senior Integration Paper ....................................... 3
MIS 202. Theology of Missions .......................................... 3
O.T. Upper Division Book Study ......................................... 3
N.T. Upper Division Book Study ......................................... 3
Upper Division Theological Studies Course ....................... 3
Upper Division Theological Studies Course ....................... 3
An Upper Division Dept. Elective........................................ 3
An Upper Division Dept. Elective........................................ 3

- Major requirements subtotal ........................................  36
- Grand total .................................................................... 126

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

**Biblical and Theological Studies Major with Concentration in Missions**

The core and distribution requirements for a major in Biblical and Theological Studies with a Concentration in Missions are those listed for baccalaureate degrees on page 28, with the following exception:

- Instead of the general requirement of 8 hours of language, 8 hours of elementary Greek or Hebrew are required. However, these languages may be replaced by another foreign language, with special permission.
- Core requirements .............................................................. 63
- Electives ............................................................................. 27
**Major and Supporting Course Requirements**

**Philosophy and Religion**

(offered jointly with the Philosophy Department)
The core and distribution requirements for a major in Philosophy and Religion are those listed for baccalaureate degrees on page 28, with the exception that a course in art, literature or music is required to fulfill the requirement for the humanities.

**Requirements for Minor in Biblical and Theological 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
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 ................................. 3
Core requirements subtotal .................................. 36

**Area of Concentration**

BIB 277-278. Christian Doctrine I, II .................. 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
Department electives (upper division) .................. 6
Missions course ............................................. 3
Electives ................................................................. 3
Concentration subtotal ........................................... 27
Grand total ............................................................ 63

Requirements for Minor in Youth Ministry

BIB 211. Introduction to Relational Youth Ministry .......... 3
BIB 212. Preparing for Relational Youth Ministry Skills ..... 3
BIB 213. Team Relational Youth Ministry Practicum I ...... 3
BIB 214. Team Relational Youth Ministry Practicum II .... 3
BIB 380. Evangelism, or SOC. 249.
  Interpersonal Communication, or SOC 347.
  Relational Counseling............................................ 3
Total ....................................................................... 15

Non-Certification Secondary Education Minor in Bible
(Biblical and Theological Studies Major)

This program is designed to prepare teachers of Bible for grades 6-12. This is not a certification program (Georgia does not certify in Bible), but the professional education courses are taken, including the student teaching practicums.

Core Requirements

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

Tools for Learning
ENG 111. English Composition ................................... 3
  Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.
Elementary Greek...................................................... 8
Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)
ENG 252. Speech......................................................... 2

Natural Creation
Laboratory Science.................................................... 4
Mathematics ............................................................. 4

Cultural Contexts
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

HIS 325. Contemporary Global History ....................... 3
COR 325. Global Trends for the 21st Century ............... 3
Social Science Elective .............................................. 3
COR 337. Intercultural Experience ............................. 1
COR 340. Christ and Culture Seminar ........................ 1

Physical Education
PE 151. Concepts in Physical Education .................... 2
PE 152. Aerobics........................................................ 1
  General education core subtotal ................................ 57

Major and Supporting Course Requirements

BIB 371. Christian Ethics .......................................... 3
BIB 372. Hermeneutics ............................................. 3
BIB 376. Apologetics ................................................. 3
BIB 383. History of the Church .................................. 3
MIS.202. Theology of Missions .................................. 3
BIB 492. Senior Integration Paper ............................. 3
O.T. Upper Division Book Study ................................ 3
N.T. Upper Division Book Study ................................ 3
Upper Division Theological Studies Course ................. 6
An Upper Division Dept. Elective ................................ 6
Major Requirements Subtotal .................................. 36

Professional Education

EDU 215. Technology for Educators ......................... 3
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 ................................................. 4
EDU 361. Education of Exceptional Children ............. 3
EDU 370. History and Philosophy of
  American Education .............................................. 3
EDU 411. Educational Assessment ............................ 1
EDU 497-498. Teaching Practicums I & II – Secondary ... 15
EDU 491. Student Teaching Seminar ........................ 1
  Professional education subtotal ............................. 42
Grand total ............................................................ 135

Note: COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking math and/or English composition courses. Total number of credit units required for graduation is 126.
Seminary Credit Available

Students who complete a Bible major at Covenant College may receive up to 17 semester hours of advanced standing toward the M. Div. degree at Covenant Theological Seminary, St. Louis. These units may include:

- Up to six semester hours each of Greek and/or Hebrew (evaluated by testing).
- Three hours for ST360 Christian Ethics (for BIB. 372 Christian Ethics).
- Three hours for CH310 or CH320 (for BIB. 383 History of the Christian Church).
- Two hours for WM310 God’s World Mission (by completing a missions concentration or minor).

Students who complete a Bible major at Covenant College may receive up to 30 hours of advanced standing towards the M.A.T.S. degree at Covenant Seminary. (See the Seminary’s Catalog or web site for further information.)

Students must earn a grade of “B-” or better in each specific Covenant College course listed above, as well as a cumulative GPA of 3.0 for all courses in the Bible major and Missions minor (if applicable).

Students seeking advanced standing should contact the Seminary Registrar before enrolling. Students must formally request that the Registrar’s Office evaluate their transcripts for advanced standing.

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 Studies Courses

111. Old Testament Literature: Pentateuch and Historical Books
The course will deal with 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc); 2) beginning hermeneutics with special reference to the Pentateuch and historical books; and 3) the historical framework of the Old Testament with considerable attention given to Old Testament theology and the nature and history of the Covenant. 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, the manner of interpreting the prophetic books, and their place in and effect upon the history of the Covenant. Recommended for students who have given evidence of good knowledge of the history of Israel. Three units.

The course will deal with 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc); 2) beginning hermeneutics with special reference to the Gospels and Acts; 3) inter-testamental history as a background to the gospels; as well as 4) a study of the four Gospels and the book of Acts with special emphasis on the message and ministry of Christ, the synoptic concept of the Kingdom, and the growth of the early church. Three units.

A study of the background and the theology of the Pauline Epistles. Lectures will examine both the history of the inter-testamental period, devoting special attention to developments of significance to the Pauline era, and the structure of Pauline theology. Reading assignments will cover special introduction to the various Pauline Epistles. Three units.

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 with 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 with 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 with BIB 277 or 278. Three units.

355. Colossians and Ephesians
Offered as a correspondence course. Three units.

372. Hermeneutics
A study of the basic principles used to interpret Scripture. The goals of the course are to develop a comprehensive methodology of interpreting the Bible, to learn to evaluate different interpretive models, to acquire the ability to distinguish different genre in the Bible and the implications that has for interpretation, and to grow in obedience of mind and life, coming more completely under the authority of God's written Word. Prerequisites: BIB 277 and 278. Three units.

380. Theology and Ministry Conference
This course requires a student to attend an extended conference, approved by faculty, on issues in theology and/or Christian ministry. The student will be required to do guided reading in advance of the conference and to prepare a reflection paper following. The course may be repeated to a maximum of three conferences on theology or ministry. Normally, a Covenant BTS faculty member will also attend the conference. Prerequisite: BIB 277 or 278 completed or in progress. One unit.

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.

432. Old Testament Theology
A synthesizing course which deals with the relationship between the Old Testament and the New Testament, including issues of methodology in studying OT themes, issues of continuity and discontinuity for the Christian believer, and current trends in the study of the Old Testament. Prerequisite: BIB 372 and one OT book study or instructor's permission. 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.

492. Senior Integration Paper in Biblical Studies
See page 29. Three units.

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: BIB 277 and 278. Three units.

Theological Studies Courses

*277-278. Christian Doctrine I, II
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 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.

280. Theology and Ministry Conference
This course requires a student to attend an extended conference, approved by faculty, on issues in theology and/or Christian ministry. The student will be required to do guided reading in advance of the conference and to prepare a reflection paper following. The course may be repeated to a maximum of three conferences on theology or ministry. Normally, a Covenant BTS faculty member will also attend the conference. Prerequisite: BIB 277 or 278 completed or in progress. One unit.

371. Christian Ethics
This course will outline a biblical framework for approaching ethical questions. We will examine various ethical methodologies, how the Church has addressed ethical questions at different times in history, and how contemporary Christians can develop a relevant approach to current ethical concerns. This class includes a general overview of how to use the Bible in ethics, including an extended discussion on the Ten Commandments. Prerequisites: Bib 277 and 278. Three units.
373. Christology
In this course the person and work of Christ are examined in far greater depth than is possible in Doctrine 1. We explore the quest for the historical Jesus, Christ and the Old Testament, and how Christology should influence all of our thinking. Early Church Fathers and contemporary biblical and theological scholars who reflect on core Christological questions are read. Additionally, guest speakers address such issues as Jesus in art, music, and film. 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.

*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. Also listed as His 311. Corequisite: BIB 278. Prerequisite: BIB 277. Three units.

*384. 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. Prerequisite: BIB 277 and 278. Three units.

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.

389. Seminar on John Calvin and His Institutes
An examination of the career of John Calvin as the basis for an understanding of the development of the Institutes of the Christian Religion from 1536 to 1559. 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. Prerequisite: BIB 277 and 278. Credit to be determined.

399. Independent Study
See page 35 for requirements. Prerequisite: BIB 277 and 278.

487. Modern Theology
This course is a research seminar which explores post-Kantian theologians and theological movements. Certain theologians such as Barth, Pannenberg, Boff, and Gunton will be studied in some detail. A research paper will be required. Prerequisites: BIB 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.

* May also be taken as a correspondence course.

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 missions. 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. Prerequisite: BIB 277 and 278. Three units.

### 303. Alternative Religious Movements
Alternative Religious Movements (ARM) is a critical study of modern cults active in America today. Attention is given to their origins and history as well as their distinctive theological positions. The standard cults are discussed (e.g. Jehovah’s Witnesses, Mormons, Christian Science) as well as more recent ones (e.g. New Age Movement, Apocalyptic Cults). These cults are evaluated from the Protestant, evangelical view. Prerequisite: BIB 277 and 278. Three units.

### 380. Evangelism
A study of the message and methods of evangelism, as well as the requirements for effectiveness. Special emphasis on field work. Prerequisite: 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. Prerequisite: 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.

### Ministry Courses

#### 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: BIB 211, 212, and 213. Three units.

#### 380. Evangelism
A study of the message and methods of evangelism, as well as the requirements for effectiveness. Special emphasis on field work. Prerequisite: BIB 277 and 278. Three units.
Biology

Department Goals

All truly Christian education must have as its ultimate purpose the enhancement and further unfolding of each student’s ability to accomplish his or her “chief end” of “glorifying God and enjoying Him forever.” Our college purpose statement describes this as striving “to discern and unfold the implications of His preeminence in all things.” Our department seeks to discern and unfold the implications of Christ’s preeminence in biology. Toward this end we offer a curriculum that is consciously designed to enable and encourage fellow believers in the tasks of discerning, unfolding, glorifying and enjoying.

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, in vitro fertilization techniques, 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 28 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...................................................... 59-63

Major and Supporting Course Requirements*

General Professional Option

BIO 111-112. General Biology I, II ................................. 8
BIO 242. Cellular and Molecular Biology I ......................... 4
BIO 360. Ecology............................................................... 4
BIO 392. Directed Individual Study................................. 1-3
BIO 490. Biology Seminar ............................................. 1,1
BIO 491. Biological Perspectives.................................. 2
Biology electives, upper-division.................................. 14-16
BIO 492, 493. Senior Integration Paper I, II ...................... 2,1
CHE 121-122. General Chemistry I, II ......................... 8
CHE 323-324. Organic Chemistry I, II ............................ 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
PHY 131-132. General College Physics I, II .................... 8
Major requirements subtotal......................................... 66 or 70
Total........................................................................... 129-133

Bio-Medical Option

A minimum combined SAT score of 1200 or ACT equivalent is strongly recommended for this option. This option is the same as the General Professional Option except for:
2. Biology electives—choose 4 upper division courses (consult your advisor).

Environmental Option

Covenant is affiliated with AuSable Institute of Environmental Studies. By completing both their and our programs, a student may earn an environmental certificate from the institute. Covenant will give credit for most AuSable Institute courses. Fellowships and scholarships are available. See Professor Wenger for further information.

BIO 111-112. General Biology ............................................ 8
BIO 360. Ecology............................................................... 4

* These requirements may include enough units in chemistry for a chemistry minor. If an additional minor is desired, the total number of units taken may exceed the 126 needed for graduation.
BIO 490. Biology Seminar ................................................. 1,1
BIO 492, 493. Senior Integration Paper ............................. 2,1
Biology electives – choose 4 upper division courses .... 10-12
(As approved by advisor)
CHE 121-122. General Chemistry I, II ......................... 8
MAT 142. Pre-calculus Mathematics ............................... 4
PHY 131-132. General College Physics I, II or CHE 323-324, Organic Chemistry ................................. 8
STA 251. Elementary Statistical Methods .................. 4
Summer(s) at AuSable Institute
(3 courses) ....................................................................... 12
Total........................................................................... 67-69

Secondary School Option
See page 109 for requirements for major in Natural Science with Georgia Secondary School Broad Fields Science Certification program (grades 7-12).

Requirements for Minor in Biology
BIO 111-112. General Biology I, II ......................... 8
Biology electives ............................................................... 12
Total................................................................................. 20

Biology Courses

111-112. General Biology I, II
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 (319). Nutrition
The course includes a study of the various types of nutrients, how they are digested, absorbed, and metabolized and how they function. Guidelines are given for amounts of the various nutrients needed to maintain good health and proper weight. Students are provided some experience in analyzing their own diets. Laws regulating ingredients are examined. Additional research paper will be required for upper division credit. Prerequisites: high school chemistry and biology. Three units.

220-221. Human Anatomy and Physiology I, II
A study of 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.

242. Cellular and Molecular Biology I
A detailed study of the nature and utilization of nucleic acid-based information systems in living cells. The course focuses on DNA (structure, replication, repair, gene regulation), RNA (structure, synthesis, processing and function) and proteins (structure, synthesis, function). Techniques for studying and engineering nucleic acids and proteins will also be covered. Prerequisites: BIO 111-112 or equivalent. Three hours lecture, three hours laboratory. Laboratory fee: $30. Four units.

243. Cellular and Molecular Biology II
A study of the structure, organizational features and operational mechanisms of single cells. The course includes extensive coverage of cell membranes, intracellular compartments and trafficking, energy conversion structures, cell signaling, cell motility and the cytoskeleton. Cell contexts are also considered in terms of the extracellular matrix, cell junctions and cell maintenance in multicellular organisms. Prerequisite: BIO 242 or equivalent. Three hours lecture, three hours laboratory. Laboratory fee: $30. Four units.

311. Practicum in Biology
Introduction to work in a biologically related area (medical, nutritional, environmental, business). Prerequisite: 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. Prerequisite: 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.

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: $30. 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. 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. Prerequisite: BIO 242-243. Three units.

346. Cancer Biology
An examination of the molecular and cellular events that lead to the unregulated proliferation of cells in the human body. Significant attention is given to tumor immunology, mechanisms of metastasis and anti-cancer therapies. Some material concerning cancer epidemiology, host-tumor interactions and cancer prevention is also included. Prerequisite: BIO 242-243 or equivalent. Three units.

346. 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, 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 two units. Course fee: up to $30.

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. The course consists of oral presentations, using powerpoint, of current research from the scientific literature. Repeatable. One unit.

491. Biological Perspectives
The course is designed to familiarize students with the historical, philosophical and theological context of modern science in general and modern biology in particular. Examples are drawn from both the physical and biological sciences to illustrate the complex and inevitable interplay between philosophical and theological convictions and the practice of science. Prerequisite: BIO 111, 112 and junior level standing. Two units.

492, 493. Senior Integration Paper in Biology I, II
Two units in fall semester. One unit in spring semester to be taken in sequence. See page 29.
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
365. Birds and Mammals of South India
366. Marine Mammals
367. Mammals of East Africa
370. Wood Plants
371. Aquatic Biology
372. Limnology
373. Fish Biology and Ecology
374. Marine Invertebrates
380. Ecological Agriculture
381. Global Development and Ecological Sustainability
382. Development and Ecological Sustainability in Africa
467. Ecology of India Tropics
471. Conservation Biology
477. Plant Ecology
478. Alpine Ecology
479. Tropical Mountain Ecology of India
482. Restoration Ecology
485. Marine Stewardship

Business

Department Goals
This department offers a four-year major in business designed to prepare students for careers in areas such as government, corporate industry, small business, and Christian and secular non-profit organizations. Students may use departmental elective hours to gain some optional specialization in an accounting concentration or approved economics courses. Students with a major other than in business may minor in business.

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.

Emphasis in all programs is placed on the development of a Christian worldview as it applies to the business 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.

Requirements for Major in Business

The core and distribution requirements for a major in business are those listed for baccalaureate degrees on page 28, with exception to mathematics (4 hours) which is incorporated into the major.

Core electives .............................................................. 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 .............................. 3
BUS 310. Business Research Paper .............................. 1
BUS 345. Business Law .................................................. 3
BUS 349. Business Law .................................................. 3
BUS 400. Strategic Management ................................. 3
BUS 492. Senior Integration Paper in Business .......... 2

Twelve units 300-400 level, accounting, business, finance, marketing, approved economics, or ICS 240 .......... 12

ECO 201. Principles of Macroeconomics ........................ 3
ECO 202. Principles of Microeconomics ....................... 4
FIN 340. Principles of Finance ........................................ 3
MAT 144. Finite Mathematics ........................................ 4
MKT 300. Principles of Marketing ................................ 3
STA 251. Elementary Statistical Methods ..................... 4

One of the following courses:

Major requirements subtotal .......................................... 54
Total.............................................................................. 126

Requirements for Concentrations and Minors

Minor in Business

ACC 201. Principles of Accounting I .............................. 3
ACC 202. Principles of Accounting II or upper division business elective .................................................. 3
BUS 300. Principles of Management .............................. 3
BUS 345. Business Law .................................................. 3
ECO 202. Principles of Microeconomics ....................... 4
MKT 300. Principles of Marketing ................................ 3

Total.............................................................................. 19
Concentration in Accounting
ACC 201. Principles of Accounting I .........................3
ACC 202. Principles of Accounting II .........................3
ACC 301. Intermediate Accounting I .........................3
ACC 302. Intermediate Accounting II .........................3
ACC 305. Cost Accounting .........................................3
ACC 310. Accounting Information Systems ..................3
ACC 405. Principles of Taxation ..................................3
ACC 410. Auditing ....................................................3

Total ...........................................................................24

Please consult course descriptions regarding prerequisites.

Requirements for Associate of Arts Degree in Business

Core Requirements
(for details see page 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 .........................3
BUS 310. Business Research Paper ............................1
BUS 345. Business Law .............................................3
ECO 201. Principles of Macroeconomics ...................3
ECO 202. Principles of Microeconomics ....................4
FIN 340. Principles of Finance ...................................3
ICS. 121. Microcomputer Applications ......................3
MKT 300. Principles of Marketing ............................3
Concentration subtotal .............................................29

Grand total ...........................................................65

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 and 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 changing 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 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. Prerequisite: 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.

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; MAT 144; STA 251; ACC 201, 202; ECO 201, 202; Junior standing. Three units.

310. Business Research Paper
This course is for business majors and must be taken with one of the three principles courses: BUS 300, MKT 300 or FIN 340. The purpose of this course is to help students learn how to do careful academic research in the field of business and write clearly on a technical topic. One unit.

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. Three units.

321. Labor Relations
A contemporary analysis of the union-management relationship in both business and non-business organizations. Topics include labor history, organizing activities, collective bargaining, agreement administration, discipline, alternative dispute resolution, and labor-management cooperation. In addition there is a collective bargaining or labor arbitration 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. Practical issues will include: 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 agreement from a department faculty member. Prerequisite: BUS major. Two or 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. Two units.

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

Finance Courses

210. Personal Finance
A survey of personal financial strategies such as financial planning, investments, insurance, budgeting, cash flow management, and proper borrowing practices used throughout an individual’s life cycle will be considered. The course will consider these topics in light of a variety of Christian perspectives. In addition to textbook material students will engage in a variety of experiential exercises, review contemporary material, and meet with professionals on many of the topics covered. This course may not be taken as a business elective. Three units.

340. Principles of Finance
A survey of the field of financial management including the financial marketplace, performance evaluation, determinants of securities valuation, risk and return analysis, capital investment decisions, and cost of capital. Prerequisite: BUS 300. Three units.

345. Corporate Financial Management
This course is the second in a survey of the field of financial management. Broad topic areas include capital structure and dividend policy, working capital management and financial forecasting, and advanced topics in financial management. Prerequisite: FIN 340. Three units.

350. Investments
A course exploring the environment in which investment alternatives are available, the analysis and valuation of securities, the management of risk in the investment process, portfolio theory, asset pricing models, and the construction and management of investment portfolios. Prerequisite: FIN 340. 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.
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 28 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 I, II .................................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 109.

Requirements for Minor in Chemistry
CHE 121-122. General Chemistry I, II .................................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 fulfill the core curriculum laboratory science requirement. Other students needing to take chemistry should enroll in CHE 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: $17. 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: $17. 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 math placement level 3 or MAT 141. Special permission of the instructor may be given if these prerequisites are not met. Three hours lecture. Three hours laboratory. Laboratory fee: $17. Four units.

122. General Chemistry II
A continuation of CHE 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: $17. 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: $20. 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: $20. 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 $20. 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: $20. 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: $20. 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: $20. 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 29.

Computer Science
See Information and Computer Sciences.

Economics and Community Development

Department Goals
The Department of Economics and Community Development examines humanity's stewardship of the resources of God's creation. The department believes that the manner in which humans cultivate and develop the creation emanates from their basic worldview commitments. However, human stewardship is not autonomous but takes place within God's sovereign plan as expressed through His unfolding story of creation, fall, redemption, and consummation. This framework shapes the manner in which the department analyzes and critiques the ways in which individuals, communities, and nations have responded to their stewardship responsibilities.

The department offers a major and a minor in community development, both of which prepare students to understand and address the issues facing poor regions, paying particular attention to working at the community level. Recognizing the multifaceted and integrated nature of both God's creational design and the problems plaguing poor
communities, the department takes an interdisciplinary approach that combines training in the liberal arts, in development theory and practice, and in sector-specific development strategies. In addition to laying a biblical foundation for thinking about poor communities, students are equipped to support positive change in intercultural settings both domestically and internationally. Students pursuing these programs are well prepared for graduate study or for employment in community-based organizations, churches, missions, relief and development agencies, and the public sector.

The department also offers a minor in economics, which lays a strong theoretical and analytical foundation for understanding the manner in which resources are allocated in the local, national, and global economy.

The Chalmers Center for Economic Development

The Chalmers Center for Economic Development is a research and educational institute which trains workers in church-centered ministries to promote economic development and spiritual transformation in the context of poor communities. 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 in the community development major may apply for domestic and international research internships in these projects, providing them with a unique opportunity to participate in the development of state-of-the-art strategies and to gain practical experience.

Requirements for Major in Community Development

The department takes an interdisciplinary approach that combines training in the liberal arts, in development theory and practice, and in sector-specific development strategies. The faculty teaching in the major have expertise in Adult Education, Bible and Missions, Urban or Rural Development, Economics, History, Sociology, and in various sectors pertaining to development work (e.g. health, education, environment).

1. Foundational Coursework (33 Credits)

All students in the major must choose either the domestic or international foundations track.

Domestic Foundations Track

CDV 210. Theory of Community Development.................. 3
CDV 310. Community Development Principles and Issues................................. 3
CDV 460. Cross-Cultural Social Science Research Methods........................................ 4
ECO 202. Principles of Microeconomics............................................. 4
ECO 420. U.S. Urban Poverty......................................................... 3
HIS 349. American Urban History................................................. 3
MIS 202. Theology of Missions...................................................... 3
STA 251. Elementary Statistical Methods................................. 4

One of the following:
HIS 371. History and Culture of African Americans or
HIS 398. North American Indians and American History or
SOC 229. Cultural Anthropology or
SOC 250. Introduction to Social Work........................................ 3
Total Domestic Foundation Track .............................................. 33

International Foundations Track

CDV 210. Theory of Community Development.................. 3
CDV 310. Community Development Principles and Issues................................. 3
CDV 460. Cross-Cultural Social Science Research Methods........................................ 4
ECO 202. Principles of Microeconomics............................................. 4
ECO 410. Third World Economic Development.......................... 3
SOC 249. Interpersonal Communication........................................ 3
MIS 202. Theology of Missions...................................................... 3
HIS 328. Developing World Since 1945........................................... 3
STA 251. Elementary Statistical Methods................................. 4

One of the following:
HIS 322. History of Modern China and Japan or
HIS 327. History of South Africa or
HIS 332. Modern Middle East or
HIS 372. Modern Africa or
MIS 203. Missionary Methods and Problems or
MIS 301. History of Missions or
MIS 302. World Religion or
MIS 380. Evangelism or
SOC 229. Cultural Anthropology................................................. 3
Total International Foundation Track .............................................. 33

2. Sector-Specific Coursework

Students choose to obtain training in specific sectors that can be used to bring further development to a low-income community. Completing the courses in the chosen sector is a prerequisite to embarking on the research internship described below.

Choose one of the following sectors:

Economic Development Sector (9 Credits)

ECO 201. Principles of Macroeconomics................................. 3
One of the following:
ECO 443. U.S. Microeconomic Development Methods or
ECO 448. International Microenterprise Development………3

One of the following:
ACC 201. Principles of Accounting I or
BUS 300. Principles of Management or
BUS 330. Entrepreneurship or
BUS 333. Small Business Management or
ECO 405. Money and Banking ............................................3
Total Economic Development Sector .................................9

*Students choosing the Domestic Foundations Track take
ECO 443, and students choosing the International Foundations Track take ECO 448.

Child and Family Development Sector (10 Credits)
PSY 303. Developmental Psychology .................................4
SOC 250. Introduction to Social Work** .............................3

One of the following:
PSY 347/SOC 347. Relational Counseling or
SOC 341. The Family ...........................................................3
Total Child and Family Development Sector ........................10

**Students in the Child and Family Development sector may
not use SOC 250 to complete the Domestic Foundations Track

Teaching English as a Second Language Sector (9 Credits)
EDU 371. Applied Linguistics for the English as a Second
Language Teacher..............................................................3
EDU 372. Methods and Materials for the English as a Second
Language Teacher..............................................................3
EDU 373. Practicum for Teaching English to Speakers of
Other Languages................................................................3
Total TESL Sector ...................................................................9

3. Research Internships (3 Credits)
All students are required to complete a research internship
related to the sectoral component they have chosen. This
internship normally takes place after the student’s junior
year, during the summer and/or the first semester of the
senior year. Department faculty work with students and
partners in the field to design, support, and evaluate these
research internships, many of which take place in coopera-
tion with the Chalmers Center for Economic Development, a
research and educational center housed at the college. In-
ternships may be taken for 3-12 credits, but only 3 credits
may be used towards meeting the requirements for the ma-

4. Senior Synthesis (6 Credits)
During the final semester of their senior year, students take
courses in which they reflect on major lessons learned, inte-
grate these into a coherent framework, and critique one an-
other’s research and ideas.

CDV 490. Senior Seminar in Community Development..... 3
CDV 492. Senior Integration Paper in
Community Development.................................................... 3
Total Senior Synthesis ....................................................... 6
Major requirements subtotal ............................................ 51

Requirements for Minor in
Community Development
CDV 210. Theory of Community Development ....................3
CDV 310. Community Development
Principles and Issues............................................................3
CDV 460. Cross-Cultural Social Science
Research Methods...................................................................4
SOC 249. Interpersonal Communication..............................3
MIS 202. Theology of Missions ..............................................3
Total.................................................................16

Requirements for Minor in Economics
The following two courses are required:
ECO 201. Principles of Macroeconomics ...................... 3
ECO 202. Principles of Microeconomics ....................... 4
And four additional courses from the following..............12

At least one course from:
ECO 301. Intermediate Macroeconomics
ECO 302. Intermediate Microeconomics
ECO 405. Money and Banking
May take up to three of the following:
ECO 400. International Economics
ECO 410. Third World Economic Development
ECO 420. U.S. Urban Poverty
ECO 430. Labor Economics
ECO 465. Econometrics I
ECO 466. Econometrics II
ECO 490. Independent Study

May take only one of the following:
ECO 210. Theory of Community Development
ECO 443. U.S. Microeconomic Development Methods
ECO 448. International Microenterprise Development

Total ................................................................. 19

Community Development Courses

210. Theory of Community Development
This course introduces the foundational theories and frameworks of community development in both developed and less developed countries. Topics include: cultural development; the emergence of institutions; the specific roles of church, state, and family; the importance of worldviews; definitions of poverty and implications for development; a critical survey of community development frameworks and approaches; and applications to contemporary problems. Emphasis throughout will focus on God as the creator, redeemer, and sustainer of cultural development. Prerequisite: Sophomore Standing. Three units.

310. Community Development Principles and Issues
This course covers the key principles and issues in community development in the U.S. and Two-Thirds World. Topics include: change processes in individuals and communities; techniques for community assessment; community organizing and other strategies for transformation; methods of planning, implementing, and evaluating community-level initiatives; and practitioner attitudes and skills. Prerequisite: CDV 210. Three units.

460. Cross-Cultural Social Science Research Methods
This course trains students in the fundamentals of doing social science research in the U.S. and international contexts. It examines social science research design and qualitative and quantitative research methods. Students will gain practical experience in conducting qualitative research projects. The goal is to equip students to understand and analyze complex, cross-cultural settings in order to determine appropriate community development interventions. Prerequisite: Junior Standing. Prerequisite/Corequisite for students majoring in Community Development: STA 251. Four units.

480. U.S. Research Internship in Community Development
This course gives students the opportunity to apply the theory, techniques, and research methods of their coursework by working in the context of less developed regions in the U.S. Department faculty work with students to design and implement research projects related to the students' sectoral interest. Students typically conduct their internship by working under the auspices of a Christian organization ministering in a less developed community in the U.S. The internship takes place after the students' junior year, during the summer and/or the first semester of the senior year. Internships may be taken for 3-12 credits, but only 3 credits may be used towards meeting the requirements for the major, any additional credits serving as electives towards graduation. Prerequisite: CDV 210, CDV 310, CDV 460, SOC 249, and the completion of appropriate sectoral coursework (consult instructor). Three - twelve units.

481. International Research Internship in Community Development
This course gives students the opportunity to apply the theory, techniques, and research methods of their coursework by working in the context of less developed regions in an international context. Department faculty work with students to design and implement research projects related to the students' sectoral interest. Students typically conduct their internship by working under the auspices of a Christian organization ministering in a less developed community overseas. The internship takes places after the students' junior year, during the summer and/or the first semester of the senior year. Internships may be taken for 3-12 credits, but only 3 credits may be used towards meeting the requirements for the major, any additional credits serving as electives towards graduation. Prerequisites: CDV 210, CDV 310, CDV 460, SOC 249, and the completion of appropriate sectoral coursework (consult instructor). Three - twelve units.

490. Senior Seminar in Community Development
This course provides a capstone to the major and is designed to help students to reflect on their foundational and sectoral coursework and their research internships. Various exercises and readings will be used to help students to integrate the wide range of concepts developed throughout the major. Students will present both the papers written during their research internships and drafts of their Senior Integration Papers (SIP). Constructive criticism from peers and faculty will enable students to sharpen their ideas and to produce higher quality research papers and SIPs. Prerequisite: CDV 480 or CDV 481 and senior-level standing. Three units.

492. Senior Integration Paper in Community Development
See page 29.
**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. Four units.

**210. Theory of Community Development**
See CDV 210.

**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, 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, 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, 202. Three units.

**405. Money and Banking**
A course examining the structure of financial institutions and their role in creating money and offering financial services. Topics include: the Federal Reserve System, the techniques of central banks, financial instruments, principles of finance, and the relationship of money and credit to key macroeconomic variables such as inflation, unemployment, and output. Biblical principles of money and finance will be explored. Prerequisite: MAT 144; ECO 201, 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, 202. Three units.

**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, 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 imagebearers of God rather
than as mere inputs into the production process. Prerequisite: ECO 201, 202. Three units.

443. U.S. Microeconomic Development Methods
A course examining various methods to enable the poor to support themselves via their own work. Emphasis will be placed on holistic methods that are faith-based and/or church-centered. Topics include: microenterprise development, asset accumulation strategies, financial literacy programs, jobs preparedness training, program design and implementation. Students will develop a project proposal for an organization or church. Prerequisite: ECO 201, 202; CDV 210. Three Units.

448. International Microenterprise Development
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. Prerequisite: ECO 202; CDV 210. Three 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. Prerequisite: 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, hetero-skedasticity, 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 economic hypothesis. Prerequisite: ECO 465. Three units.

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

Education

Programs

Certification Programs
Elementary Education Major
   Early Childhood (grades P-5) certification
   Middle Grades (grades 4-8) certification
Secondary Education Minor
   Secondary (grades 6-12) certification for students with a major in one of the following:
      English
      History
      Mathematics Education
      Natural Science (Broad Fields)
Post-Baccalaureate Program

Non-Certification Programs
Non-Certification Education Minor
Non-Certification Education Major/Minor for International Students
Non-Certification Secondary Education Minor in Bible (Biblical Studies Major)
Teaching English as a Second Language Minor

Master of Education Program
To obtain an M.Ed. academic bulletin, contact:
   Master of Education Office
   Covenant College
   14049 Scenic Highway
   Lookout Mountain, GA 30750-4164
   (800) 677-3626
   med@covenant.edu

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. Candidates develop the knowledge, skills, and dispositions to become teachers who model life-long learning and faithful service to God as change-agents in society.
Teacher Standards:

Shared Vision
1. Framework. Apply a biblical worldview to the nature and needs of learners, content and professional knowledge, and instructional competence.

2. Professional Growth. Be an ethical, reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively pursues opportunities to grow professionally.

3. Community. Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being.

Nature and Needs of Learners
4. Student Development. Utilize knowledge of human learning and development to provide learning opportunities that support students’ physical, intellectual, emotional, social, and spiritual growth.

5. Diversity. Create instructional opportunities that are adapted to the needs of diverse learners, including learning differences related to culture, language, gender and ability.

Content and Professional Knowledge
6. Content. Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and create learning experiences that make these aspects of the subject matter meaningful for students.

7. Technology. Use appropriate technology in the teaching and learning process.

Instructional Competence
8. Planning. Plan instruction based upon knowledge of subject matter, curriculum goals and standards, student differences, and the social and cultural characteristics of the community.


10. Instructional Strategies. Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

11. Assessment. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, emotional, and social development of the student.

12. Communication. Use effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom.

Certification Programs of Study
Covenant’s programs of study that lead to certification in the state of Georgia are based on a Christian view of the teaching-learning process. Students receive a solid foundation in the content of each program along with a blend of teaching-method training and hands-on classroom experience. Graduates are equipped to effectively teach in a range of public and private school settings.

Elementary Education Major: Early Childhood (P-5)
Students who complete the Elementary Education: Early Childhood Program and pass Praxis II are certified to teach in pre-school to fifth grade classroom settings. Students prepare to teach each of the academic disciplines in a developmentally appropriate way for the early grades student.

Elementary Education Major: Middle Grades (4-8)
Students who complete the Elementary Education: Middle Grades Program and pass Praxis II are certified to teach grades 4-8 in their areas of concentration. Two areas of concentration are chosen from among the following: language arts, social studies, mathematics, or science.

Secondary Education Minor (6-12)
Students who complete one of the Secondary Education Programs and pass Praxis II are certified to teach in grades 6-12. Students combine professional education courses with an academic major in one of the following areas: English, mathematics, history, or natural science (broad fields.)

Post-Baccalaureate Program
Normally, students must have completed an undergraduate degree with a major in English, mathematics, history, biology, chemistry, or physics in order to be admitted to the program. Student transcripts and work experience are evaluated to determine the appropriate course of study to complete the requirements for certification at the secondary level in one of the teaching fields. Those wishing to complete the requirements for a middle grades certificate must have sufficient coursework in two areas of concentration.

Admission to the Teacher Education Program
To be eligible for admission to the Teacher Education Program, the student must:

1. either pass Praxis I, or be exempt with an acceptable score on the SAT or the ACT. An SAT exemption requires a minimum composite score (Verbal plus Math scores) of 1000; an ACT exemption requires a minimum composite score (English plus Math scores) of 43. If students choose to retake the SAT or the ACT, scores from
different administrations may be combined.

2. have a cumulative institutional GPA of 2.50 or better;
3. complete EDU 221 Introduction to Teaching with a grade of “C-” or better;
4. achieve at least the required minimum score (10) on the Educational Issues paper;
5. have a personal interview with a faculty member of the education department and achieve at least the required minimum score (135) on the Faculty Recommendation Form;
6. submit a completed Teacher Education Program Application;
7. receive a recommendation by the dean of students;
8. receive a recommendation by an adult who has knowledge of the candidate’s personal qualifications for the teaching profession;
9. complete 30 hours of field work;
10. begin a professional portfolio, i.e., pay the $99 fee for four-year access to the LiveText electronic portfolio system.

Passing or exempting Praxis I is an important first step in seeking admission to the Teacher Education Program. Students who are not exempt should arrange to take Praxis I as early in their freshman year as possible, or even during the summer before enrolling in college. For more information on this test, go to: www.ets.org/praxis.

Taking Introduction to Teaching is another important first step. This course should be taken in the freshman year if possible, or else in the sophomore year. During this course, students will work on program eligibility requirements #3 - #10 listed above.

Each candidate is screened and approved by the Teacher Application Committee.

Prior to approval to enter the Teacher Education Program, the education courses in which students may enroll are:
EDU 215. Technology for Educators
EDU 221. Introduction to Teaching
EDU 222. Educational Psychology
EDU 234. Teaching in a Pluralistic Society
EDU 366/367. Literature for Children in the Early Grades/Middle Grades
EDU 350. The Educational Thought and Practice of Charlotte Mason
EDU 371. Applied Linguistics for the English as a Second Language Teacher
EDU 372. Methods and Materials of the English as a Second Language Teacher
EDU 373. Practicum for Teaching English to Speakers of Other Languages

The Professional Portfolio

The Professional Portfolio is a collection of evidence that provides a record of the candidate’s progress towards meeting the Education Department’s teacher standards. This compilation of material synthesizes the candidate’s coursework and fieldwork experiences and provides a summary of development from the candidate’s perspective. It serves to encourage the candidate to be actively involved in monitoring and reflecting on his/her development as a teacher and provides assessment data for candidate and program improvement. The Professional Portfolio is developed and maintained electronically and will be available to candidates throughout their program and during their initial job search upon graduation.

The completion of the Professional Portfolio is a requirement for the successful completion of the Teacher Education Program. Guidelines for portfolio development are included in the Teacher Education Program Handbook and in the Student Teaching Handbook.

Approval to Student Teach

Persons desiring to student teach must formally apply and be approved by the Teacher Application Committee prior to the professional semester. Application forms are distributed to students in EDU 222. Educational Psychology at the end of the semester. Application forms are also available in the education office. In order to be approved for student teaching, a student must:

1. have been approved to enter the teacher education program;
2. have completed EDU 215 with the grade of “C-” or better;
3. have completed EDU 222 with the grade of “C-” or better;
4. have maintained a cumulative grade point average of 2.5 or better; (note: this GPA must also be maintained through the semester prior to the teaching practicum);
5. have completed at least 58 semester units of credit;
6. have submitted an Application for Student Teaching;
7. have a satisfactory recommendation by a professor under whom two or more education courses were taken;
8. have a satisfactory recommendation by a second professor (for secondary, must be in the major discipline);
9. have satisfactorily met requirements for Checkpoint 2 on the Professional Portfolio Development Schedule.

Students should submit their Application to Student Teach to the professor of EDU 222. Educational Psychology at the end of the course.

The professional semester is divided into two parts to al-
low for a more varied and total practicum experience. To achieve this, students are placed in two different student teaching settings. The first practicum 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. A completed application for such a request is to be completed on the form available in the Education Office. If you desire to be considered for an exception to this policy, (i.e., to have both student teaching experiences at a distance), a written proposal and rationale must be presented to the education department chair no later than the end of the semester which is a full academic year prior to the professional semester. Such exceptions will only be granted when extreme duress is substantiated.

A Senior Block Orientation Meeting is held for students at the beginning of the semester for the purpose of providing an overview. A Senior Practicum Handbook is issued to the students in which course content from the various strands are operationalized in terms of classroom applications—describing for them the kinds of practices ensuing from the course work and the specific expectations for implementation in the placements. These activities will be subsumed from the various course syllabi and form the core of student assessment.

**Requirements for Georgia Teacher Certification**

We prepare students for teacher certification in the state of Georgia. Certification is not a function of Covenant, but of the state of Georgia. Currently, in order to be recommended for a Georgia Level 4 certificate, students must satisfactorily complete one of our teacher education programs approved by the Georgia Professional Standards Commission and demonstrate sufficient content knowledge in the area of certification by obtaining an acceptable score on the appropriate Praxis II test. In addition, employment by a school or school system may include and be contingent upon a background check.

The Georgia Professional Standards Commission 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.

Ordinarily, all courses in the professional education sequence must be taken as classroom courses. 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 in addition to 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 can be found on the Internet.

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 6-12) must meet the requirements of a major in an academic discipline and also the requirements of the teaching minor in education. These requirements may be found
under the appropriate major: English, history, mathematics, or natural science (broad fields science.)

In addition to the Praxis II exam, all students minoring in secondary education must take the Major Field Achievement Test in their major subject area.

Transfer Students
Transfer students must take the following courses at Covenant College, even if comparable courses have been transferred in. (If comparable courses have been transferred in, students may choose between taking these courses for three credit units or for zero credit units.)

EDU 221. Introduction to Teaching (three units)
EDU 222. Educational Psychology (three units)
EDU 370. History and Philosophy of American Education (three units)

Also, in cases where students transfer in a course comparable to EDU 215 Technology for Educators (three units), students must also take ICS 120 Christian View of Technology (one unit.)

These requirements exist due to the perspectival nature of these courses.

Intercultural Opportunities
Students may choose to explore teaching in an intercultural context (both national and international) in the following courses: EDU 221. Introduction to Teaching (May Term), EDU 296/396. May Practicum, and EDU 495-496 or 497-498. Teaching Practicums I and II. Ordinarily the first teaching practicum (EDU 495 for elementary students and EDU 497 for secondary students) is arranged in a local school. Students wishing to do both student teaching practicums in another location must apply to the department one year in advance, and submit a rationale for the request. Contact the Education Department for details.

In addition COR 337. Intercultural Experience may be taken concurrently with an education course with the permission of the Director of Experiential Studies.

Voluntary Field Experiences
The college provides additional opportunities to work in schools through its Internship Office. The Education Department encourages students to pursue additional field work beyond what is required in the Teacher Education Program, and suggests that students contact the Internship Office for help in being placed in a school.

Course Requirements for Teacher Education Programs

Elementary Education Major, Early Childhood (P-5) Certification

General Education Core

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

Tools for Learning
ENG 111. English Composition ........................................... 3
Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.
Foreign Language I, II.......................................................... 8
(Note: 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.)

Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)
ENG 252. Speech ................................................................. 2

Natural Creation
NSC 115. Science in Perspective or other lab science course .................................................. 4
MAT 111. Math for Educators I ............................................. 3
(Note: If a student takes this course and subsequently changes majors, that student will also need to take either MAT 122. Concepts in Mathematics or MAT 141. College Algebra to fulfill the college core math requirement. Conversely, if a student has taken MAT 122 before changing to an education major, that student is exempt from MAT 111 and may proceed directly to taking MAT 112.)
MAT 112. Math for Educators II ......................................... 3
(Note: These two math courses are required for all P-5 majors, no exemptions permitted.)

Cultural Contexts
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
HIS 325. Contemporary Global History ................................ 3
COR 325. Global Trends for the 21st Century ......................... 3
Social Science Elective (This requirement met by Professional Education course requirement PSY 303. Developmental Psychology listed below.)
COR 337. Intercultural Experience ..................................... 1
COR 340. Christ and Culture Seminar ................................. 1
Elementary Education Major, Middle Grades (4-8) Certification

General Education Core

**Biblical Basis**
- BIB 111 or 129. Old Testament ........................................... 3
- BIB 142 or 148. New Testament ........................................... 3
- BIB 277-278. Christian Doctrine............................................. 6

**Tools for Learning**
- ENG 111. English Composition ............................................. 3

**Foreign Language I, II ........................................................... 8**
(Note: 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.)

**Technology course** (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)

- ENG 252. Speech .................................................................. 2

**Natural Creation**
- NSC 115. Science in Perspective or NSC 105. Problems of Physical Science .................................................. 4

(Note: If science is one of your concentrations, this course will fulfill both the college science core requirement and a teaching field requirement.)

**MAT 111. Math for Educators I .............................................. 3**

(Note: If math is one of your concentrations, this course must be taken even if you’re exempt from the college core math requirement. Also note: If a student takes this course and subsequently changes majors, that student will also need to take either MAT 122. Concepts in Mathematics or MAT 141. College Algebra to fulfill the college core math requirement. Conversely, if a student has taken MAT 122 before changing to an education major, that student is exempt from MAT 111 and may proceed directly to taking MAT 112.)

**Cultural Contexts**
- 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
- HIS 325. Contemporary Global History.................................. 3

(Note: If history is one of your concentrations, this course will fulfill both the college history core requirement and the teaching field requirement.)

**COR 325. Global Trends for the 21st Century ....................... 3**

**Social Science Elective (Recommended: PSY 303. Developmental Psychology) .................................................. 3**

- COR 337. Intercultural Experience ........................................... 1
- COR 340. Christ and Culture Seminar .................................... 1

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**Physical Education**
- PE 151. Concepts in Physical Education.............................. 2
- PE 152. Aerobics ................................................................ 1

**Professional Education**
- EDU 215. Technology for Educators ..................................... 3
- EDU 221. Introduction to Teaching ......................................... 3
- EDU 222. Educational Psychology .......................................... 3
- EDU 234. Teaching in a Pluralistic Society ............................. 3
- EDU 234. Teaching in a Pluralistic Society(AmERICAN EDUCATION) .................................................. 3
- EDU 410. Educational Assessment: Early Grades .................. 1
- EDU 481. Senior Seminar .................................................... 1
- EDU 495. Practicum I .......................................................... 7-1/2
- EDU 496. Practicum II ......................................................... 7-1/2
- EDU 489. Student Teaching Seminar ...................................... 1
- PSY 303. Developmental Psychology (This course is to be taken prior to or, at the very least, concurrently with, Educational Psychology.) .................................................. 4

**Professional education subtotal ........................................ 33**

**Grand total........................................................................... 129**

Note: EDU 335. Physical Education in the Early Grades is required of all Middle Grades students.

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**Teaching Field**
- ENG 235. Introduction to Linguistics ..................................... 3
- EDU 313. Language Arts Content and Skills in the Early Grades .................................................. 5
- EDU 315. Teaching Reading in the Early Grades .................. 3
- EDU 317. Assessing and Correcting Reading Difficulties ....2
- EDU 324. Science Content and Skills in the Early Grades ....3
- EDU 326. Math Content and Skills in the Early Grades ........3
- EDU 328. Social Studies Content and Skills in the Early Grades .................................................. 3
- EDU 333. Physical Education in the Early Grades ............. 2
- EDU 366. Literature for Children in the Early Grades .......3
- EDU 345. Art for Children in the Early Grades or EDU 352. Teaching Music in the Early Grades ....2
- EDU 444. Essentials of Instruction in the Early Grades .......3
- EDU 454. Organization and Management of the Early Grade Classroom .................................................. 2
- EDU 480. Senior Integration Paper ....................................... 2

**Teaching Field subtotal ....................................................... 33**

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**Note:** COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking foreign language and/or English composition courses. One or more elective courses may need to be taken in order to bring the total number of credit units up to the 126 units required for graduation.
Physical Education
PE 151. Concepts in Physical Education.........................2
PE 152. Aerobics..............................................................1
General education core subtotal..................................56

Teaching Field (General)
EDU 318. Reading and Writing in the Content Areas ........3
EDU 415. Content and Skills in the Middle Grades ...........3
EDU 445. Essentials of Instruction ................................3
EDU 455. Organization and Management of the Middle Grade Classroom ...........................................2
EDU 480. Senior Integration Paper................................2

Teaching Field (Concentrations)
Students must complete two of the following concentrations.

Language Arts
ENG 114. Introduction to Literature ................................3
ENG 236. Grammar for Teachers ....................................3
EDU 316. Reading and Writing in the Middle Grades .......3
EDU 318. Teaching Reading in the Content Areas ..........3
ENG 367. Literature for Children in the Middle Grades ....3

Social Studies
HIS 111D. U.S. History to 1877 & Georgia History ........3
HIS 112. U.S. History since 1877 ...................................3
HIS 213. Formation of Europe .......................................3
HIS 325. Contemporary Global History ........................3
EDU 330. Social Studies Content and Skills: Middle Grades and Secondary ..............................................3

Mathematics
MAT 111. Mathematics for Elementary Teachers I ..........3
MAT 112. Mathematics for Elementary Teachers II .......4
MAT 141. College Algebra .............................................4
MAT 142. Pre-calculus Mathematics ...............................4

Science
NSC 105. Problems of Physical Science ........................4
NSC 115. Science in Perspective ....................................4
BIO 111. General Biology ............................................4
NSC 108. Problems in Geological Science....................4
Minimum Teaching Field subtotal..........................43

Professional Education
EDU 215. Technology for Educators ............................3
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 411. Educational Assessment: Middle Grades and Secondary ..........................................................1
EDU 482. Senior Seminar .............................................1
EDU 495. Practicum I ....................................................7-1/2
EDU 496. Practicum II ....................................................7-1/2
EDU 490. Student Teaching Seminar ............................1
Professional education subtotal....................................39
Grand total ......................................................................131-132
(Grand total doesn’t equal the three subtotals because some teaching field concentration courses count towards general education requirements or general teaching field requirements.)

Note: COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking foreign language and/or math and/or English composition courses. One or more elective courses may need to be taken in order to bring the total number of credit units up to the 126 units required for graduation.

Secondary Education Minor,
(6-12) Certification

- English
- History
- Mathematics Education
- Natural Science (Broad Fields)

See certification requirements under each major.

Non-Certification Education Programs

Non-Certification Education Minor
EDU 221. Introduction to Teaching ...............................3
EDU 222. Educational Psychology ................................3
EDU 370. History and Philosophy of American Education ..............................................................................3
Education electives ...................................................6
Total .............................................................................15

Non-Certification Education Major/Minor for International Students

Non-certification versions of each of our degree programs are available for international students for whom English is their second language and who do not require Georgia teacher certification. These programs are identical to the certification programs except that the Praxis I and Praxis II exams are not required.
Non-Certification Secondary Education Minor in Bible

This program is designed to prepare teachers of Bible for grades 6-12. This is not a certification program (Georgia does not certify in Bible), but the professional education courses are taken, including the student teaching practicums. See program requirements under the Biblical Studies major.

Teaching English as a Second Language Minor

The Education Department offers a minor in Teaching English as a Second Language (ESOL). It is designed to serve two student populations: students admitted to the Teacher Education Program (TEP), and students who are not in the TEP but who are interested in teaching English to speakers of other languages. Students who are admitted to the TEP who pursue this minor may gain an endorsement to their teaching certificate that will allow them to teach in an ESOL program in Georgia public schools. Currently, this program is under consideration by the Georgia Professional Standards Commission. A favorable review of the program was received in spring of 2004. Approval is pending. Students not in the TEP may find that the Teaching English as a Second Language minor will equip them to find employment teaching English either in this country or abroad. The minor is 15 units and consists of the following courses:

EDU 221. Introduction to Teaching ........................................3
EDU 234. Teaching in a Pluralistic Society ................................3
EDU 371. Applied Linguistics for the English as a Second Language Teacher ................................................................. 3
EDU 372. Methods and Materials for the English as a Second Language Teacher ................................................................. 3
EDU 373. Practicum for Teaching English to Speakers of Other Languages ................................................................. 3
Total .................................................................................15

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.

215. Technology for Educators

This course prepares students to integrate technologies in teaching, learning, assessment, and the school curriculum. Students develop competence in planning and designing learning environments and experiences that use technologies, and in using technologies in professional growth and productivity. The course addresses social, ethical, legal and human issues, and assists students in developing a Christian perspective on the use of technology. Prerequisite: a student must be a declared education major or minor or an IDS major with an education component in order to enroll in this course. (Note: If a student transfers in a course comparable to this one, that student must also take ICS 120 Christian View of Technology for one unit. If a student takes this course and then subsequently changes majors, this course may still be considered to have fulfilled the core technology course requirement.) Three units.

221. Introduction to Teaching

A course designed to provide an introduction to and exploration of teaching as a profession. A Christian philosophical framework is developed to enable the students to critically examine the relevant issues in teaching. Approximately 33 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. (Students who transfer in a course comparable to this one must take this course for three units or for zero units.) Prerequisite: none. $10 fee. 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. Students who are pursuing teacher certification must take Praxis I (or be exempt from Praxis I) in order to receive course credit and a grade for this course. (Students who transfer in a course comparable to this one must take this course for three units or for zero units.) 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, anthropology, 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: none. Three units.

313. Language Arts Content and Skills in the Early Grades
An overview of the purpose and use of language from a Christian perspective forms the framework for this course. The student examines the goals, methods, materials, and evaluation in teaching, listening, speaking, handwriting, spelling, and writing. It should be taken concurrently with EDU 366. Prerequisite: EDU 222 and TEP approval. Taken in Senior Block. $10 fee. 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 222 and TEP approval. Taken in Senior Block. Three units.

317. Assessing and Correcting Reading Difficulties
This course is designed to prepare classroom teachers to assess reading performance, identify reading difficulties, to design instruction to remediate weaknesses, and to promote increased reading achievement. Prospective teachers will use informal and formal assessment tools to evaluate students in a real classroom during scheduled field experiences. Prerequisite: EDU 315 and TEP approval. Taken in Senior Block. Two units.

318. Teaching Reading in the Content Areas
This course is designed to provide the middle grades and secondary teacher with an understanding of how the reading process interacts with learning in the subject areas. It includes use of assessment processes, development of instructional strategies and selection of literature and materials appropriate for use in grades 4-12. Special emphasis will be placed on reading in the content areas and strategies for struggling readers. Prerequisite: EDU 222 and TEP approval. 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. Prerequisite: EDU 222 and TEP approval. Three units.

324. Science Content and Skills in the Early Grades
The learner studies instructional procedures, materials, and evaluation in teaching biological and physical sciences in the elementary school. Prerequisite: EDU 222 and TEP approval. Three units.

326. Mathematics Content and Skills 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 222 and TEP approval. Taken in Senior Block. $25 fee. Three units.

328. Social Studies Content and Skills in the Early Grades
This course is an introduction to the theory and practice of teaching social studies in the early grades. Topics include educational research and practice related to social studies instruction in the early 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 peoples 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 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. Prerequisite: EDU 222 and TEP approval. Three units.

330. Social Studies Content and Skills: Middle Grades and Secondary
A survey of social studies content and skills in the middle school and in secondary education. The three areas of civics, economics, and geography will be emphasized: 1) Civics: A study of American national politics. Emphasis is on the social context, constitutional foundations, processes, and functions of American politics. 2) Geography: An analysis of the
earth's principal culture regions from a geographic perspective: Europe, C.I.S, Middle East, East, South and South-East Asia, Australia and New Zealand, Oceania, and South, Central, and North America. These areas will be examined in the light of several foundational geographic themes: the location of physical and cultural features; society-land relationships, cultural landscapes, and patterns of spatial interaction among and within regions. 3) Economics: The market economy is studied, examining the determinants of resource allocation, income distribution, prices, production, income and employment levels, and economic growth. Prerequisite: EDU 222 and TEP approval. Three units.

335. Physical Education in the Early Grades
A theory and methods emphasis focusing on basic motor learning through sequential movement education principles, childhood growth and development, and their significance to the overall learning and growth of children P-5. Special attention is given to the needs of exceptional and handicapped children. The school health program is studied. Students will teaching laboratories for students in local schools. Prerequisite: EDU 222 and TEP approval. Two units.

340. Curriculum and Methods in the Secondary School
A course designed to help prospective secondary teachers develop and refine the skills necessary to be effective classroom teachers in grades 6-12. Candidates examine curricula and complete assignments in their specific subject area, and develop a unit plan and lesson plans that address relevant local, state and national standards. A 30 hour fieldwork experience in a local school is included. Prerequisite: Initial approval for student teaching. $10 fee. Four units.

345. Art for Children in the Early 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. Prerequisite: EDU 222 and TEP approval. $6 fee. Two units.

350. The Educational Thought and Practice of Charlotte Mason
A course designed to introduce students to Charlotte Mason, a latter 19th and early 20th century British educator. Masons’ ideas spawned an educational movement in England, and through the correspondence school to thousands around the world. Recently her ideas have enjoyed a revival among Christian schools and homeschools in the United States. Students will study her ideas within their historical, philosophical, and theological contexts. Prerequisite: none. Three units.

352. Teaching Music in the Early Grades
A course designed to present the rudiments of pedagogical theory and practice for the teaching of music in the early 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 222 and TEP approval. Two units.

361. Education of Exceptional Children
A course designed to introduce legal definitions and clinical characteristics of categories of exceptional children, with an emphasis on etiology, identification, assessment, and the provision of educational services, including services mandated by federal law. Topics include mental retardation, learning disabilities, physical disabilities, emotional problems, and giftedness. Prerequisite: EDU 222 and TEP approval. Three units.

366. Literature for Children in the Early Grades
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 young children. Also listed as ENG 366/367. Prerequisite: none. $5 fee. 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. (Students who transfer in a course comparable to this one must take this course for three units or for zero units.) Prerequisite: EDU 221 and TEP approval. $5 fee. Three units.

371. Applied Linguistics for the English as a Second Language Teacher
Students review the principles of language structure, the processes of first and second language acquisition, and the issues involved in assessing language proficiency with special attention paid to the application of linguistic knowledge to the multilingual and multicultural setting. Prerequisite: none. Three units.

372. Methods and Materials for the English as a Second Language Teacher
Students become familiar with current second language classroom research, effective methods and materials with an emphasis on adapting these methods and materials to a specific classroom setting. Prerequisite: none. Three units.
373. Practicum for Teaching English to Speakers of Other Languages
Practical teaching experience for preservice teachers of English as a second language. Prerequisite: EDU 372. $7 fee. 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, working 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. Prerequisite: EDU 222 and TEP approval. Units 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. Units to be determined.

410. Educational Assessment: Early Grades
A course designed to introduce the basic theory and practice of educational assessment in the early grades. 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. Prerequisite: EDU 222 and TEP approval. Taken in Senior Block. One unit.

411. Educational Assessment: Middle Grades and Secondary
A course designed to introduce the basic theory and practice of educational assessment in the middle grades and in secondary education. 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. Prerequisite: EDU 222 and TEP approval. Taken in Senior Block. One unit.

415. Content and Methods for the Middle Grades
A course surveying content and pedagogy specific to the areas of middle grades concentration (language arts, mathematics, science, and social studies.) Activities include planning for instruction, selecting teaching strategies, and designing appropriate assessment. Prerequisite: EDU 222 and TEP approval. Three units.

444. Essentials of Instruction in the Early Grades
445. Essentials of Instruction in the Middle Grades
All teachers have certain beliefs, traits, behaviors, and practices that can either improve or inhibit learning in the classroom. Today there exists a growing body of literature on effective teaching. This course focuses on strategies that can lead teachers to choices and actions that should enhance learning. An effort is made to connect a Christian philosophy of education with a research-based instructional skills model. This model is relevant to the 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 222 and TEP approval. Taken in Senior Block. $10 fee. Three units.

454. Organization and Management of the Early Grade Classroom
455. Organization and Management of the Middle Grade Classroom
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. Prerequisite: EDU 222 and TEP approval. Taken in Senior Block. Two units.

480. Senior Integration Paper
Required of all elementary education majors, this course includes a review of literature and the preparation of a paper that demonstrates personal and practical application of a Christian philosophy of education to the classroom processes of teaching and learning. During the semester to follow, each student will further develop and integrate this paper into his/her professional portfolio. Prerequisite: EDU 222 and TEP approval. Taken in Senior Block. Two units.

481. Senior Seminar
A course addressing the structure and organization of schools; the planning and delivery of instruction; and current issues in the field, all from the dual perspectives of research literature and field observations in schools. Also included is a discussion of the requirements of student teaching and the process of becoming state certified. Prerequisite: EDU 222 and TEP approval. Taken in Senior Block. Two units.

489. Student Teaching Seminar: Early Childhood (P-5)
490. Student Teaching Seminar: Middle Grades (4-8)
491. Student Teaching Seminar: Secondary Education
This course integrates practical approaches and theory to real-life situations experienced during the student teaching experience. Content areas include school culture and classroom learning environment, classroom management, lesson
design, implementation, and reflection, and legal and ethical
issues related to teaching. Taken concurrently with Teaching
Practicums I and II. One unit.

495-496. Teaching Practicum I and II: Elementary Edu-
cation
497-498. Teaching Practicum I and II: Secondary Educa-
tion
The professional semester is divided into two teaching prac-
ticums. Actual teaching experience is gained on a full day
basis during these practicums. Pass/fail grading only. Pre-
requisite: approval to student teach given by the Teacher
Application Committee. $30 fee in fall semester/$20 fee in
spring semester. Fifteen units.

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

Freshman
Fall
Old Testament .............................................. 3
The Christian Mind ........................................ 2
Technology for Educators ............................ 3
Introduction to Teaching ............................ 3
Math for Educators I ................................. 3
Concepts in P.E. ........................................ 2

Spring
New Testament........................................ 3
English Composition (unless exempt)........... 3
Math for Educators II ............................. 3
Social Science Elective: Developmental Psychology .... 4
Aerobics .............................................. 1
Speech .............................................. 2

Sophomore
Fall
Doctrine I ...................................................... 3
Cultural Heritage of West I ....................... 3
Educational Psychology ............................ 3
Science in Perspective or other lab science ......... 4
Language (unless exempt) ......................... 4

Spring
Doctrine II .................................................. 3
Cultural Heritage of West II ....................... 3
Art and Music in the Cultural Heritage of the West .... 2
Education of Exceptional Children ............. 3
Language (unless exempt) .......................... 4
Linguistics Course .................................... 3

Junior
Fall
Global History .................................................. 3
History and Philosophy of American Education .... 3
Physical Education in the Early Grades ............ 2

Art for Children in the Early Grades or
Teaching Music in the Early Grades .......... 2
Teaching in a Pluralistic Society ............... 3

Spring
Global Trends ............................................. 3
Christ and Culture Seminar ..................... 1
Intercultural Experience ......................... 0-3
Social Studies Content and Skills in the Early Grades .... 3
Science Content and Skills in the Early Grades .... 3
Literature for Children in the Early Grades ....... 3
Senior Integration Paper ......................... 2

Senior
Fall
Block 1
Math Content and Skills in the Early Grades .......... 3
Essentials of Instruction in the Early Grades .......... 3
Senior Seminar .......... 1
Local school practicum

Block 2
Language Arts Content and Skills in the Early Grades .... 2
Teaching Reading in the Early Grades ............... 3
Local school practicum

Block 3
Assessing and Correcting Reading Difficulties .......... 2
Organization and Management of the Early Grades .... 2
Educational Assessment .......... 1
Local school practicum

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

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

Freshman
Fall
Old Testament .............................................. 3
The Christian Mind ........................................ 2
Technology for Educators ............................ 3
Introduction to Teaching ............................ 3
Math for Educators I (unless exempt) .................. 3 (or 4)
Concepts in P.E. ........................................ 2

Spring
New Testament........................................ 3
Social Science Elective ............................. 3
English Composition (unless exempt) ............. 3
Science in Perspective or Problems of Physical Science .... 4
Aerobics .............................................. 1
Speech .............................................. 2
Sophomore
Fall
Doctrine I ................................................................. 3
Cultural Heritage of West I .............................................. 3
Language (unless exempt) ................................................. 4
Educational Psychology ................................................. 3
Education of Exceptional Children .................................... 3
Spring
Doctrine II ................................................................. 3
Cultural Heritage of West II ............................................. 3
Art and Music in the Cultural Heritage of the West ............ 2
Language (unless exempt) ................................................. 4
Nature & Needs of the Early Adolescent Learner ............... 3
Intercultural Experience .................................................. 0-3

Junior
Fall
Global History ............................................................ 3
History and Philosophy of American Education ................. 3
Teaching in a Pluralistic Society ......................................... 3
Concentration course ..................................................... 3
Concentration course ..................................................... 3
Concentration course ..................................................... 3
Spring
Global Trends ............................................................. 3
Christ and Culture Seminar .............................................. 1
Concentration course ..................................................... 3
Concentration course ..................................................... 3
Concentration course ..................................................... 3
Senior Integration Paper .................................................. 2

Senior
Fall
Concentration course ..................................................... 3
Middle Grades Content and Skills .................................... 3
Block 1
Essentials of Instruction in the Middle Grades ................. 3
Senior Seminar ............................................................ 1
Local school practicum
Block 2
Teaching Reading in the Middle Grades (if Language Arts concentration) ..................................................... 3
Local school practicum
Block 3
Organization and Management of the Middle Grades ...... 2
Educational Assessment ................................................... 1
Spring
Student Teaching Practicum I ....................................... 7-1/2
Student Teaching Practicum II ....................................... 7-1/2
Student Teaching Seminar ............................................ 1

Engineering

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. While we have a preferred relation with the Georgia Institute of Technology, recent participants in the program have also attended a number of other universities such as Clemson, the University of Kentucky, Tennessee Tech, and Auburn.

Because of the rigorous nature of this program, students should have an SAT score of at least 1100 and a minimum math SAT score of 600 (or equivalent ACT) prior to enrollment at Covenant. 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: Mathematics while completing a Bachelor of Science in a variety of disciplines of engineering or math. 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.

Engineering Course Requirements

Requirements for Major in Natural Science with Concentration in Pre-engineering Studies
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 28. 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:

- Six hours of English Composition are required rather than three. (ENG 114. Introduction to Literature is recommended to fulfill this requirement.)
- ICS 130 should be taken to fulfill Georgia Tech’s computer science requirement, however, students will still need to take ICS 120, which covers a Christian view of technology and is a one-credit course.
• Three hours of United States history are required (HIS 111, 112, or 316).
• Three hours of Economics are encouraged (ECO 201 or 202), which will satisfy Covenant College’s Social Science requirement.
• Three additional hours of a Social Science are required.
• MAT 331. Linear algebra is required.
• A GPA of 3.0 must be maintained to be accepted by Georgia Tech both for all courses as well as math, science, and engineering courses.

Major and Supporting Course Requirements

CHE 121-122. General Chemistry ........................................8
ICS 120. Christian View of Technology ...............................1
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. Optics and Modern Physics ..................................4
PHY 321. Statics ...................................................................3
PHY 322. Dynamics .............................................................3
PHY 492. Senior Integration Paper ......................................2
Total .................................................................................45

Students must complete at least 96 semester credits at Covenant College 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 human-kind and of human beings living in particular cultures and employing particular literary techniques;
4. in theatre courses, to help students to understand theatre from the perspectives of both informed audience members and godly-wise theatre practitioners, by developing both critical and production skills, and developing Christian ethical problem-solving skills as students contemplate the professional theatre world as a “mission field” in need of Christian intervention.

For General Education

For the general student, the department provides the core courses in composition, speech and 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 Student Not Majoring in English to fulfill Core Humanities

COM 201. Theatre & Christian Worldview ..........................3
ENG 114. Introduction to Literature .................................3
(recommended for students without a strong background in high school literature courses)
ENG 203 or 204. American Literature ........................................ 3
ENG 210. Classical Literature .................................................. 3
ENG 211. European Literature in English Translation .................. 3
ENG 220. Modern & Contemporary Drama ................................ 3
ENG 226. Reading Film .......................................................... 3
ENG 240. The Inklings ............................................................ 3
ENG 275. 20th Century African-American Fiction ....................... 3
ENG 276. Literature Across Cultures ........................................ 3

Requirements for Major in English

The core and distribution requirements for a major in English are those listed for baccalaureate degrees on page 28, 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 .......................................................... 2
  ENG 302. Creative Writing .................................................. 2
  ENG 304. Advanced Composition ........................................ 3
  ENG 305. Practicum in Teaching Writing .............................. 1
  ENG 446. Practicum in Journalism ...................................... 1-3
ENG 275. African-American Fiction, or ENG 276. Literature Across Cultures, or ENG 352. Contemporary Literature ................................................. 3
ENG 311. Chaucer and the Middle Ages, or ENG 318. Renaissance, or ENG 331. Restoration and 18th Century ........................................ 3
ENG 401. Special Topics in English ........................................ 3
ENG 418. Shakespeare .......................................................... 3
ENG 491. Senior Integration Paper Research ............................ 1
ENG 492. Senior Integration Paper ......................................... 2
English or Communications electives ................................. 5-7*
Total ............................................................................... 36-38

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:
  ENG 245. Journalism ......................................................... 2
  ENG 302. Creative Writing .................................................. 2
  ENG 304. Advanced Composition ........................................ 2
  ENG 305. Practicum in Teaching Writing .............................. 1
  ENG 446. Practicum in Teaching Writing .............................. 1-3
Literature or linguistic electives ...........................................  9
Total ............................................................................... 16

Requirements for Major in English with Georgia Secondary School Certification (grades 6-12)

Students interested in secondary level certification should consult with the chairman of the Education Department and should also refer to the Education Department’s section of this catalog.

Core Requirements

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

Tools for Learning
ENG 111. English Composition ............................................. 3
Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.
Foreign Language I, II ......................................................... 8
(Note: 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.)

Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)
Speech course (This requirement met by Teaching Field course requirement ENG 252. Speech Communication listed below.)

Natural Creation
Laboratory Science .............................................................. 4
Mathematics ........................................................................ 4

* ENG 202 may be substituted for ENG 201 if the student has already taken ENG 114 or similar course before becoming an English major, or has AP literature or IB English credit. One unit.
* * For English majors with a minor, no elective hours are required.
Cultural Contexts
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
HIS 325. Contemporary Global History.............................3
COR 325. Global Trends for 21st Century................................3
Social Science Elective ....................................................3
COR 337. Intercultural Experience.......................................1
COR 340. Christ and Culture Seminar..................................1

Physical Education
PE 151. Concepts in Physical Education................................2
PE 152. Aerobics................................................................1
General education core subtotal.......................................55

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 or ENG 305. Practicum in Teaching Writing (taken twice)...2
ENG 311. Chaucer and the Middle Ages or ENG 318. The Renaissance or ENG 331. The Restoration and Eighteenth Century.........................................................3
EDU 318. Teaching Reading in the Content Areas................3
ENG 334. British Romanticism or ENG 341. Victorian Poetry and Prose or ENG 352. Contemporary Literature.................................3
ENG 380. Modern Literary Criticism or ENG 272. The American Novel or Non-Western Literature..................3
ENG 401. Special Topics in English....................................3
ENG 418. Shakespeare......................................................3
ENG. 491 Senior Integration Paper: Research.......................1
ENG 492. Senior Integration Paper.....................................2
Teaching field subtotal ...................................................37

Professional Education
EDU 215. Technology for Educators..................................3
EDU 221. Introduction to Teaching.....................................3
EDU 222. Educational Psychology.....................................3
EDU 234. Teaching in a Pluralistic Society............................3
EDU 318. Teaching Reading in the Content Areas................3
EDU 322. Nature and Needs of the Early Adolescent Learner..................3
EDU 361. Education of Exceptional Children.........................3
EDU 370. History & Philosophy of American Education........3
EDU 411. Educational Assessment.....................................1
EDU 497-498 Teaching Practicums I & II: Secondary.............15
EDU 491. Student Teaching Seminar...................................1
EDU 492. Senior Integration Paper (Prerequisite: permission of instructor)..........................2
Professional education subtotal....................................45
Grand total ......................................................................137

Note: COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking foreign language and/or math and/or English composition courses. One or more elective courses may need to be taken in order to bring the total number of credit units up to the 126 units required for graduation.

Requirements for Major in English with Concentration in Theatre

ENG = English courses at Covenant.
COM = Communications course at Covenant; currently cross-listed with English.
UTC = University of Tennessee at Chattanooga theatre course. (Prerequisite for all UTC theatre courses is COM 201 plus permission of the Covenant Drama Instructor).

ENG 201. Introduction to Literary Studies............................3
COM 201. Theatre & Christian Worldview...........................3
UTC 100r. Performance and Production (3 times, various semesters)........................................1x3=3
and/or COM 290/390. Production Practicum (may substitute for some, but not all of the UTC 100r credits)
UTC 151. Play Analysis......................................................3
ENG 220/350. Modern and Contemporary Drama................3
COM 235. Acting I............................................................4
UTC 255. The Theatre to the Renaissance, or UTC 257.
The Theatre from the Renaissance to the 20th Century (Prerequisite is UTC 151 or permission of instructor)......3
UTC 141. Theatre Practice and Theory, or UTC 143. Basic Design in the Theatre..................................................3
English electives............................................................7-10
Three 300-level courses in literature and writing (may include COM 335, Acting II and COM 390, Production Practicum)
ENG 401. Special Topics II..................................................3
ENG 418. Shakespeare......................................................3
UTC 457. Conceptual Foundations of the Modern Theatre (Prerequisite: permission of instructor)....................3
ENG 492. Senior Integration Paper (Prerequisite: permission of instructor)............................................2
Total................................................................................43-46
Requirements for Minor in Theatre

(Prerequisite for all UTC theatre courses is COM 201 plus permission of the Covenant Drama Instructor)

COM 290. Production Practicum (COM 390 or UTC 100r may be substituted for one of these) 2 times, various semesters (1x2=2) ................................................................. 2
ENG 220/350. Modern Drama .............................................. 3
COM 235. Acting I ............................................................... 4
COM 201. Theatre & Christian Worldview ....................... 3
ENG 418. Shakespeare ..................................................... 3
Electives: Two courses to be taken from the following

COM 390. Production Practicum (Prerequisite is two semesters of COM 290 plus permission of instructor) ................................................................. 1-3
COM 335. Acting II (Prerequisite is COM 201) ...................... 4
ENG 266. Reading Film ................................................... 3
UTC 100r. Performance and Production ........................... 1
UTC 141. Theatre Practice and Theory ............................. 3
UTC 143. Basic Design in the Theatre .............................. 3
UTC 151. Play Analysis ................................................... 3
UTC 255. The Theatre to the Renaissance (Prerequisite is UTC 151 or permission of instructor) ................................................................. 3
UTC 257. The Theatre from the Renaissance to the 20th Century (Prerequisite is UTC 151 or permission of instructor) ................................................................. 3
UTC 331. Directing I (Prerequisite is UTC 143, 255, 257, and permission of instructor) ................................................................. 3
UTC 343. History of Costume ........................................... 3
UTC 431. Directing II (Prerequisite is UTC 331 and permission of instructor) ................................................................. 3
UTC 457. Conceptual Foundations of Modern Theatre (Prerequisite is permission of instructor) ................................................................. 3
Total ........................................................................... 17-22

Communication Courses

201. Theatre & Christian Worldview
A survey of historical theatre practice in the West (with some attention given to various Eastern practices); introduction to the elements of theatre production together with an examination of the various crafts comprising this collaborative art form: acting, directing, playwriting, design, and criticism. Fulfills core humanities requirement. Every Spring. Three units.

235. Acting I
This course is the first in a two course sequence which aims to give students an introduction to and training of the stage actor’s tools: voice, body, imagination, concentration, etc., while also helping students to think Christianly about various ethical and aesthetic issues pertaining to acting and the production of plays for public consumption. Meets for three class sessions plus one lab session each week. Every other Fall. Four units.

290. Production Practicum
Lower division laboratory course in a variety of aspects of theatre performance and production. Project assignments in departmental productions. Every semester. Prerequisite: permission of instructor. May be repeated for credit two times. One to three units.

335. Acting II
A continued study of principles/practices introduced in Acting I; emphasis laid on scene study, with attention being given to various historic dramatic styles. Meets for three class sessions plus one lab session each week. Every other Fall. Prerequisite: Acting I. Four units.

390. Production Practicum
Upper division laboratory course in a variety of aspects of theatre performance and production. Project assignments in departmental productions. Every semester. Prerequisite: two semesters of Com290 or equivalent, plus permission of instructor. May be repeated for credit two times. One to three units.

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 rewriting, 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 rhetorical principles and practice in delivering speeches. Two units.

302. Creative Writing
A course in various forms of non-expository 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 two 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 Council for Christian Colleges and Universities 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.

202. Methods of Literary Study
This course is intended as an alternative to ENG 201. It is required of students who seek a major, minor or concentration in English and who have already taken a general introduction to literature (such as ENG 114) or who have AP or IB credit in literature. It consists of attending designated classes of ENG 201, especially those focused on non-Western literature and completing the library research paper required in that course. Students who take ENG 202 will take an additional two units of electives to complete the major or minor. One unit.

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.

220/350. 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.

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, 202 or permission of the instructor. Three units.

311. Chaucer and the Middle Ages
A study of major British writers from 1660 and 1790 with special attention to satire and the rise of the novel. The works of Chaucer will be read in Middle English, the other works in Modern English translation. Prerequisite: ENG 114, 201, 202 or permission of the instructor. Three units.

318. The Renaissance
A study of the works of the important writers of the period, with special attention given to Spenser, Donne, and Milton. Prerequisite: ENG 114, 201, 202 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, 202 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, 202 or permission of the instructor. Three units.

341. Victorian Poetry and Prose
A study of major English poets, novelists, 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, 202 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 1965 to the present. Prerequisite: ENG 114, 201, 202 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. Also listed as EDU 366. Prerequisite: none. $5 fee. 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. Also listed as EDU 367. Prerequisite: none. $5 fee. Three units.

380. Modern Literary Criticism
A survey of various twentieth-century schools of literary criticism and theories of reading. 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 instruc-

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, 202 or permission of the instructor. Three units.

491. Senior Integration Paper in English: Research
This research methods course is required of all seniors and must be completed prior to enrolling in ENG 492. SIP. Students will study the art of scholarly research, conduct research for an approved SIP paper or project, and produce a bibliography in MLA style. One unit.

492. Senior Integration Paper in English
This course is 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. Upon completion of the paper or project, there is a final oral exam. Prerequisite: ENG 491. Two units.

Finance
See Business

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: an important aspect of man’s being created in the image of God, and as 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 pages 28. 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.

**Study Abroad**

Students electing to study abroad for a semester or summer in an approved program of study at the intermediate level or higher will receive credit for FRE 202, GER 202 or SPA 202 toward the minor in the language, with the remaining minimal three courses at the 300-level. Two 300-level courses must be taken on the Covenant College campus.

**Requirements for Minor in French**

Upper division French electives ........................................12

**Requirements for Minor in German**

Upper division German electives .....................................12

**Requirements for Minor in Spanish**

Upper division Spanish electives .....................................12

**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

101-102. Elementary French I, II
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 $5 each semester. Four units each.

201-202. Intermediate French I, II
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. Prerequisite: FRE 102. Three units each.

310. French Conversation
Instruction is given in speaking and understanding French in a variety of social and professional situations. Prerequisite: FRE 202. Three units.

315. 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: FRE 202. Three units.

320. 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: FRE 202. Laboratory fee $5. Three units.

340. 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: FRE 202. Three units.

351. French Literature I
Reading of a selected series of literary works and authors from the Middle Ages to the end of the eighteenth century to develop enjoyment in reading literature in the original French and appreciation for the richness and variety of literature. Prerequisite: FRE 202. Three units.

352. French Literature II
Reading of a selected series of literary works and authors from the early nineteenth century to the present to develop enjoyment in reading literature in the original French and appreciation for the richness and variety of literature. Prerequisite: FRE 202. Three units.
German Courses

101-102. Elementary German I, II
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 $5 each semester. Four units each.

201-202. Intermediate German I, II
Continued development of skills in speaking, understanding, reading, and writing German through an extensive study of grammar, selected readings, conversational practice, vocabulary development, and the writing of simple compositions. Aspects of German culture will also be explored. Prerequisite: GER 102. Three units each.

310. German Conversation
Instruction is given in speaking and understanding German in a variety of social and professional situations. Prerequisite: GER 202. Three units.

315. Advanced German 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: GER 202. Three units.

320. German 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: GER 273-274 or equivalent. Laboratory fee $5. Three units.

340. Advanced German 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: GER 202. Three units.

351. German Literature I
Readings of a selected series of literary works from the Middle Ages to Goethe and Schiller and the Golden Age of German literature to develop enjoyment in reading literature in the original German and appreciation for the richness and variety of the literature. Prerequisite: GER 202. Three units.

352. German Literature II
Reading of a selected series of literary works from the nineteenth century to the present to develop enjoyment in reading literature in the original German and appreciation for the richness and variety of the literature. Prerequisite: GER 202. Three units.

Greek Courses

175-176. Elementary Greek I, II
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 I, II
Continued study of New Testament Greek. Emphasis is placed on vocabulary and syntax. Prerequisite: GRE 176. Three units each.

Hebrew Courses

191-192. Elementary Hebrew I, II
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.

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.

101-102. Elementary Spanish I, II
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 $5 each semester. Four units each.

201-202. Intermediate Spanish I, II
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: SPA 102. Three units each.
315. 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: SPA 202. Three units.

320. 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: SPA 202. Laboratory fee $5. Three units.

340. 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: SPA 202. Three units.

350. 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: SPA 202. Three units.

French
See Foreign Language.

German
See Foreign Language.

Greek
See Foreign Language.

Health Professions
See Natural Science: Requirements for Associate of Arts Degree in Basic Health Sciences; Pre-Medical Studies; & Pre-Nursing Studies.

Hebrew
See Foreign Language.

History

Department Goals
The history 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 summation 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 History or the Office of Career Counseling.

Requirements for Major in History
The core and distribution requirements for a major in history are those listed for baccalaureate degrees on page 28.
Advanced placement for U.S. History Survey I or II or European Survey allows students to immediately enroll in 200 and 300 level history electives. Students will still need to take 39 credit hours in history, but they are exempted, if they so choose, from taking HIS 111, HIS 112 or HIS 214 if they have taken an advanced placement course in the corresponding area. The advanced placement hours awarded will be credited to the graduation requirement of 126 hours.

**Major and Supporting Course Requirements**

**HIS 111. History of the U.S. to 1877** ........................................... 3  
**HIS 112. History of the U.S. since 1877** .................................... 3  
**HIS 150. Introduction to History** .............................................. 3  
**HIS 214. Age of Europe, 1550-1871** ........................................... 3  
**HIS 300. Historiography** ........................................................... 3  
**HIS 491. Senior Seminar** ............................................................ 3  
**HIS 492. Senior Integration Paper** ............................................. 3  
One elective from HIS 322, HIS 327, HIS 328, HIS 332, or HIS 372 ................................................................. 3  
**History Electives** .................................................................. 15  
Total......................................................................................... 39  

**Requirements for Minor in History**

**HIS 111. History of the United States to 1877 or HIS 112. History of the United States since 1877** ................. 3  
**HIS 214. Age of Europe, 1550-1871** ........................................... 3  
**History Electives** .................................................................. 9  
Total......................................................................................... 15  

**Requirements for Major in History with Georgia Secondary School Certification (grades 6-12)**

Students interested in secondary level certification should consult with the chairman of the Education Department and should also refer to the Education Department’s section of this catalog.

History education students with advanced placement credit or transfer credit for HIS 111 or HIS 112 must take HIS 198 and/or HIS 199 to fulfill the requirements for the history major.

**Core Requirements**

**Biblical Basis**

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

**Tools for Learning**

**ENG 111. English Composition** .......................................... 3  
Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.  
**Foreign Language I, II** ........................................................... 8  
(Note: 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.)  
Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)  
**ENG 252. Speech Communication** .................................... 2  

**Natural Creation**

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

**Cultural Contexts**

**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  
**HIS 325. Contemporary Global History** ............................ 3  
**HIS 325. Global Trends for 21st Century** .............................. 3  
**Humanities Elective** ............................................................... 3  
**COR 337. Intercultural Experience** ..................................... 1  
**COR 340. Christ and Culture Seminar** ............................... 1  

**Physical Education**

**PE 151. Concepts in Physical Education** ............................ 2  
**PE 152. Aerobics** ................................................................. 1  
**General education core subtotal** ......................................... 57  

**Teaching Field**

**HIS 111. United States History to 1877** ......................... 3  
**HIS 112. United States History Since 1877 (111 or 112 must include Georgia History)** ............................ 3  
**HIS 150. Introduction to History** .......................................... 3  
**HIS 213. Formation of Europe to 1550** ............................... 3  
**HIS 214. Age of Europe 1550-1871** .................................... 3  
**HIS 300. Historiography** ...................................................... 3  
One of the following courses: HIS 322, HIS 327, HIS 328, HIS 331, HIS 332, or HIS 372 ........................................... 3  
**HIS 491. Senior Seminar** ...................................................... 3  
**HIS 492. Senior Integration Paper** .................................... 3  
Two of the following political science courses: HIS 218, HIS 305, HIS 340 ................................................................. 6  
**Upper division history elective** ............................................. 3  
**Teaching field subtotal** ....................................................... 36  

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**Professional Education**

EDU 215. Technology for Educators ........................................ 3
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 330. Social Studies Content and Skills: Middle Grades and Secondary ........................................ 3
EDU 340. Curriculum and Methods in the Secondary School ........................................ 4
EDU 361. Education of Exceptional Children ............................. 3
EDU 370. History and Philosophy of American Education .............. 3
EDU 411. Educational Assessment ........................................ 1
EDU 491. Student Teaching Seminar ...................................... 1
EDU 497-498. Teaching Practicums I & II: Secondary .................. 15

Professional education subtotal .......................................... 45
Grand total ......................................................................... 138

Note: COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking foreign language and/or math and/or English composition courses. One or more elective courses may need to be taken in order to bring the total number of credit units up to the 126 units required for graduation.

**History Courses**

111, 112. 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. 111 D or 112 D includes Georgia history for history education students. Three units each semester.

150. Introduction to History
An introduction to the study of history as a field of scholarly research and a diverse academic and public profession. The course provides students with a basic overview of historical studies including fundamental research methodologies, rudiments of historical writing, sub-fields of historical inquiry, and a “hands-on” exploration of career opportunities in the general field of history. This course should prepare students for all subsequent history electives and may be used to help assess the value of a history major. Three units.

198. Readings in U.S. History to 1877
Required for history majors who bring advanced placement credit or transfer credit for HIS 111 or HIS 111D. One unit.

199. Readings in U.S. History Since 1877
Required for history majors who bring advanced placement credit or transfer credit for HIS 112 or HIS 112D. One unit.

213. The Formation of Europe to 1550
A survey of the development of European political and cultural traditions from their roots in the ancient Near East and classical Mediterranean through the Middle Ages, Renaissance and the beginnings of the Reformation. Topics include discussion of the classical Greco-Roman legacy, the development of Judeo-Christian religious traditions, and the impact of Germanic and other north European peoples. Explores the development of institutions and social organizations: the Church and religious movements; the state and politics; cities and commerce, the nature of the family, and other social structures. Three units.

214. Age of Europe 1550-1871
A survey of the growth and expansion of modern European civilization as it emerged from the Reformation and era of religious wars, through the Enlightenment, the French and Industrial Revolutions, to the time of imperial expansion with the unification of Germany. The course traces changes in people's lives from the still very traditional societies of the sixteenth century to the individualistic and technological culture emerging in the nineteenth century. It examines the tensions and contradictions within "western values," particularly in such issues as the individual and the community, the sacred and the mundane, and the problems of "progress." Three units.

217. American Politics and Elections
A broad survey course on politics and elections in American history, with particular emphasis on presidential elections. The course will focus on three areas: 1. A historical review of past presidential elections. 2. A study of the current national election. 3. An analysis of how the process of electing a president and congress has changed over the course of American history. At the end of the course a student should be able to identify some of the key presidential and congressional elections in American history and what issues made them important. In addition, the student should be able to identify some of the key issues in the current election. Students are also expected to gain an understanding of how technology and modernization has changed the election process in the 20th century and into the 21st century. Three units.

218. 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.

241. 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.

290. 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.

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, minor or permission of the instructor. Spring semester. Three units.

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. Prerequisite: HIS 213 or permission of the instructor. 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. Prerequisite: COR 226, HIS 214 or permission of the instructor. Three units.

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. Cross-listed as BIB 384. Three units.

307. Modern Britain
A study of modern Britain from the “Glorious Revolution,” through the era of commercial, industrial and imperial expansion, and into the late 20th century and the age of decolonization and economic reorganization. Emphasis will be placed on the interaction and interdependence of social, cultural and political changes in British history. Prerequisite: HIS 214 or permission of the instructor. 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, 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, 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 BIB 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 Revolution. Prerequisite: HIS 111 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 111 or permission of the instructor. 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 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. Prerequisite: COR 226. 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: HIS 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.

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 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 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 Reforma- tion of the Christian religion sparked by the Lutheran movement. Emphasis will be placed on the social setting common to all. Prerequisite: HIS 213 or 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 112 or permission of the instructor. Three units.

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
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
An overview of 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: HIS 111, 112 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 35.

401. Seminar 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 325 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 six hours of upper level history courses, or permission of the instructor. Three units.

491. Senior Seminar in History
Work in this course is applied to the formulation and writing of the Senior Integration Project. During the semester, students will produce some short research projects, a polished SIP proposal, a sizable working SIP bibliography, and a substantial historiographic essay on the topic for their Senior Integration Projects involving thoughtful and critical evaluation of both primary and secondary sources. Required of all history majors in the fall semester of their senior year. Three units.

492. Senior Integration Paper in History
See page 29. Three units.

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 three 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 department courses needed by other majors to enhance those programs;
3. 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 28, except that ICS 130. Computer Programming Methodology (4 units) is substituted for ICS 121. Microcomputer Applications (3 units). ICS 120. Christian View of Technology (1 unit) is required as noted below.

Major Course Requirements
ICS 120. Christian View of Technology ...............................1
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. Database Concepts .................................................4
ICS 325. Operating Systems ...............................................4
ICS 350. Programming Languages ......................................4
ICS 375. Software Engineering .........................................4
ICS 400. Data Structures and Algorithms ............................4
ICS 492. Senior Integration Seminar and Paper ....................4
STA 251. Statistical Methods...............................................4
Total.................................................................................45

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

Information and Computer Sciences Courses

120. Christian View of Technology
Fulfills the core requirement for transfer students who have taken a computer literacy course elsewhere. The course develops a model for the consideration of technology from a Christian perspective. One unit.

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 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 will be required to take ICS 120. 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. This 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, pseudo-code, 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. Students should register for ICS 120 concurrently. 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 science 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 foundations, and selected applications of systems techniques. Data flow diagramming will be included as an analysis technique. Prerequisite: ICS 130, 150. Four units.

250. Introduction to Computer Organization
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. Four units.

300. Database Concepts
A study of the nature and application of database processing. The physical representation of databases, the primary structured models used in organizing a database, commercially available database management systems, and the factors involved in implementing and using a database are covered. Students will design and work with a database using one of the database management systems on the Covenant College computing network. Prerequisite: ICS 130, 150 and 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 Microsoft Windows and UNIX, as well as recently introduced operating systems. Prerequisite: ICS 130, 150, and 250. Four units.

350. Programming Languages
A survey of the significant features of existing and experimental programming languages with particular emphasis on grammars, syntax, semantics, notation, parsing, and storage arrangements. Selected examples of general purpose and special purpose languages are studied. Prerequisite: ICS 130, 150, 250. Four units.

375. Software Engineering
An overview of the tools, metric techniques, and team-oriented methodologies necessary to support the development of large systems and application software 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, 245, STA 251, junior or senior status, or permission of instructor. $50 fee. 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. Prerequisite: ICS 130, 150. 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, 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.

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 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.

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 28.

Major and Supporting Course Requirements
A combined minimum of 48 units outlined below:
IDS 204. Introduction to Interdisciplinary Studies............... 1
IDS 492. Senior Integration Paper........................................ 2

A minimum of 9 non-core units must be earned from IDS prefix courses or other courses approved by the IDS faculty. A minimum of 36 units must be earned in three disciplines. This includes a minimum of 12 non-core units in each chosen discipline. At least 15 of the 43 units must be 300 level or higher. Each discipline has its own requirements as listed below. The student must fulfill the requirements of each chosen discipline. Two or all three disciplines are to be chosen from the following:

| Accounting | Biblical Studies |
| Biology    | Business        |
| Chemistry  | Community Development |
| Economics  | Education       |
| English    | History         |
| Mathematics| Missions        |
| Music      | Philosophy      |
| Physics    | Psychology      |
| Sociology  |                |

The third discipline may be chosen from the following:

| Art       |
| French    |
| German    |
| 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
Cost Accounting ........................................................... 3
Intermediate Accounting II ........................................... 3
Total .............................................................................. 15

Art
Art History I ............................................................... 3
Art History II ............................................................... 3
Total .............................................................................. 6

Biblical Studies
Hermeneutics................................................................. 3
Ethics or Apologetics ..................................................... 3
Mission “book study” course ......................................... 3
Total .............................................................................. 12

Biology
General Biology I ........................................................... 4
General Biology II ........................................................... 4
Total .............................................................................. 8

Business
Principles of Management ............................................. 3
Total .............................................................................. 12

Chemistry
General Chemistry I ..................................................... 4
General Chemistry II ................................................... 4
Chemistry electives ...................................................... 8
Total .............................................................................. 16

Community Development
Theory of Community Development ............................. 3
Community Development Principles and Issues............. 3
HIS 328. Developing World Since 1945 or HIS 371. ......... 3
History and Culture of African-Americans..................... 3
Total .............................................................................. 12

Economics
Principles of Macroeconomics ...................................... 3
Principles of Microeconomics ....................................... 4
Economics electives ..................................................... 6
Total .............................................................................. 13

Education
Teaching ................................................................. 3
Educational Psychology ............................................ 3
History and Philosophy of American Education ............ 3
Total .............................................................................. 12

English
Introduction to Literary Studies .................................... 3
English electives ......................................................... 9
(department will direct the student concerning final 9 units)
Total .............................................................................. 12

French
Intermediate French I .................................................... 3
Intermediate French II ................................................. 3
Total .............................................................................. 6

German
Intermediate German I .................................................. 3
Intermediate German II ............................................... 3
Total .............................................................................. 6

History
History of the U.S. Since 1877 ...................................... 3
Age of Europe 1550-1871 ........................................... 3
Total .............................................................................. 12

Mathematics
Calculus I ..................................................................... 4
Calculus II ................................................................... 4
Calculus III ................................................................. 4
Differential Equations ................................................... 4
Total .............................................................................. 12

Missions
Introduction to Missions or ......................................... 3
Theology of Missions .................................................... 3
World Religions or Alternative Religious Movements...... 3
Total .............................................................................. 12

Music
Music Theory I ............................................................ 3
Music Theory II ............................................................ 3
Applied Music, 4 semesters ........................................ 4
Ensemble, 2 semesters ............................................... 2
Total .............................................................................. 12

Philosophy
Introduction to Philosophy ........................................... 3
Two of 201, 202 or 203. History of Philosophy I, II, III ..... 3
Philosophy elective ...................................................... 3
Total .............................................................................. 12

Physics
General Physics I ............................................................. 4
General Physics II .......................................................... 4
Optics & Modern Physics (calculus as prerequisite) ....... 4
Total .............................................................................. 12

Total units required: 120
Psychology
100. General Psychology or 101. Advanced General Psychology.......................... 4 or 2
220. Christian Issues in Psychology................................................................. 3
Psychology electives (consult Psychology Dept.)....... 6 or 8
Total...........................................................................................................11-15

Sociology
141. Principles of Sociology ................................................................. 3
Sociology electives (consult the Soc. Dept)................. 9
Total......................................................................................................12

Spanish
201. Intermediate Spanish I...................................................... 3
202. Intermediate Spanish II.................................................... 3
Upper division Spanish elective........................................ 6
Total.................................................................................................... 12

Youth Ministry
211. Introduction to Relational Youth Ministry................. 3
212. Relational Youth Ministry Skills.................................. 3
213. Team Relational Youth Ministry Practicum I........... 3
214. Team Relational Youth Ministry Practicum II........... 3
Total.................................................................................................... 12

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. Three 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 492. Senior Integration Project. 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.

310. 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 336) 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 sociocultural 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. 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 humanism, 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. This course is also offered as electives in the history department (four units; HIS. 335) and for the philosophy and religion major Three units.

371. History and Culture of African Americans
An overview of 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.

399. Independent Study
See page 35 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 29.

Law
See Pre-Law Studies.

Maclellan Scholars Program

The Maclellan Scholars Program (MSP) 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.

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. MSP 141, two units; MSP 142, one unit.

MSP 251. Introduction to Rhetoric
A one-semester study and practice of oral and written rhetoric designed to enhance each student’s ability to persuade his or her classmates to adopt a particular group project of serious consequence. The class emphasizes making presentations and discussion skills; class participation is a primary basis for evaluation. Students should be enrolled concurrently in COR 225, Cultural Heritage of the West 1, so that they may make connections between rhetoric and the history of Western culture. Required of sophomore Maclellan Scholars. Enrollment limited to sophomore Maclellan Scholars. 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 designed to effect significant improvements in the students’ persuasive influence as a group. Student class participation is a requirement. Required of sophomore Maclellan Scholars. Enrollment limited to sophomore Maclellan Scholars. This course when taken with MSP 251 may be used to fulfill the core requirement in speech, ENG 252. Prerequisite: MSP 141, 142, 251. One unit. Fall 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. Zero or 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. Pass-fail. Zero or one unit, depending on the student’s project.

Marketing
See Business and Economics.

Mathematics
Mathematics is a discipline with ancient origins in early Greek thought, and has been the indispensable language and tool of science. In our major program and in our service to other departments, the mathematics department at Covenant College seeks to provide solid grounding in the discipline of mathematics as well as providing a greater appreciation for logic and precise language. In our major program we seek to prepare students for graduate school, technical jobs or for teaching in secondary school. In our service programs we aim to prepare pre-engineering students for the dual degree program and to prepare students majoring in other disciplines which require mathematics. We also hope to impart:
1. an appreciation for the wisdom of God as it is manifested in the logic and orderliness of His creation,
2. an appreciation for the goodness of God in both structuring much of creation to be amenable to mathematical description and in structuring our thought processes to be able to understand the mathematics that describe the creation,
3. an appreciation of absolute truth in the limited context of a mathematical system and at the limited understanding of fallen man.

Requirements for a Major in Mathematics
The core requirements are the same as those listed for baccalaureate degrees (see page 28). Students must take ICS 130 which will also count for 2 hours in the microcomputer applications segment of the core requirement. All math majors are required to take PHI 404. Formal Logic. They are not allowed to use PHI 404 to fulfill the humanities segment of the core requirement. Mathematics majors are not required to take any classes beyond those explicitly listed below for the major to satisfy the mathematics segment of the core requirement. A complete listing of the classes that must be taken to obtain a major in mathematics now follows.

Major and Supporting Course Requirements
ICS 130. Computer Programming Methodology.................. 4
MAT 145-146. Calculus I, II......................................... 8
MAT 247. Calculus III................................................. 4
MAT 250. Probability.................................................. 3
MAT 331. Linear Algebra........................................... 3
MAT 341. Modern Algebra......................................... 3
MAT 348. Differential Equations................................... 4
MAT 355. Proofs and Exposition.................................. 3
MAT 460. Real Analysis............................................. 3
MAT 492. Senior Integration Paper.............................. 2
Math elective: MAT 270. Discrete Math, or MAT 342.
Modern Geometry I, or MAT 343. Modern Geometry II,
or MAT 410. Mathematical Logic, or MAT 470. Topology,
or MAT 405. Math. Meth. in Physics......................... 9
Phil 404. Formal Logic.............................................. 3
Total............................................................................ 49

Requirements for Minor in Mathematics
MAT 145-146. Calculus I, II......................................... 8
MAT 247. Calculus III............................................... 4
MAT 348. Differential Equations................................... 4
Any course offered by the mathematics department that is from either the core electives of the mathematics major, or STA 251, or STA 364............................ 3-4
Total........................................................................... 19-20

Requirements for Major in Mathematics Education with Georgia Secondary School Certification in Mathematics (grades 6-12)
Students interested in secondary level certification should consult with the chairman of the Education Department and should also refer to the Education Department’s section of this catalog.

Core Requirements
Biblical Basis
BIB 111 or 129. Old Testament................................. 3
BIB 142 or 148. New Testament............................... 3
BIB 277-278. Christian Doctrine............................... 6
Tools for Learning
ENG 111. English Composition .................................. 3
   Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.
Foreign Language I, II.............................................. 8
   (Note: 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.)
Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)
ENG 252. Speech Communication ............................... 2

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

Cultural Contexts
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
HIS 325. Contemporary Global History ....................... 3
COR 325. Global Trends for 21st Century ..................... 3
Social Science Elective ............................................... 3
Humanities Elective.................................................. 3
COR 337. Intercultural Experience ............................... 1
COR 340. Christ and Culture Seminar ........................... 1

Physical Education
PE 151. Concepts in Physical Education ........................ 2
PE 152. Aerobics ................................................... 1
   General education core subtotal....................................... 56

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 215. Technology for Educators ............................. 3
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 ................................................... 4
EDU 361. Education of Exceptional Children................. 3
EDU 370. History and Philosophy of American Education ................................................... 3
EDU 411. Educational Assessment .............................. 1
EDU 491. Student Teaching Seminar ............................ 1
EDU 497-498. Teaching Practicums I & II, Secondary .... 15
   Professional education subtotal ........................................... 42
Grand Total.............................................................. 136

Note: COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking foreign language and/or math and/or English composition courses. One or more elective courses may need to be taken in order to bring the total number of credit units up to the 126 units required for graduation.

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.

111-112. Mathematics for Elementary Teachers: I & II
These courses are a two-course sequence of mathematics courses designed to fulfill the general education core mathematics requirement for students preparing to be early grade teachers and candidates for teaching mathematics in the middle grades. It is designed to provide the mathematical content needed to enable them to teach mathematics at their level of instruction as described by the National Council of Teachers of Mathematics in Principles and Standards for School Mathematics (2000). Prerequisite: MAT 040 or placement level 2; open only to majors in elementary education. MAT 111 is 3 units. MAT 112 is 3 units for early grade majors; middle grade majors with a concentration in mathematics take MAT 112 for 4 units of credit. (Note: If a student takes this course and subsequently changes majors, that student will also need to take either MAT 122. Concepts in Mathematics or MAT 141. College Algebra to fulfill the college core math requirement. Conversely, if a student has taken MAT 122 before changing to an education major, that student is exempt from MAT 111 and may proceed directly to taking MAT 112.)
122. Concepts in Mathematics  
Problem solving, 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. A student may not receive credit for both MAT 122 and 132. Four units.

132. Concepts in Mathematics for Quest Students  
Problem solving, set theory, mathematical logic, functions, counting methods, probability, statistics and mathematics of finance. Designed to fulfill the general education core mathematics requirement. 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. A student may not receive credit for both MAT 122 and 132. Three 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, 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 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, antiderivatives, indefinite integrals, transcendental functions, the definite integral and its application, methods of integration, polar coordinates and infinite series. These courses are prerequisites to all courses numbered above 200. Prerequisite: MAT 142 or placement level 4 for MAT 145; MAT 145 or placement level 5 for MAT 146. Four units each.

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

250. Probability  
An introduction to the theory of probability. Combinatorics, laws of probability, discrete and continuous random variables and distributions, expectation, variance, and if time permits, other topics. Three units.

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. Four units.

270. Discrete Mathematics  
Counting, permutations, combinations, discrete probability distributions, generating functions, Ramsey Theory, the pigeonhole principle, induction, various algorithms, topics in graph theory including: connectivity, trees, Euler tours, Hamilton cycles, edge and vertex coloring, planar graphs and graph algorithms. Three units.

331. Linear Algebra  
This course will develop the algebra of vectors and matrices, including finding the inverse of a matrix, subspaces, basis and dimension of vector spaces, linear transformations, isomorphisms. Inner and cross products will be treated. Special types of matrices will be discussed, such as the Jordan Normal form. Eigenvalues and eigenvectors will be treated. Prerequisite: MAT 146. Three units.
341. Modern Algebra
Integral domains, rings, fields, groups, elementary number theory, and other selected topics. Prerequisite: MAT 146. Three units.

342-343. 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.

355. Proofs and Exposition
Proofs in mathematics are both intimidating and mysterious to most people. This course hopes to dispel some of that mystery as well as equip students to both read and write mathematical proofs. Besides a review of logic and mathematical nomenclature, students will be required to tackle proofs from a variety of different fields of mathematics. Three units.

STA 364. Special Topics in Advanced 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.

405. Mathematical Methods of Physics (Cross-listed as PHY 405.)
Topics in applied mathematics possibly including complex variables, special functions, partial differential equations, Fourier series, group representation theory, numerical and approximation methods, and the use of Green's function. Prerequisite: MAT 348. Four units.

410. Mathematical Logic
Truth functions and tables, rules of logic, predicate calculus, first order arithmetic, formal set theory, consistency, completeness, recursive functions, and if time permits, Godel Numbers, Godel’s Incompleteness Theorem, algorithms, computability, Church’s Thesis, Turing machines, undecidability of formal systems and the halting problem. Three units.

460. Real Analysis
Set theory, the real number system, functions, sequences, limits, convergence, uniform convergence, Bolzano-Wierstrass Theorem, functions of a real variable, open and closed sets, continuity, uniform continuity, connectivity of the real numbers, the intermediate value theorem, completeness, compactness, the mean value theorem, differentiation, Riemann integration, and if time permits, other topics. Three units.

470. Topology
Review of set theory and logic, defining axioms of topological spaces, bases for topological spaces, order, product and subspace topology, closed sets and limit points, continuous functions, metric topology, connectivity, compactness, the Tychonoff Theorem, and if time permits, other topics. Three units.

492. Senior Integration Paper
See page 29.

Medicine
See Pre-Medical Studies.

Ministerial Training
See Pre-ministerial Curriculum.
Missions
See Biblical Studies and Missions.

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. Ensemble requirements for music majors vary with their degree or concentration. Credit may be earned in any of the performing organizations sponsored by the department.

All music majors must demonstrate basic proficiency in piano, including performance/reading skills (performance of a prepared piano composition from memory, a traditional hymn, an instrumental or vocal accompaniment, and sight-reading) and functional skills (harmonization of a melody, two-octave major and harmonic minor scales to four sharps and flats, vocal warm-up exercises, performance of alto and tenor clef excerpts and four-part open score excerpts). Specific information about the piano proficiency requirement is available through the music department. Students entering the program with previous piano study may arrange to be examined in piano proficiency skills during their first semester. Non-keyboard music majors are to enroll in private piano instruction either with or without credit during their first semester as a music major. It will normally take up to four semesters of private piano to complete the piano proficiency requirement. Music minors who declare piano as their principal area of performance must also demonstrate basic piano proficiency skills.

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, BA 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. Completion of this program requires a total of 126 units, including 51 units of music.

The core and distribution requirements for a major in music, B.A. degree, are those listed for baccalaureate degrees on page 28 with the exception that a course in art, literature or philosophy is required to fulfill the core humanities requirement.

Major and Supporting Course Requirements
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 161-162. Music Theory I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUS 163-164. Ear Training I, II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 261-262. Music Theory III, IV</td>
<td>6</td>
</tr>
<tr>
<td>MUS 263-264. Ear Training III, IV</td>
<td>2</td>
</tr>
<tr>
<td>MUS 271. Medieval and Renaissance Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 272. Baroque Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 282. Basic Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 371. Classic and Romantic Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 372. Twentieth-Century Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 491. Senior Music Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUS 492. Senior Integration Paper in Music</td>
<td>2</td>
</tr>
</tbody>
</table>

Music electives (Music Literature or Theory courses) | 6
Private instruction (Applied Music) | 8
Ensemble | 4
Piano Proficiency | 0
Concert/recital attendance | 0
Total | 51

Requirements for Minor in Music
MUS 161-162. Music Theory I, II | 6
MUS 171. Music Appreciation, or one course in
Music History or Music Literature | 3
Music electives.................................................................3
Private Instruction and Ensemble will not be accepted for elective credit.
Private Instruction.............................................................4
Ensemble (two semesters)................................................2
Total................................................................................18

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. Intercultural Experience.......................................1
COR 340. Christ and Culture Seminar.................................1
ENG 111. English Composition..........................................3
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.................................................47

Major and Supporting Course Requirements

MUS 161-162. Music Theory I, II ....................................6
MUS 163-164. Ear Training I, II........................................2
MUS 261-262. Music Theory III, IV.................................6
MUS 263-264. Ear Training III, IV ...................................2
MUS 271. Medieval and Renaissance Music.......................3
MUS 272. Baroque Music..................................................3
MUS 282. Basic Conducting..............................................2
MUS 362. Counterpoint....................................................3
MUS 363. Form and Analysis.............................................3
MUS 371. Classic and Romantic Music..............................3
MUS 372. Twentieth-Century Music.................................3
MUS 491. Senior Music Seminar....................................1
MUS 492. Senior Integration Paper in Music.....................2
Music electives (Music Literature or Theory courses)........6
With permission of the department, a student with a concentration in piano may declare a secondary instrument and take applied lessons in that instrument a minimum of 2 hours and a maximum of 4 hours as partial fulfillment of music electives.
MUS 315. Junior Recital...................................................0
MUS 415. Senior Recital...................................................0
Piano Proficiency...........................................................0
Concert/recital attendance.............................................0
Major subtotal............................................................45

B.Mus. students must select from one of the following concentrations and complete the additional required courses.

Instrument Concentration Required Courses

MUS 297-298. Instrumental Ensemble .............................4
MUS 381. Advanced Conducting....................................2
MUS 474. Symphonic Literature.....................................3
Ensemble...............................................................8
Private Instruction.........................................................16
Total............................................................................33
Major total (Instrument concentration)...............................78

Organ Concentration Required Courses

MUS 376. Hymnology.....................................................3
MUS 381. Advanced Conducting....................................2
MUS 391. Ensemble Seminar..........................................1
MUS 462. Keyboard Harmony.......................................3
Ensemble...............................................................8
Private Instruction.........................................................16
Total............................................................................33
Major Total (Organ concentration).................................78

Piano Concentration Required Courses

MUS 391. Ensemble Seminar (2 semesters)......................2
MUS 472. Piano Literature Survey..................................3
MUS 481. Piano Pedagogy..............................................3
MUS 482. Advanced Piano Pedagogy..............................3
Ensemble...............................................................6
Private Instruction.........................................................16
Total............................................................................33
Major total (Piano concentration).................................78
Voice Concentration Required Courses

MUS 251. Choral Diction ......................................................1
MUS 252. Foreign Diction for Singers ................................2
MUS 351. Vocal Pedagogy ................................................3
MUS 452. Advanced Vocal Pedagogy ................................3
MUS 381. Advanced Conducting ....................................2
Ensemble ...........................................................................8
Private Instruction .......................................................... 16
Total.................................................................................35
Major total (Voice concentration) ..................................80

Music Courses

122. Basic Music Theory
Introductory study of the basic elements of music theory, including the raw materials of sound, musical notation, rhythm and meter, musical intervals, scales, key signatures and triads. Three 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 units each semester.

163-164. Ear Training I, II
A course designed to develop aural perception through sight singing, rhythmic, melodic and harmonic dictation. Two meetings per week. One unit each semester.

171. Music Appreciation
Development of listening skills and understanding of musical style. Three units.

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.

251. Choral Diction
Covers the principles of diction, stress, linkage and correct pronunciation of sung English, implementing the International Phonetic Alphabet. One unit.

252. Foreign Diction for Singers
Introductory principles of pronunciation suitable for singing in Italian, German and French languages, implemented using the International Phonetic Alphabet. Prerequisite: MUS 251. Two units.

261-262. Music Theory III, IV
A study of modulations, altered chords, augmented chords, ornamentation, analysis and original work. Three units each semester.

263-264. Ear Training III, IV
Same as MUS 163-164 but more advanced work. Two meetings per week. One unit each semester.

271. Medieval and Renaissance Music
The history of European music and musical thought from the 4th to the 16th centuries. Extensive listening and study of scores. Prerequisite: MUS 162 or permission of instructor. Three units.

272. Baroque Music
Development of church, chamber and theatre styles from 1600 to the time of Bach and Handel. Listening and score study. Prerequisite: MUS 271 or permission of instructor. Three units.

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

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. One unit per semester.

293-294. Chamber Orchestra
The study and performance of standard symphonic literature. Membership by audition. Three hours rehearsal weekly. 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 unit per semester.
351. Vocal Pedagogy
The study of foundational areas of pedagogy in voice, addressing the nature of sound, posture, breathing and support, phonation, registration, voice classification, resonation, articulation, the speaking voice and coordination. Students are introduced to the diagnostic perspective that answers the questions, “What is wrong with the sound that I hear?” “What do I think is causing it?” “What would I do about it if I were the teacher?” Prerequisite: MUS 251. Three units.

352. Counterpoint
The harmonic contrapuntal technique of the eighteenth century. Three units.

362. Form and Analysis
The analysis of structural functions and formal processes in Western art music from the 17th to the 20th centuries. Prerequisite: MUS 262 or permission of instructor. Three units.

371. Classic and Romantic Music
Study of classic and romantic musical styles in historical context. Explores the dynamic tension between classicism and romanticism in Western music, art and philosophy. Readings, listening and score study. Prerequisite: MUS 271/272 or permission of instructor. Three units.

372. Twentieth-Century Music
Examines Impressionism, Expressionism, Neoclassicism, Indeterminacy, Minimalism, and other “isms” and styles in European and American art music, as well as the impact of jazz, pop/rock, folk/ethnic, and world-music styles on musical thought and practice. Readings, listening and score study. Prerequisite: MUS 271/272 or 371 or permission of instructor. Three units.

374. Voice Literature
A comprehensive study of art song literature. Three units.

376. Hymnology
Textual and musical elements of Christian hymnody, including Greek and Latin hymns, the Lutheran chorale, Reformed psalmody, and English and American hymns. Three units.

381. Advanced Conducting
Continued development of basic conducting skills. Rehearsal techniques and principles of interpretation appropriate for choral and instrumental conducting. Prerequisite: MUS 282. Two units.

391. Ensemble Seminar
A seminar analyzing concepts and performance practice applicable to the art of collaborative piano, including accompanying styles, chamber music ensembles, and piano ensemble (duet and duo). Emphasis will be given to a selection of genre and instrumental/vocal groupings dependent on the individual’s specific needs. Prerequisite: upper-level standing in private piano instruction or permission of the instructor. One unit.

400. Independent Study
See page 35 for requirements.

452. Advanced Vocal Pedagogy
Supervised studio instruction by advanced voice students. Student-teachers will prepare and teach individual private lessons with oversight and supervision by the course instructor, and will meet weekly in a seminar class to discuss problems, issues and plans. Prerequisite: MUS 351. Two units.

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 ensembles. Prerequisite: MUS 162. Three units.

462. Keyboard Harmony
A course for applied keyboard majors emphasizing the realization of figured bass at the keyboard by working through standard 17th and 18th century cadential formulas and sequences and learning to recognize common chord symbols. Prerequisite: MUS 262, 264, upper-level standing in private organ or piano instruction. Three units.

472. Piano Literature Survey
Survey of the solo, concerto and didactic repertoire of the pianist beginning with the works of J. S. Bach and culminating in the study of twentieth-century music. Includes definition and interpretation of individual musical style with a concentration on the major works of each period and composer. Three units.

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

474. Symphonic Literature
A course in the literature of music for the symphony orchestra. Score reading and analysis of symphonies, concertos, tone poems, overtures, and incidental music. Three units.

481. Piano Pedagogy
A study of pedagogical methods used in studio teaching. Emphasis will be given to approaches and trends in teaching beginning levels of rhythm, reading and technique. The physiology of the hand will be studied in connection with the presentation and study of technique at beginning through intermediate levels. Classroom lectures will be supplemented with observation of the classroom teaching of a weekly studio lesson. Curricula and score editions will be
surveyed for beginning through upper intermediate levels. Prerequisite: MUS 162 and upper-level standing in private piano instruction or permission of the instructor. Three units.

482. Advanced Piano Pedagogy
Continues the study of pedagogy at more advanced levels and includes the study of technique applicable to college-level repertoire. Students will teach a weekly lesson under observation using the methods, curriculum and motivational skills learned in MUS 481. Emphasis is placed on those advanced skills required in all aspects of performance and study of piano at college level. Students will plan and participate in the master class format. Prerequisite: MUS 481. Three units.

491. Senior Music Seminar
A weekly seminar for students preparing Senior Integration Papers in music. Must be taken prior to registration for MUS 492. Principles of SIP organization and presentation, including departmental standards for research, writing, documentation and formatting. Discussion of integrative strategies. Individual assistance with development of a paper or project from initial idea through formal proposal. One unit.

492. Senior Integration Paper in Music.
See page 29.

Private instruction
All music department faculty offer private instruction in their area of expertise, and the department maintains a list of qualified adjunct instructors. Students needing instruction in a performance area not currently represented among the faculty may contract with independent private teachers with the assistance of the department. In cases where instruction is taken off campus the student must obtain approval from the department chairman. 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. Students who do not qualify for credit in applied music may register for no credit.

Private music instruction is offered with the following course number sequence:

<table>
<thead>
<tr>
<th></th>
<th>Music Major/Minor</th>
<th>Non-music major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 units</td>
<td>2 units</td>
</tr>
<tr>
<td>1st year</td>
<td>101, 102</td>
<td>103, 104</td>
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<td></td>
<td>105, 106</td>
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<tr>
<td>2nd year</td>
<td>201, 202</td>
<td>203, 204</td>
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<td></td>
<td>205, 206</td>
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<tr>
<td>3rd year</td>
<td>301, 302</td>
<td>303, 304</td>
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<td></td>
<td>305, 306</td>
<td></td>
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<tr>
<td>4th year</td>
<td>401, 402</td>
<td>403, 404</td>
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<td>405, 406</td>
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<td>Fee</td>
<td>$250.00</td>
<td>$500.00</td>
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<tr>
<td></td>
<td>$350.00</td>
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</tr>
</tbody>
</table>

All students studying privately, whether music majors or not, are encouraged to attend departmental recitals and concerts.

Chattanooga Symphony and Opera
Advanced student musicians may qualify for membership in the orchestra or opera chorus, depending on open positions. Inquiries regarding auditions and other details should be addressed to the Managing Director, Chattanooga Symphony and Opera, Chattanooga, Tennessee 37402.

Natural Science
Requirements for Bachelor of Arts with major in Natural Science
Concentration in Georgia Secondary School Broad Fields Science
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, and radiologic technology.
The core and distribution requirements for an associate of arts degree in basic health sciences are those listed for associate degrees on page 28, with the following exception: Laboratory Science (4 hours) is not required.

Core.................................................................................................................. 32

BIO 111-112. General Biology I, II ................................................................. 8
CHE 121-122. General Chemistry I, II .......................................................... 8
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 6-12)

Students interested in secondary level certification should consult with the chairman of the Education Department and should also refer to the Education Department’s section of this catalog.

Core Requirements

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

Tools for Learning
ENG 111. English Composition .................................................................. 3

Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.

Foreign Language I, II ................................................................................... 8

(Note: 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.)

Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)

ENG 252. Speech Communication ............................................................... 2

Cultural Contexts
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

HIS 325. Contemporary Global History ....................................................... 3

COR 325. Global Trends for 21st Century ..................................................... 3

Social Science Elective ............................................................................... 3

Humanities Elective ................................................................................... 3

COR 337. Intercultural Experience ................................................................ 1
COR 340. Christ and Culture Seminar ......................................................... 1

Physical Education
PE 151. Concepts in Physical Education ................................................... 2
PE 152. Aerobics ......................................................................................... 1

General education core subtotal ................................................................. 52

Total science and math ............................................................................... 49-50

Teaching Field

Choose one of the following options:

Biology Option
BIO 111-112. General Biology I & II ............................................................. 8
BIO 220-221. Human Anatomy and Physiology or BIO 320-321. Comparative Anatomy and Comparative Animal Physiology ......................... 8

BIO 315. Macroevolution and Microevolution or BIO 413. Genetics ............. 3 or 4
BIO 360. Ecology ......................................................................................... 4

BIO 492. Senior Integration Paper ............................................................... 2

CHE 121-122. General Chemistry ............................................................... 8

PHY 131. General College Physics ............................................................... 4

NSC 112. Astronomy ................................................................................... 4

NSC 108. Problems of Geological Science .................................................. 4

MAT 142. Pre-Calculus Math .................................................................... 49-50

Total science and math ............................................................................... 50

Chemistry Option
CHE 121-122. General Chemistry I & II ....................................................... 8
CHE 323-324. Organic Chemistry I & II ....................................................... 8

CHE 225. Analytical Chemistry .................................................................. 4
CHE 423. Biochemistry ............................................................................... 4

CHE 492. Senior Integration Paper ............................................................... 2

PHY 131-132. General College Physics I & II ............................................. 8

BIO 111. General Biology I ........................................................................ 4

BIO 112. General Biology II or NSC 112. Astronomy .................................. 4

NSC 108. Problems of Geological Science .................................................. 4

MAT 142. Pre-Calculus math ....................................................................... 4

Total science and math ............................................................................... 50

* Students should consult the catalogs of particular institutions offering baccalaureate degrees in 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.
**Physics Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PHY 231-232</td>
<td>General Physics I &amp; II</td>
<td>8</td>
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<tr>
<td>PHY 233</td>
<td>Optics and Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 351-352</td>
<td>Quantum Mechanics I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 341</td>
<td>Electromagnetism I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 492</td>
<td>Senior Integration Paper</td>
<td>2</td>
</tr>
<tr>
<td>CHE 121</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 111</td>
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<tr>
<td>CHE 122</td>
<td>General Chemistry II or</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>NSC 108</td>
<td>Problems of Geological Science</td>
<td>4</td>
</tr>
<tr>
<td>NSC 110</td>
<td>Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>PHY 233-234</td>
<td>General Physics I &amp; II</td>
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**Professional Education**

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<td>EDU 215</td>
<td>Technology for Educators</td>
<td>3</td>
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<tr>
<td>EDU 221</td>
<td>Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDU 222</td>
<td>Educational Psychology</td>
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</tr>
<tr>
<td>EDU 234</td>
<td>Teaching in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>EDU 322</td>
<td>Nature and Needs of the Early Adolescent Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU 340</td>
<td>Curriculum and Methods in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 361</td>
<td>Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDU 370</td>
<td>History and Philosophy of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 411</td>
<td>Educational Assessment</td>
<td>1</td>
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<tr>
<td>EDU 491</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>EDU 497-498</td>
<td>Teaching Practicums I &amp; II - Secondary</td>
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<td>Grand total for Biology Option</td>
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<td>Grand total for Chemistry Option</td>
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<tr>
<td>Grand total for Physics Option</td>
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(Total hours will vary depending on need to take mathematics prerequisites.)

Also, COR 337. Intercultural Experience may be taken for 0-3 credit units. In addition, it is possible to be exempt from taking foreign language and/or math and/or English composition courses. Total minimum number of credit units required for graduation is 126.

**Natural Science Courses**

The courses NSC 105, 108, 110, 112 and 115 all satisfy the core laboratory science requirement. These courses may not be applied to the majors in biology, chemistry or physics.

**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, weathering and erosion. Special emphasis will be placed on pollution problems of land, water and the atmosphere. Three hours lecture. One hour laboratory. Laboratory fee: $15. 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 sur-
rounding 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. Pre-requisite: 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.

301. Christian Issues in Nursing
This course will examine the Biblical-theological basis for medical decisions dealing with compassion, care for the elderly, life issues and death issues in nursing. Legal, economic and political issues for nurses may also be addressed. Emphasis throughout the course will be on ministering to the whole person. These issues will often be discussed using a case study methodology and also using professionals who have worked in the medical field. Materials from the Christian Medical and Dental Society may be utilized. Two units.

492. Senior Integration Paper in Natural Science.
See page 29.

Requirements for the Major in Philosophy
The core and distribution requirements for a major in philosophy are those listed for baccalaureate degrees on page 28, 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 philosophy courses ...................... 9
*Philosophical electives (see list below) ........................... 6
Total ............................................................................. 38
Requirements for the Minor in Philosophy

PHI 101. Introduction to Philosophy ........................................ 3
History of Philosophy (two of the following):
Either PHI 201. History of Philosophy I
or PHI 202. History of Philosophy II ..................................... 3
Either PHI 203. History of Philosophy III
or PHI 204. 20th Century Continental Philosophy ................... 3
Philosophy elective: any philosophy courses ............................ 6
*Philosophical electives (see list below) ................................. 3
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 28, 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 (one of the following):
PHI 201. History of Philosophy I: Classical to Renaissance
or PHI 202. History of Philosophy II: Modern to 19th Century ................................................................. 3
and one of the following: PHI 203. Contemporary Philosophy
or PHI 204. 20th Century Continental Philosophy

PHI 301. Philosophical and Biblical Ethics ............................. 3
PHI 304. Philosophy of Religion ............................................. 3
PHI 492. Senior Integration Paper ........................................... 2
Philosophy electives: any philosophy courses ......................... 6
Religion electives: philosophical electives that are a BIB course

*Philosophical electives (see list below) ................................. 3
Total .................................................................................... 38

Requirements for Double Majors

Students double-majoring in Philosophy or Philosophy & Religion and another discipline MAY:

1. Count six (6) hours of philosophically rich upper division electives in the other major also as Philosophy electives.
   ("Philosophically rich" courses devote significant attention to the metaphysical, epistemological and/or ethical foundations of another discipline. A complete list of such courses is kept by the Chair of the Philosophy Department and is available on request.)
2. Satisfy the Philosophy SIP requirement by completing the SIP requirements of the other major AND including a member of the Philosophy department faculty in the process of formulating the thesis, bibliography and outline of the SIP for the other major.

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 world-
views. There will be a consideration of the traditional areas of philosophical concern such as the nature of reality, knowledge, and moral and aesthetic values. A major focus of the course will be to consider all these issues from a distinctively Christian perspective. Three units.

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.

171. Bioethics
An application of moral theory to decision-making regarding health care. The course will focus on developing the ability to exercise discernment when dealing with complex choices and the capacity to communicate moral insights in a way likely to help others. Influential recent works on medical-ethical issues will be discussed, and students will regularly practice making decisions as part of an Ethics Committee. Open to Pre-med majors without pre-requisite; prior completion of PHI 101 Introduction to Philosophy is strongly recommended for all other students. Three units.

201. History of Philosophy I: Classical to Renaissance
A survey of western philosophy from the pre-Socratics through Renaissance humanism. 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.

253. 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.

254. 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. Three units.

265. Existentialism
Perhaps Sartre's statement that "existence precedes essence" provides the most succinct summary of the project of existentialism. Themes such as "despair," "meaninglessness," " alienation," "the absurd" and "the authentic/inauthentic life" are "major players" in existential thought. In this course, we will do a close reading of some of the most significant texts in the existential tradition (mostly those of Kierkegaard, Nietzsche, Heidegger and Sartre) and seek to develop an appropriate Biblical response. Prerequisite: PHI 101 prerequisite and at least one course. PHI 200-249 recommended (but not required with permission of the instructor). Three units.

272. 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 responsibility. Prerequisite: PHI 101 or permission from the instructor. Three units.

281. 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.

283. 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.

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, 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.

316. Apologetics
A survey of various systems of Christian apologetics including study of anti-theistic theories. Prerequisite: BIB 277 and 278. Three units.

355. 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.

356. 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.

357. 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.

358. 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.

380. Figure Seminar
A consideration of the principal works and contributions of a single influential figure from the history of philosophy. Particular attention will be given to reading primary texts by the figure and investigating the historical context in which the figure worked. 3 semester credits. Pre-requisite: PHI 101, at least one of PHI 201, PHI 202, PHI 253 or PHI 254. At least one of PHI 301, PHI 302, or PHI 303 is recommended. 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.

411. Philosophy Internship
Off-campus work that utilizes skills developed by the academic study of Philosophy (conceptual clarification, assumption exposition, argument analysis, etc.) and is overseen by a business, ministry or endeavor maintaining a relationship with Covenant's Philosophy program. Pre-requisite: PHI 101, at least one of PHI 201, PHI 202, PHI 253 or PHI 254, and at least one of PHI 301, PHI 302, or PHI 303. One unit per 40 hours of work, up to three units.

491. SIP Seminar
Twice-weekly meetings to discuss the integration of philosophical work and Christian faith, strategies for pursuing the Philosophy Senior Integration Project, and conversations about on-going work on each student's SIP. Pre-requisites: PHI 101, at least one of PHI 201, PHI 202, PHI 253 or PHI 254, and at least one of PHI 301, PHI 302, or PHI 303. Senior standing. Two units.

492. Senior Integration Paper in Philosophy
See page 29.
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 neuro-muscular skills in various sports and develop sensori-motor 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 220. Anatomy/Physiology I...........................................4
PE 211. History and Principles of Physical Education............3
PE 313. Critical Health Issues.............................................3
PE 328. First Aid/Prevention and Treatment of Athletic Injuries .................................................................3
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

Recommended for Coaching Concentration
BIO 220. 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
130-149. Individual and Team Sports
130. Tennis...........................................................................1
131. Weight Training/Aerobics ...........................................1-2
132. Folk and Square Dance ...............................................1
133. Softball/Touch Football .............................................1
134. Swimming ....................................................................1
135. Volleyball ....................................................................1
136. Basketball ....................................................................1
140. Racquetball .................................................................1
141. Wilderness skills:
   a. White water Canoeing .............................................1
   b. Backpacking .............................................................1
   c. Rock Climbing ..........................................................1
   d. Orienteering .............................................................1
142. Golf .............................................................................1
145. Varsity Sport ...............................................................1
   (Prerequisite: one year of varsity experience)
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, 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
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. Special attention is given to the needs of exceptional and handicapped children. The school health program is studied. Teaching laboratories for students in local schools. 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. 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. 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 29.

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. One to four units.
Physical Therapy
See Pre-Physical Therapy Curriculum.

Physics

Department Goals
Physics is a discipline with ancient origins in early Greek thought, and it has led the way, to a large degree, in shaping and guiding the growth of science from that time until the present day. In our major program and in our service to other departments, the physics department at Covenant College seeks to provide a solid grounding in the discipline of physics while at the same time providing a foundation for understanding the relation of physics to such disciplines as philosophy and theology. In our major program we seek to prepare students for graduate school or for teaching in secondary school, by providing a good conceptual grasp of the discipline itself and also of issues related to other disciplines. Goals for service programs are to prepare pre-engineering students for the dual degree program on a level suitable for study at Georgia Tech, pre-med students for the MCAT and others for the various disciplines in which physics will be used. For both science and non-science majors, we hope to impart a sense of awe over the beauty and wonderfulness of God’s world and over His glory and faithfulness as He upholds the regularities we observe in the physical sciences.

Requirements for a Major in Physics
The core requirements are the same as those listed for baccalaureate degrees in general (see page 28), except that ICS 130 (4 units) should be substituted for ICS 121. Microcomputer Applications (3 units). ICS 120, Christian View of Technology (1 unit) is required. Additional mathematics and science for the core need not be taken aside from those explicitly listed among major and supporting courses. Thus the core requirements beyond the major and supporting courses will constitute 57 total units instead of the usual 63. PHI 101, Introductory Philosophy and PHI 401, Philosophy of Science are recommended but not required. Either one of these would satisfy the humanities requirement.

Major Course Requirements
PHY 231-232. General Physics I, II ..................................... 8
PHY 233. Optics and Modern Physics ................................. 4
PHY 321-322. Statics and Dynamics ................................... 6
PHY 341. Electromagnetism I ............................................. 3
PHY 351-352. Quantum Mechanics I, II .............................. 6
PHY 450. Advanced Physics Lab ......................................... 3
PHY 491. Perspectives on Science ....................................... 2
PHY 492. Senior Integration Paper ...................................... 2
Physics elective .................................................................. 3
Total................................................................................ 37

Supporting Course Requirements
Chemistry or Biology electives ............................................ 8
MAT 145-146. Calculus I, II ................................................ 8
MAT 247. Calculus III ......................................................... 4
MAT 331 Linear Algebra ..................................................... 3
MAT 348. Differential Equations ......................................... 4
Total................................................................................ 27
Core total ....................................................................... 57
Electives........................................................................ 5
Grand total .................................................................... 126

Requirements for Minor in Physics
PHY 231-232. General Physics I, II ..................................... 8
PHY 233. Optics and Modern Physics ................................. 4
PHY 491. Perspectives on Science ....................................... 2
Physics electives................................................................. 6
Total................................................................................ 20

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 Schrödinger 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.

317. 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, friction, stress and strain, axially loading, torsion and bending of beams. Prerequisite: PHY 231 and Mat 146. Three units.

321. 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: PHY 231. Three units.

328. Thermodynamics
Thermodynamics concepts are introduced before studying work interactions, steady-state, transient energy, mass conservation, entropy and the second law. Second-law analyses are applied to thermodynamic systems. Selected gas cycles and vapor cycles are studied. Prerequisite: Mat 247 and Phy 232 or the permission of the instructor. Three units.

330. Circuits and Electronics
An introduction to electric circuit elements and electronic devices and a study of circuits containing such devices. Both analog and digital systems are considered. Prerequisite: PHY 232. Corequisite: MAT 348. Three units.

341. Electromagnetism I
Overview of Electricity and magnetism; topics may include static and quasistatic electromagnetic fields in vacua and in dielectric and magnetic media, electromagnetic waves and radiation. Prerequisite: PHY 232. Three units.

342. Electromagnetism II
Continuation of PHY 341. Prerequisite: PHY 341. Three units.

351.-352. Quantum Mechanics I, II
Elementary principles of quantum mechanics, including Schrödinger equation, one-dimensional problems, harmonic oscillator, angular momentum, Hilbert spaces, matrix mechanics, spin and perturbation theory. Prerequisite: PHY 233 or permission of the instructor. Three units each semester.

405. Mathematical Methods of Physics
Topics in applied mathematics possibly including complex variables, special functions, partial differential equations, Fourier series, group representation theory, numerical and approximation methods, and Green functions. Prerequisite: MAT 348. Four units.

410. Solid State Physics
Properties of the crystalline state and the free-electron; band theories of metals, insulators, and semiconductors. Co-requisite: PHY 351 or permission of the instructor. Three units.

421 Advanced Mechanics
Advanced topics in Mechanics possibly including coupled oscillations, calculus of variations, generalized coordinates, Lagrangian and Hamiltonian dynamics, rigid body motion, motion in non-inertial reference frames. Prerequisite: PHY 321-322 or permission of the instructor. Three units.

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

441. Statistical Mechanics
Basic concepts and techniques in the statistical mechanical description of thermodynamics. Prerequisite: PHY 231-233 and ICS 130. Three units.

450 Advanced Physics Lab
Individual research project conducted and reported under supervision of individually selected faculty member. Six hours laboratory. Laboratory fee $15. Three units.

490. Science Seminar
Majors are expected (although not required) to take this course that least once as a junior and once as a senior. All physics majors are expected to participate at some level. The course consists of presentations reviewing current literature,
senior integration papers and other topics of current interest in science. Repeatable. Zero or One unit.

491. Perspectives on Science
Historical, philosophical and theological considerations on science. Examination of major shifts in scientific thinking from the Early Modern period to the present with critique from a Christian perspective. Prerequisite: PHY 231-233 and junior standing. Two units.

492. Senior Integration Paper in Physics
See page 29.

Pre-Law Studies
Prospective law students need a broad educational background that provides the critical reading, thinking and writing skills that law schools expect. Students interested in attending law school are encouraged to consider a major that they both enjoy and that will foster these skills, majors which traditionally include, but are not limited to, history, philosophy, English or business at a liberal arts institution. For some types of law (patent and intellectual property law especially), an undergraduate degree in the natural sciences or engineering can also be helpful. At Covenant College, the History Department sponsors the Pre-Law Society, a student organization designed to assist students with law school preparation, evaluation and application.

Admission to law school is determined by the institution to which the application is made. Admission is based upon graduation from an accredited undergraduate college or university, grade point average (GPA), Law School Admission Test (LSAT) scores and the personal statement from the applicant. Recommendations are also important, and some extracurricular activities are taken into account in competitive situations.

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 minimum GPA of at least 3.00 – 3.33 (B to B+) and a minimum score on the LSAT in the high 140s to mid 150s. Of course, the higher these scores, the greater one’s choices for law school.

The LSAT can be taken during or just prior to the senior year, though it can be taken later. The test may be taken more than once, but all of an individual’s scores are reported, along with an average. Pre-law students are encouraged to obtain a copy of the LSAT and LSDAS Registration and Information Book no later than the spring semester of their junior year to prepare for taking the LSAT.

Students should also consult The Official Guide to U.S. Law Schools. This guidebook is published annually and contains a description of all the American Bar Association approved law schools with GPA and LSAT profiles of the most recent class admitted. Copies of the guidebook are available for perusal from the career development center or the pre-law advisor, Dr. Richard R. Follett. All Pre-Law students are encouraged to contact Professor Follett for further information.

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 28. 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-ministerial students achieve such a general background. In the core curriculum, Greek is recommended to fulfill the language requirement. (Two years are preferable.)

Any one of several majors is possible for the pre-ministerial student, including biblical studies and missions, philosophy, history, English or psychology. The minor may be selected from any of these same fields plus sociology or education. The recommended major, however, is either the major in biblical studies and missions or the interdisciplinary program with biblical studies or missions and some combination of the fields named above.

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

The curriculum at Covenant College is designed to offer three options for students wanting to become nurses. Students may pursue:

1. an AAS/BA dual-degree in conjunction with Chattanooga State Technical Community College (CSTCC),
2. a BSN in a transfer program with several possible nursing schools, or
3. a MSN/BA dual-degree with Vanderbilt University.

These pre-nursing programs at Covenant College allow students to gain the benefits of the Christ-centered education offered here. Although our students have been very competitive in gaining admittance to various nursing schools, completion of any of our pre-nursing programs does not automatically guarantee admission to the approved nursing school. Each student must meet the student admissions requirements of the approved institution.

Dual Degree with CSTCC

1. For those students who prefer to remain at Covenant College for four years and also practice nursing as a registered nurse (having an associates degree in nursing), our dual degree program with a local community college is ideal. After four years of study, the student will earn a BA in natural science from Covenant College and an AAS in nursing from CSTCC, and may take the state boards for becoming an RN in the state of Tennessee. Be aware that this degree is not a BSN, and if the student later decides to become a nurse practitioner (MSN), it would necessitate attending a university with a bridge program (similar to section 3 below).

Requirements for the AAS/BA Dual Degree with CSTCC

Core Requirements:

- BIB. 111. or 129. Old Testament.......................... 3
- BIB 277-278. Christian Doctrine I, II.................. 6
- COR 100. Christian Mind........................................ 2
- COR 225-226. Cultural Heritage of the West I, II... 8
- COR 227. ART and Music in the Cultural Heritage of the West........................................ 2
- COR 325. Global Trends for 21st Century............... 3
- COR 340. Christ and Culture Seminar.................... 1
- COR 337. Intercultural Experience........................ 1
- ENG 111. English Composition.................................. 3
- ENG 252. Speech.................................................. 2
- Foreign Language I, II........................................... 8
- HIS 325. Contemporary Global History.................. 3
- Humanities Distribution........................................ 3
- ICS 121. Microcomputer Applications.................... 3
- MAT 141. College Algebra...................................... 4

Natural Science Requirements

- BIO 219. Nutrition................................................ 3**
- BIO 220. Human Anatomy and Physiology I............ 8**

120
**Associate of Arts Degree in Basic Health Sciences**

2. The second option leads to a bachelor in nursing science from a four year nursing school. 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. Other universities have also accepted our students after their two years of preparation at Covenant. By satisfactorily completing two years in the pre-nursing curriculum at Covenant, the student may apply for admission on the junior level to a school of nursing for completion of the Bachelor of Science degree in Nursing. Covenant’s pre-nursing curriculum is planned as much as possible on an individual basis to meet the prerequisites of the selected school of nursing; therefore, it is helpful if incoming freshmen provide their advisor with catalogs from one or two nursing schools that they might wish to attend. If an associates degree from Covenant College is desired before transferring, the student should follow the requirements below.

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

**Pre-Nursing Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 111. or 129. Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BIB 142. or 148. New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BIB 277-278. Christian Doctrine I, II (audit)</td>
<td>0</td>
</tr>
<tr>
<td>BIO 111-112. General Biology I, II or BIO 220-221. Human Anatomy and Physiology I, II</td>
<td>8</td>
</tr>
<tr>
<td>BIO 240. Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 103-104. Introductory Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>COR 100. The Christian Mind</td>
<td>2</td>
</tr>
<tr>
<td>COR 225-226. Cultural Heritage of the West I, II</td>
<td>6</td>
</tr>
<tr>
<td>COR 227. Art and Music in the Cultural Heritage of the West</td>
<td>2</td>
</tr>
<tr>
<td>ENG 111. English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MAT 122. Fundamentals of Mathematics or MAT 141. College Algebra or STA 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PE 151-152. Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100. General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 303. Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 141. Principles of Sociology or SOC 341. Family</td>
<td>3</td>
</tr>
<tr>
<td>Courses required by the selected school, such as nutrition, critical health issues, history and social sciences</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
</tr>
</tbody>
</table>

(A minimum of 126 hours is required)

**Dual Degree Program with Vanderbilt University**

3. Covenant participates in a dual-degree program leading to a Master of Nursing Science at Vanderbilt University in Nashville, Tennessee. The student attends Covenant for three years and during their junior year applies to Vanderbilt’s graduate school. 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. We recommend students interested in this program have a SAT score of 1100 or better.
Requirements for B.A./MSN Dual-Degree 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
CHE 103-104. Introductory Chemistry I, II ...........................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
COR 340. Christ and Culture Seminar....................................1
COR 325. Global Trends for the 21st Century.........................3
COR 337. Intercultural Experience...........................................1
ENG 111. English Composition............................................3
ENG 114. Introduction to Literature ......................................3
ENG 252. Speech..................................................................2
Foreign Language I, II..............................................................8
HIS 325. Contemporary Global History................................3
ICS 121. Microcomputer Applications....................................3
PE 151. Concepts in Physical Education...............................2
PE 152. Aerobics and General Fitness ....................................1
PSY 100. General Psychology .............................................4
PSY 220. Christian Issues in Psychology ..............................3
PSY 303. Developmental Psychology ...................................4
PSY 344. Abnormal Psychology ...........................................4
STA 251. Elementary Statistical Methods............................4
Social Science Elective ..........................................................3
Total..................................................................................99

Pre-Physical Therapy

Physical therapy schools offer 2-year master’s level programs and a movement is beginning to also offer 3-year doctorate programs. This pre-physical therapy program at Covenant College allows students to gain the benefits of the Christ-centered education offered here. Although our students have done well in being competitive in gaining admittance to various physical therapy schools, completion of our pre-physical therapy program does not automatically guarantee admission to a physical therapy school. Each student must meet the student admission requirements of that institution.

Requirements for Major in Natural Science: Pre-physical Therapy

BIO 111-112. General Biology I, II ........................................8
BIO 220-221. Human Anatomy and Physiology I, II .............8
BIO 312/PE 493. Physical Therapy Practicum.........................2
Elective (sociology of health, nutrition, microbiology)..............3-4
BIO 492/PE 492. Senior Integration Paper............................2
CHE 121-122. General Chemistry I, II..................................8
MAT 142. Precalculus.........................................................4
PE 431. Kinesiology............................................................3
PE 433. Physiology of Exercise .............................................3
Phys 131-132. General College Physics I, II ..........................8
PSY 100. General Psychology .............................................4
Upper division psychology or sociology electives .................6
STA 251. Elementary Statistical Methods............................4
Total................................................................................63-64

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; 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 28.

**Major and Supporting Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100. or 101.</td>
<td>General Psychology</td>
<td>4 or 2</td>
</tr>
<tr>
<td>PSY 200.</td>
<td>History and Systems of Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 220.</td>
<td>Christian Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 251.</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 261.</td>
<td>Introduction to Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>One of PSY 306, Cognitive Psychology, or PSY 346, Behavior Therapy</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSY 344.</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 492.</td>
<td>Senior Integration Paper in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Psychology electives (300 level or above)</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Total........................................... 39-41

**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 28.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100. or 101.</td>
<td>General Psychology</td>
<td>4 or 2</td>
</tr>
<tr>
<td>PSY 200.</td>
<td>History and Systems of Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 220.</td>
<td>Christian Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 251.</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 261.</td>
<td>Introduction to Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 306.</td>
<td>Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 331.</td>
<td>Psychology of Personality</td>
<td>4</td>
</tr>
<tr>
<td>PSY 344.</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 345.</td>
<td>Counseling and Psychotherapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 346.</td>
<td>Behavior Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 349.</td>
<td>Professional Issues in Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 353.</td>
<td>Psychological Assessment</td>
<td>4</td>
</tr>
<tr>
<td>PSY 441.</td>
<td>Psychology Internship</td>
<td>4</td>
</tr>
<tr>
<td>PSY 492.</td>
<td>Senior Integration Paper in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Psychology electives (300 level or above)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total........................................... 51-53
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 28.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100 or 101</td>
<td>General Psychology</td>
<td>4 or 2</td>
</tr>
<tr>
<td>PSY 200</td>
<td>History and Systems of Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Christian Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 261</td>
<td>Introduction to Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>One of PSY 306. Cognitive Psychology, or</td>
<td></td>
<td></td>
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<tr>
<td>PSY 346</td>
<td>Behavior Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 344</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 373</td>
<td>Physiological Psychology</td>
<td>4</td>
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<tr>
<td>PSY 440</td>
<td>Independent Research</td>
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<tr>
<td>PSY 492</td>
<td>Senior Integration Paper in Psychology</td>
<td>2</td>
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<tr>
<td>Psychology electives (300 level or above)</td>
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Total........................................................................... 47-49

Requirements for Minor in Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PSY 100 or 101</td>
<td>General Psychology</td>
<td>4 or 2</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Christian Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psychology electives</td>
<td></td>
<td>15</td>
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Total........................................................................... 20-22

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: $25. 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: $25. 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 seminar. 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.). Trip fee: $395. 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. Three units.

Methods Courses

251. Elementary Statistical Methods (cross listed as STA 251, SOC 251)
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 251, and 100 or 101. Four hours lecture. Laboratory fee: $25. Four units.

Content Courses

202 (302). Special Topics in Psychology
This course represents a loosely structured outlet for topics of interest in the discipline. A variety of subjects related to psychology is offered. Topics previously offered include Christian counseling, sleep and dreaming, death and dying, and religious behavior. The particular topic offered is based upon student interest and demand. Prerequisite: permission of the instructor. Repeatable. One to four units.

301. Psychology Tour (summer only)
This is an intense three-week experience in which a small group of students from various Christian colleges travels to prominent research centers, laboratories, hospitals and universities to examine ideas and theories in the presence of both Christian and secular persons most influential in psychology today. 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.

306. Cognitive Psychology
This course examines human cognition, including perception, pattern recognition, memory, decision making, language, problem solving, consciousness, and the relation between brain and mind. Prerequisite: PSY 251, 261, and 100 or 101. Three hours lecture plus laboratory. Laboratory fee: $25. 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 (cross listed as SOC 244)
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, PSY 331. Four units.

346. Behavior Therapy
This course examines the clinical therapeutic techniques of behavior change which have been developed from learning theories and associated psychological research. Operant, classical, social learning and cognitive theories of learning are examined and their related techniques of therapy analyzed. Process and outcome studies are reviewed. The course considers the religious, ethical and social issues involved in the application of the behavior therapies. A project of self-change, in which students apply techniques of change to their own behavior, is required. Prerequisite: PSY 344. Three hours lecture plus laboratory. Laboratory fee: $25. Four units.
349. Professional Issues in Clinical Psychology
This seminar considers the American Psychological Association’s published Ethical Principles of Psychologists and the practical application of these standards in real-life situations, paying close attention to the conflicts which arise between the “Principles” and Christian ethics and the complexities of practicing in a diverse social context. Each offering, the seminar considers one additional issue of importance to practitioners: e.g., contemporary treatment techniques in clinical psychology, practice in the managed care environment, pharmacotherapy in psychological practice, church-based counseling, and others. Prerequisite: PSY 344, and 345 or 346. Three hours seminar. Three 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 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: $25. 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.

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 counseling in various settings. One area of emphasis will include an examination of community organizations needing counseling expertise, such as schools, churches, businesses, and human service organizations. Prerequisite: SOC 249 or 250. Three units.

348. Marriage and Family Counseling (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 251, and 100 or 101 or permission of the instructor. Laboratory fee: $25. 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. Two units.

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 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 SOC 141. Principles of Sociology and courses in each of the three areas of concentration: social interaction, social concerns and social institutions.
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. 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.

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 and 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.

Spanish
See Foreign Language.

Youth Ministries
See Biblical and Theological Studies.

Bachelor of Science Adult Degree Completion Programs

Organizational Management Department Goals

Quest, the organizational management program is designed as a field-experience program 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 decision making project.

Admissions Requirements

Admissions requirements for this program are outlined as follows:

1. Students must be currently active in either the workforce 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 grade of “C-” or better.

3. Three semester credits in English 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
- Speech ...................................................................................2
- Math ......................................................................................3
- Social Science .......................................................................9
- Humanities ............................................................................6
  (including 3 credits in art, literature, or music)
- Bible......................................................................................3
- Computer Science .................................................................2

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. an institutional grade point average of 2.0 or above
3. 126 semester credits
4. acceptable competence in Bible knowledge as demonstrated by college level Bible survey course (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.

### Requirements for a Major in Organizational Management

The 33 semester-credit curriculum is taught in a series of nine courses and Applied Decision Making which are taken consecutively rather than concurrently. All courses described are required for the program, and no substitutions or exemptions are permitted.

#### Semester I

**OM 434. Group Dynamics and Organizational Behavior**

This course 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.

**OM 421. Business Communication**

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**

This 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 work site problem. Three credits/six weeks.
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.

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
OM 425. Human Resource Management
This course 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 408. Interpersonal Communication
This course focuses on the development of communication 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.

OM 411. Managerial Marketing
This 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.

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.

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.

IDS 471. Applied Decision Making
Presentation and critical analysis of completed student research projects. Three credits/one week.

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.

Education
Program Under Review
Bachelor of Science in Early Childhood Education (P-5)

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. Candidates develop the knowledge, skills, and dispositions to become teachers who model life-long learning and faithful service to God as change-agents in society.

Teacher Standards:

Shared Vision
1. Framework. Apply a biblical worldview to the nature and needs of learners, content and professional knowledge, and instructional competence.
2. Professional Growth. Be an ethical, reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively pursues opportunities to grow professionally.
3. **Community.** Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being.

**Nature and Needs of Learners**

4. **Student Development.** Utilize knowledge of human learning and development to provide learning opportunities that support students’ physical, intellectual, emotional, social and spiritual growth.

5. **Diversity.** Create instructional opportunities that are adapted to the needs of diverse learners, including learning differences related to culture, language, gender and ability.

**Content and Professional Knowledge**

6. **Content.** Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and create learning experiences that make these aspects of the subject matter meaningful for students.

7. **Technology.** Use appropriate technology in the teaching and learning process.

**Instructional Competence**

8. **Planning.** Plan instruction based upon knowledge of subject matter, curriculum goals and standards, student differences, and the social and cultural characteristics of the community.

9. **Management.** Create and maintain a learning environment that encourages responsible care for others, collaborative inquiry, active engagement in learning, and self-motivation.

10. **Instructional Strategies.** Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

11. **Assessment.** Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, emotional, and social development of the student.

12. **Communication.** Use effective communication to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Program Under Review**

**Bachelor of Science in Early Childhood Education (BSECE) grades P-5**

In January, 2004, the education department began offering a new program leading to a Bachelor of Science in Early Childhood Education. This program is designed to give paraprofessionals a structured way to earn a bachelor’s degree in early childhood education. Although the purpose of the program is for graduates who pass the Praxis II exam to receive a Georgia teaching certificate, this new Bachelor of Science in Early Childhood Education program has not yet been approved as a program that leads to certification in the state of Georgia. Covenant College is in the process of seeking approval of the program by the Georgia Professional Standards Commission (PSC.) The program received a favorable review in the spring of 2004. Approval is pending.

**Structure of the Program**

The Bachelor of Science in Early Childhood Education degree completion program will consist of 63 semester hours of course work. Classes will be distributed over four semesters. The program will take approximately 23 months to complete. A vital part of the program is field experience which links college class discussion to classroom practice in the schools. Ordinarily, course field work will occur in the classroom where the student is employed. However, students will need to move to another setting for a portion of the student teaching practicum.

**Admission Requirements**

To be eligible for admission, the student must:

1. be at least 23 years of age;
2. be currently employed as a paraprofessional (or have a similar job with a different title) in grades P-5;
3. have at least one year’s previous experience as a paraprofessional;
4. either pass Praxis I, or be exempt with an acceptable score on the SAT or the ACT. An SAT exemption requires a minimum composite score (Verbal plus Math scores) of 1000; an ACT exemption requires a minimum composite score (English plus Math scores) of 43. If students choose to retake the SAT or the ACT, scores from different administrations may be combined. Provisional acceptance may be granted before this requirement has been met. However, provisional acceptance only allows students to enroll in first semester courses.
5. have completed a minimum of 63 semester hours of undergraduate college credit with a minimum GPA of 2.5. No credit will be awarded for courses with grades below “C-” for duplicate courses or for remedial courses. The 63 semester hours should include at least 30 semester hours of general education (core) courses. The general education courses must include the following minimum semester hours:
   - English Composition ........................................... 3
   - Speech ................................................................. 2
   - Math ................................................................. 3
   - Social / Behavioral Science .................................. 9
   - Developmental Psychology .................................. 3
   - Humanities (3 semester hours must be in art, music or literature) ......................... 6
   - Bible (Old and/or N.T. Survey) ......................... 6
   - Total credits required to enter program .......... 63
On occasion, a student may be allowed to enter the program with minimal deficiencies in the above general education requirements (excluding English Composition) or in the number of credits required to enter the program. Students must fulfill all general education requirements prior to graduation. Specific deficiencies will be described to the prospective student at the time of acceptance into the program. Students are advised not to take more than one additional course at a time while enrolled in the program.

6. submit an application form with accompanying $25 fee;
7. submit official transcripts from each college or university attended;
8. submit two recommendation forms (one is to be completed by a current administrator, the other by any former employer or colleague);
9. submit the Verification of Employment and Experience form;
10. submit an essay describing the student’s reasons for entering the teaching profession. The essay should be two or three pages.

**Transfer of Credit**

Acceptable credits for transfer include the following:
- Coursework from regionally accredited colleges
- Practicum, co-op, field experience, internship credit
- Military transfer credit
- CLEP/DANTES exams
- American Association of Bible Colleges credit
- Advanced placement credit

NOTE: Total nontraditional credits accepted towards graduation may not exceed 60 semester hours. A student must always check with his/her academic advisor before registering for any course that he/she intends to transfer to Covenant College.

**The Professional Portfolio**

The Professional Portfolio is a collection of evidence that provides a record of the candidate’s progress towards meeting the Education Department's teacher standards. This compilation of material synthesizes the candidate’s coursework and fieldwork experiences and provides a summary of development from the candidate’s perspective. It serves to encourage the candidate to be actively involved in monitoring and reflecting on his/her development as a teacher and provides assessment data for candidate and program improvement. The Professional Portfolio is developed and maintained electronically and will be available to candidates throughout their program and during their initial job search upon graduation.

The completion of the Professional Portfolio is a requirement for the successful completion of the Teacher Education Program. Guidelines for portfolio development are included in the Teacher Education Program Handbook and in the Student Teaching Handbook.

**Approval to Student Teach**

Persons desiring to student teach must formally apply and be approved by the Teacher Application Committee prior to enrolling in EDU 492. Teaching Practicum Elementary Grades. Application forms are found at the back of the Teacher Education Program Handbook that students receive in Introduction to Teaching and are distributed to students at the end of EDU 222. Educational Psychology. In order to be approved for student teaching, a student must:

- have completed EDU 215 with the grade of “C-” or better;
- have completed EDU 222 with the grade of “C-” or better;
- have maintained a cumulative grade point average of 2.50 or better (note: this GPA must also be maintained up to the beginning of the final teaching practicum);
- have submitted an Application for Student Teaching Application;
- have a satisfactory recommendation by a professor under whom two or more education courses were taken;
- have a satisfactory recommendation by a professor in the major discipline;
- have a satisfactory recommendation by a professor under whom two or more education courses were taken;
- have a satisfactory recommendation by a second professor;
- have satisfactorily met requirements for Checkpoint 2 on the Professional Portfolio Development Schedule.

Students should generally apply to submit their Application to Student Teach to the professor of EDU 222. Educational Psychology at the end of the course and complete their student teaching during their junior year. At the very latest, applications need to be submitted before either the fall break or the spring break of the semester preceding student teaching.

**Requirements for a BS Degree in Early Childhood Education Teaching Field**

EDU 313. Language Arts Content and Skills in the Early Grades.................................................. 2
EDU 315. Teaching Reading in the Early Grades............ 3
EDU 317. Assessing and Correcting Reading Difficulties... 2
EDU 324. Science Content and Skills in the Early Grades................................................................. 3
EDU 326. Math Content and Skills in the Early Grades ............................................. 3
EDU 328. Social Studies Content and Skills in the Early Grades ................................. 3
EDU 337. Teaching Art/Music/PE in the Early Grades ......................... 3
EDU 366. Literature for Children in the Early Grades ................................. 3
EDU 444. Essentials of Instruction in the Early Grades ............................... 3
EDU 454. Organization and Management of the Early Grade Classroom ................. 2
EDU 480. Senior Integration Paper ........................................................................ 2
Teaching Field subtotal .................................................................................. 29

Professional Education
EDU 215. Technology for Educators ................................................................. 3
EDU 220. Foundations of Education .................................................................. 4
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 481. Senior Seminar ................................................................................... 1
EDU 489. Student Teaching Seminar ................................................................. 1
EDU 492. Teaching Practicum: Elementary Grades ............................................ 12
Professional education subtotal ........................................................................ 34

BSECE Graduation Requirements
Students must complete the following requirements in order to graduate:
• complete the 63 credits for BSECE courses with a grade of at least “C-” in each;
• have an additional 63 credits AND meet core requirements, one of which is 6 credits of Bible;
• take the two Early Childhood Praxis II exams.

Education Courses
215. Technology for Educators
This course prepares students to integrate technologies in teaching, learning, assessment and the school curriculum. Students develop competence in planning and designing learning environments and experiences that use technologies, and in using technologies in professional growth and productivity. The course addresses social, ethical, legal and human issues, and assists students in developing a Christian perspective on the use of technology. Three units.

220. Foundations of Education
A study of various foundational principles that inform an understanding of the role of the teacher, the nature of the student, the law and education, and the mission of the school. Students evaluate these principles from a Christian perspective and apply the principles in school settings. Four 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 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: none. 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, anthropology 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. Three units.

313. Language Arts Content and Skills in the Early Grades
An overview of the purpose and use of language from a Christian perspective forms the framework for this course. The student examines the goals, methods, materials and evaluation in teaching, listening, speaking, handwriting, spelling and writing. Two units.

315. Teaching Reading in the Early Grades
This course is designed to provide a foundation in the teaching of reading. It includes a general survey of approaches to reading instruction along with a critical analysis of those approaches. The content focuses upon those competencies which may be considered essential regardless of the grade level taught. Direct application of the knowledge, skills and attitudes will focus on the tasks confronting the reading teacher. Three units.

317. Assessing and Correcting Reading Difficulties
This course is designed to prepare classroom teachers to assess reading performance, identify reading difficulties, to design instruction to remediate weaknesses and to promote increased reading achievement. Candidates will use informal and formal assessment tools to evaluate students in classrooms. Two units.
324. Science Content and Skills in the Early Grades
The learner studies instructional procedures, materials, and evaluation in teaching biological and physical sciences in the elementary school. Three units.

326. Mathematics Content and Skills in the Early Grades
This course focuses on the goals, methods, materials, and assessment procedures of mathematics instruction in the early grades. Three units.

328. Social Studies Content and Skills in the Early Grades
This course is an introduction to the theory and practice of teaching social studies in the early grades. Topics include educational research and practice related to social studies instruction in the early 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 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. Three units.

337. Teaching Art, Music and Physical Education in the Early Grades
A course designed to teach the rudiments of educational theory and practice in the fields of art, music and physical education. Students will focus on the following topics: 1) Art: essential techniques, methods and materials in classroom organization and the operational phases of an art program; 2) Music: instructional methodologies such as Orff, Kodaly and Discipline-based Music Instruction; 3) Physical Education: basic motor learning through sequential movement education principles. Three units.

326. Mathematics Content and Skills in the Early Grades
This course focuses on the goals, methods, materials, and assessment procedures of mathematics instruction in the early grades. Three units.

361. Education of Exceptional Children
A course designed to introduce legal definitions, and clinical characteristics of categories of exceptional children, with an emphasis on etiology, identification, assessment and the provision of educational services, including services mandated by federal law. Topics include mental retardation, learning disabilities, physical disabilities, emotional problems and giftedness. 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. 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: none. Three units.

410. Educational Assessment: Early Grades
A course designed to introduce the basic theory and practice of educational assessment in the early grades. 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 unit.

444. Essentials of Instruction in the Early Grades
All teachers have certain beliefs, traits, behaviors and practices that can either improve or inhibit learning in the classroom. Today there exists a growing body of literature on effective teaching. This course focuses on strategies that can lead teachers to choices and actions that should enhance learning. An effort is made to connect a Christian philosophy of education with a research-based instructional skills model. This model is relevant to the early/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. Three units.

454. Organization and Management of the Early Grade Classroom
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. Two units.

480. Senior Integration Paper
Required of all elementary education majors, this course includes a review of literature and the preparation of a paper that demonstrates personal and practical application of a Christian philosophy of education to the classroom processes of teaching and learning. During the semester to follow, each student will further develop and integrate this paper into his/her professional portfolio. Two units.

481. Senior Seminar
A course addressing the structure and organization of schools; the planning and delivery of instruction; and current issues in the field, all from the dual perspectives of research literature and field observations in schools. Also included is a discussion of the requirements of student teaching and the process of becoming state certified. One unit.

489. Student Teaching Seminar: Early Childhood (P-5)
This course integrates practical approaches and theory to real-life situations experienced during the student teaching experience. Content areas include school culture and classroom learning environment, classroom management, lesson design, implementation, reflection, and legal and ethical issues related to teaching. One unit.

492. Teaching Practicum: Elementary Grades
The professional teaching practicum is divided into three segments and provides full-time teaching experience in three grade levels (PreK-K, 1-3, & 4-5) and in diverse settings. The first section (I) is 8 weeks long and is usually completed in the candidate’s school of employment. Sections II and III are each two weeks long and are completed in settings other than the school where the candidate is employed. Pass/fail grading only. Prerequisite: Approval to student teach given by the Teacher Application Committee. Twelve units.

Bible Courses

251. Biblical Literature
This course will survey the Biblical literature from the perspective of the unfolding of God’s covenants. In the Old Testament, emphasis is given to the promise made with Abraham. This promise is followed through the different periods of Old Testament history, concluding with the expectation of the prophet Malachi. The New Testament emphasizes the fulfillment found in the person of Jesus “the Christ” (Gospels.) The “good news” of Jesus is taken throughout the Roman Empire (Acts and Epistles.) The books of the Bible will be studied as they appear in this historical framework. Three units.

252. Christian Doctrine
This discussion of Christian beliefs will be centered around the following six topics: (1) the Bible, (2) the triune God, (3) sin and its effects, (4) Jesus “the Christ,” (5) the Christian church, (6) the study of the last things. The topics will be studied from a scriptural and historical point of view. The perspective will be from the Protestant viewpoint and at times, Presbyterian distinctives will be presented. Three units.

490. Student Teaching Seminar: Elementary Education
491. Student Teaching Seminar: Secondary Education
This course integrates practical approaches and theory to real-life situations experienced during the student teaching experience. Content areas include school culture and classroom learning environment, classroom management, lesson design, implementation, reflection, and legal and ethical issues related to teaching. Taken concurrently with Teaching Practicums I and II. One unit.

Example Two Year Program: BSECE
(builds on two years of previous college course work)

Semester One:
- Foundations of Education ............................................. 4
- Literature for Children in the Early Grades ..................... 3
- Teaching in a Pluralistic Society .................................. 3
- Science Content and Skills in the Early Grades .............. 3
- Math Content and Skills in the Early Grades .................. 3
- Organization and Management in the Early Grades .......... 2

Semester Two:
- Essentials of Instruction in the Early Grades ................. 3
- Education of Exceptional Children ............................... 3
- Language Arts Content and Skills in the Early Grades ...... 2
- Educational Psychology .............................................. 3
- Social Studies Content and Skills in the Early Grades .... 3

Semester Three:
- Assessing and Correcting Reading Difficulties .............. 2
- Art, Music, and Physical Education in the Early Grades .... 3
- Technology for Educators .......................................... 3
- History and Philosophy of American Education ............. 3

Semester Four:
- Educational Assessment ............................................ 1
- Senior Integration Paper .......................................... 2
- Senior Seminar ...................................................... 1
- Student Teaching Seminar ....................................... 1
- Teaching Practicum: Elementary Grades ................... 12
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

ANDERSON, Kenneth W.
Associate Professor of Music (2001)
D.M.A., Southwestern Baptist Theological Seminary;
M.M., Southwestern Baptist Theological Seminary;
B.S. and B.Mus., Philadelphia College of Bible

BARKER, Nicholas P.
Professor of English (1966)
Ph.D., and M.A., University of Minnesota;
A.B., Princeton University

BROUSSARD, Phillip R.
Associate Professor of Physics (2000)
Ph.D. and M.S., Stanford University;
B.S., Louisiana State 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)
Ph.D., Auburn University
M.B.A., Western Carolina University;
M.Div., Union Theological Seminary;
B.S., Lehigh University

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Assistant Professor of Art (2004)
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CLARK, Raymond W.
Associate Professor of Biblical Studies (1966)
D.D., Covenant Theological Seminary;
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B.D., Covenant Theological Seminary;
B.R.Ed., Tyndale College

COCHRAN, Diana D.
Assistant Professor of Modern Languages (2003)
M.A., Reformed Theological Seminary;
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CROSSMAN, Brian F.
Associate Professor of Physical Education (1984)
D.A., Middle Tennessee State University;
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DAVIS, William
Professor of Philosophy (1997)
Ph.D. and M.A., University of Notre Dame;
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Ph.D., Michigan State University;
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DODSON, Christopher H.
Associate Professor of Accounting (1982)
Master of Accountancy and B.S., Virginia Polytechnic Institute and State University

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DREXLER, James L.
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EAMES, Kevin J.
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Ph.D., Georgia State University;
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FIKKERT, Brian T.
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GREEN, Jay D.
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Ph.D., University of South Carolina;
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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 five presidents: Dr. Robert G. Rayburn, Dr. Marion D. Barnes, Dr. Martin Essenburg, Dr. Frank A. Brock and Dr. Niel B. Nielson, who now serves in this capacity.

Today Covenant’s total enrollment is more than 1,225, with forty-seven states and twenty-four foreign countries represented. Eighty-one 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 over 80,000 book volumes, 13,000 periodical volumes, 28,000 titles on microforms and 11,000 audiovisual media volumes. Electronic resources include access to over 150 web-based subscription databases that contain approximately 5,000 full-text periodicals, indexes, abstracts and other general reference texts. The Library also owns access to over 16,000 titles of electronic 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.

History of Carter Hall

The tract of land on which Covenant College is located has been a pioneer’s home place 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.

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.