COVENANT COLLEGE

2006-07 CATALOG

IN ALL THINGS CHRIST PREEMINENT
The Covenant College Motto and Logo

Covenant’s motto, “In all things Christ preeminent,” is based on the apostle Paul’s letter to the Colossian church, in which he reminds young believers of Jesus Christ’s central and exalted role in relationship to the created order: “He is the image of the invisible God, the firstborn of all creation. For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities - all things were created through him and for him. And he is before all things, and in him all things hold together. And he is the head of the body, the church. He is the beginning, the firstborn from the dead, that in everything he might be preeminent.” (Colossians 1:15-18) Jesus Christ’s status as the firstborn of all creation is the foundation of Covenant’s educational mission, as the College seeks as a community of learning to know and celebrate his preeminence in all dimensions of existence.

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 alerting 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.
# Contents

## Introductory Information
- Important Dates ............................................. 4
- Calendar ....................................................... 4
- The Purpose Statement of Covenant College .......... 6
- General Information ........................................ 7
- Accreditation .................................................. 7
- Costs ............................................................. 7
- Room and Board .............................................. 8

## Fees and Expenses
- Tuition and Fees Rates ..................................... 8
- Residential Fees ............................................. 8
- Non-Board Dining Plans ................................... 8
- Miscellaneous Fees ........................................ 8
- Music Fees .................................................... 8
- Insurance ...................................................... 8
- Refunds of Expenses and Financial Aid .................. 9

## Admissions
- Application for Admission ................................ 10
- Admission from a Secondary School ................... 10
- Admission of Transfer Students ......................... 10
- Admission of International Students ................... 11
- Readmission .................................................. 11
- Admission Status .......................................... 11
- Confirmation of Acceptance ................................ 12
- Disability Accommodation ................................ 12
- Advanced Placement, International Baccalaureate and College-Level Examination Credits .............. 12, 14-16
- Covenant Placement Testing Program ................. 12
- Dual Enrollment of High School Students ............. 12
- Special Students ........................................... 13
- Transient Students ........................................ 13
- Covenant Fellow Program ................................ 13

## Financial Aid
- Financial Aid Purpose Statement ......................... 17
- Veterans' Benefits ......................................... 17
- Satisfactory Academic Progress Policy .................. 17

## Student Development
- Covenant College and Diversity ......................... 18
- Career Development Services/Academic Internships 19

## Registration
- Orientation .................................................... 19
- Registration Regulations .................................. 19
- Course Load .................................................. 19

## Academic Information
- Academic Program .......................................... 20
- Participation in Commencement Exercises ............... 21
- Graduation Requirements for Master of Education Degree .............................................................. 21
- Graduation Requirements for Baccalaureate Degrees (On-Campus Programs) ....................... 22
- Core Curriculum for Bachelor of Arts Degrees ...... 22
- Core and Distribution Requirements for Baccalaureate Degrees (On-Campus Programs) ............. 23
- Major and Minor Programs ................................ 23
- Senior Integration Paper .................................... 24
- Planning for Completion of Major Work ................. 24
- Graduation Requirements for B.S., Adult Degree Completion Program .......................... 25
- Graduation Requirements for Associate Degrees ... 26
- Core Curriculum for Associate Degrees ................. 26
- Institutional Assessment .................................... 26
- Summer Offerings .......................................... 27
- Correspondence Studies .................................... 27
- Off-Campus Studies ........................................ 27
- Practicums and Internships ................................ 30
- Independent Study .......................................... 31
- Private Study .................................................. 31
- Credit Awarded by Examination ......................... 31
- Credit and Grading System ................................ 31
- Extended Time for Testing ................................. 33
- Military Call to Active Duty ............................... 33
- Proficiency in Writing ...................................... 33
- Classification of Students .................................. 33
- Academic Probation ........................................ 33
- Academic Suspension and Readmission Requirements ................................................................. 34
- Involuntary Withdrawal/Leave of Absence .......... 34
- Eligibility for Extracurricular Activities .................. 34
- Class Absence and Tardiness ................................ 35
- Scholastic Honors ........................................... 35
- Numbering of Courses ..................................... 35
- Disclaimer .................................................... 35

## Bachelor of Arts Academic Programs
- Core and General Education Courses .................. 36
- Accounting ..................................................... 37
- Art ................................................................. 37
- Biblical and Theological Studies ......................... 40
- Biology ........................................................... 47
- Business ......................................................... 51
- Chemistry ....................................................... 55
- Computer Sciences (Information and) .................. 93
Important Dates

November 1  *Financial aid priority deadline (spring applicants only)

December 1  Deposits due for spring applicants

December 1  *Macelllan, Leadership, Donaldson Memorial Science, Community Development, and Emerging Artist Scholarship applications deadline. Admission file must also be complete.

January  Financial aid requirements for the next academic year are posted on the Covenant Web site. (Important: file U.S. tax returns early)

March 1  *Presidential Scholarship applicants admissions file must be complete and Cultural Diversity Scholarships application deadline. Priority deadline for music and athletic scholarships.

March 31  *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 Free Application for Federal Student Aid (FAFSA) must be completed. The applicant must also be accepted for admission.

April  Enrollment deposit for current students due before pre-registering for the fall term. (refundable until June 1)

May 1  Enrollment deposit due for Fall applicants for new fall applicants.

May  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.

June 1  Enrollment deposit due date

July  Housing assignments made

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

Calendar

Fall Semester 2006

August 18  Freshmen and transfer students arrive

August 18-23  New student orientation

August 22  Residence halls open for returning students; meal plan starts 5:00 p.m.

August 24  First day of classes and registration

August 25  Opening Convocation 11:00 a.m.

August 25  Last day for late registration (late registration fee charged).

August 31  Last day to make schedule changes without incurring a fee

September 6  Last day to add a course and last day to drop a course without assignment of a “W”

September 20  Day of Prayer

September 28-30  Campus Preview Weekend

October 5-6  Board of Trustees meeting

October 6-7  Homecoming Weekend

October 14-18  Fall break

October 30  Last day to drop a course with a “W” or change to or from Pass/Fail

November 20  Last day to withdraw from a class with “WP” or “WF”

November 22-26  Thanksgiving break

December 6  Last day of classes

December 7-8  Reading/Snow Days – may be used for class meetings depending upon college closings

December 11-14  Final examinations; meal plan closes at 7:00 p.m., Thursday, the 14th.

December 15  Residence halls close 12:00 noon
### Spring Semester 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January TBA</td>
<td>New student orientation</td>
</tr>
<tr>
<td>January 7</td>
<td>Residence halls open for returning students at 2:00 p.m.; meal plan starts at 5:00 p.m.</td>
</tr>
<tr>
<td>January 9</td>
<td>First day of classes and registration</td>
</tr>
<tr>
<td>January 10</td>
<td>Last day for late registration (late registration fee charged)</td>
</tr>
<tr>
<td>January 16</td>
<td>Last day to make schedule changes without incurring a fee</td>
</tr>
<tr>
<td>January 18-20</td>
<td>Scholarship Weekend</td>
</tr>
<tr>
<td>January 23</td>
<td>Last day to add a course and last day to drop a course without assignment of a “W”</td>
</tr>
<tr>
<td>January 30</td>
<td>Day of Prayer</td>
</tr>
<tr>
<td>March 1</td>
<td>Submit 07-08 FAFSA application online to meet priority deadline.</td>
</tr>
<tr>
<td>March 3-11</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 15-16</td>
<td>Board of Trustees meeting</td>
</tr>
<tr>
<td>March 21</td>
<td>Last day to drop a course with a “W” or change to or from Pass/Fail</td>
</tr>
<tr>
<td>March 22-24</td>
<td>Campus Preview Weekend</td>
</tr>
<tr>
<td>March 28</td>
<td>Assessment Day – no day classes. Students required to participate for school accreditation review</td>
</tr>
<tr>
<td>March TBA</td>
<td>Pre-registration for fall semester</td>
</tr>
<tr>
<td>April 5</td>
<td>Last day to withdraw with a “WP” or “WF”</td>
</tr>
<tr>
<td>April 6-9</td>
<td>Easter Break (no classes on Friday or Monday)</td>
</tr>
<tr>
<td>April 24</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>April 25-26</td>
<td>Reading/Snow Days – may be used for class meetings depending upon college closings</td>
</tr>
<tr>
<td>April 27-May 2</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 5</td>
<td>Commencement; meal plan closes at 1:30 p.m.</td>
</tr>
<tr>
<td>May 6</td>
<td>Residence halls close 5:00 p.m.</td>
</tr>
</tbody>
</table>

### May Term 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7</td>
<td>First day of classes</td>
</tr>
<tr>
<td>May 25</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>
The Purpose Statement of Covenant College

Covenant College is a Christ-centered institution of higher education, emphasizing liberal arts, operated by a Board of Trustees elected by the General Assembly of the Presbyterian Church in America, and exists to provide post-secondary educational services to the 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 institute programs designed to offer all students the opportunity to discover and give expression to their potential in each facet of their redeemed humanness.

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

1. to see creation as the handiwork of God and to study it with wonder and respect;
2. to acknowledge the fallen nature of ourselves and of the rest of creation and to respond, in view of the renewal that begins with Christ’s redemption, by seeking to bring every thought and act into obedience to Him;
3. to reclaim the creation for God and to redirect it to the service of God and humankind, receiving the many valuable insights into the structure of reality provided by the good hand of God through thinkers in every age, and seeking to interpret and re-form such insights according to the Scriptures;
4. to see learning as a continuous process and vocation;
5. to 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 Reformed 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 has a significant role to fulfill in the education of students in non-traditional categories.

Traditional Students

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

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

2. Biblical frame of reference
Students should be acquiring the ability to orient their lives by a perspective based on scriptural revelation. For realization of this goal the following are important:
   a. Scriptural knowledge
      Students should be acquiring a working knowledge of the Scriptures, rejoicing in their promises and allowing them to direct their thoughts and actions in every area of life.
   b. Academic inquiry
      Students should be acquiring a broad appreciation of the various aspects of creation, becoming familiar with valid methods of inquiry into each area of study. Each student should be acquiring some depth in one or two academic disciplines.
   c. Analytical skills
      Students should be acquiring the capacity for incisive, critical and logical thinking.
   d. Communication skills
      Students should be acquiring the ability to communicate ideas clearly in both speaking and writing.

3. Service that is Christ-like
   a. Students should be assuming responsibilities within a local congregation as well as in the
community of all believers. This implies demonstrating a positive influence on others while at the same time accepting their loving concern.

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

Non-Traditional Students
Although students in some adult non-traditional programs are not required by the college to make a profession of faith, they do participate in accomplishing the general aims outlined in this statement. Faculty members in such programs will teach from the Christian educational perspective of the college in hope that all students will embrace the insights and instruction that arise from the foundation of this mission statement. It is understood that non-believing students may not find their identity in Christ, but they will hear the gospel clearly proclaimed; they may not embrace the truth of the Bible, but they will be instructed within a biblical frame of reference; and they may not submit to Christ, but they will be encouraged in sacrificial service. Although no students will be coerced to express beliefs they do not hold, our hope is that the gospel so presented will bring students to a place of fully embracing the truth that frames their instruction.

Accreditation
Covenant College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 30033-4097, phone (404) 679-4501, Web site www.sacsoc.org) to award associate’s, bachelor’s, and master’s degrees. For more information concerning accreditation, 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 students concerning the status of the College with respect to its standing with the Commission on Colleges or allegations of significant non-compliance with the Criteria for Accreditation may be forwarded to the Southern Association of Colleges and Schools, Commission on Colleges, at the above address.

Costs
It is the desire of Covenant College, within the limits of its available funds, to offer its Christian educational opportunities to all who qualify for admission, regardless of individual economic circumstances. Over ninety-percent 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 covered by tuition charges; the balance is paid from contributions made by friends and alumni of the college. Because of increasing costs, the Covenant College Board of Trustees reserves the right to make changes at any time in the tuition charges and other general and special fees. Covenant allows for payments to be made over a semester. Any amount remaining after each monthly due date will have a finance charge 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 balances with no payment activity for one year are sent to a collection agency and the collection fee is added to the balance.

All account balances must be paid in full by the end of the semester before a student can view grades, receive a transcript, or register for a subsequent semester. Students with account balances on August 1st may be removed from their residence hall assignment and their class schedule for the fall semester.

A specific listing of fees and expenses is printed on the following page and posted on the Covenant website.
Room and Board

All freshmen, sophomores, and juniors must live in the residence halls unless specifically excused by the Dean of Students. Seniors in good standing with the College may live off campus. Questions about off-campus privileges should be directed to the Office of Student Development.

Meals are served beginning on the day residence halls open through final examinations, with the exception of the official college breaks. Board provides resident students with access to the dining facilities through their ScotsCard (college ID) during open hours.

Students will be notified prior to move-in of the earliest date in which they can occupy their rooms.

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, and may be eligible for a Room and Board credit through the ScotsCard Services Office. When residence halls are closed, every effort will be made to assist students in off-campus housing arrangements. 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

Tuition - per term (12-18 credits) .................................................$10,550
Tuition - per term (1-11 units) - per credit .................................$880
Tuition - per term (19+ units) - per credit ...............................$585
Tuition - May Term, independent study or correspondence - per credit ...............................................$295
Tuition - Web-based courses - per credit ...............................$880

Application fee (per completed application) ......................$35
Enrollment deposit (applied to balance) ...............................$300
New Student Orientation Fee .....................................................$640
Continuing Student Fee (if greater than 6 units) .......................$320
Technology Fee (if 6 or less units) ...........................................$66

Residential Fees – Room & Board

6-person room (per term) .........................................................$2,590
5-person room (per term) .........................................................$2,715
4-person room (per term) ..........................................................$2,840
3-person room (per term) .........................................................$2,965
2-person room (per term) ..........................................................$3,090
1-person room (per term) ..........................................................$3,215

Apartments (per apartment each term; 1-4 residents) .........$4,095
May Term Housing .................................................................$330

Non-Board Dining Plans

240 Plan ...............................................................................$1,490
160 Plan ...............................................................................$1,150
80 Plan .................................................................................$635

For assistance or more information see the ScotsCard Services Office (www.covenant.edu/student/scotscard)

Miscellaneous Fees

Late registration .................................................................$100
Course change fee – per course change ...............................$15
Graduation fee (assessed upon earning 90 hours, paid once) .................................................................$110
Health insurance fee, per year (required for non-U.S. citizens)

See Student Development

Parking fee: Please see Parking Regulations Manual about parking fees and regulations. This manual is handed out to students when registering vehicles, and it is also posted on the E-board.

Course fees in various areas ....................................see course descriptions

In addition to the above fees, the student may also want to consider estimated expenses for books and supplies ($400), transportation ($280), and personal expenses ($280) to determine a total budget for the semester. These costs are only estimates and will vary depending on courses taken, the distance from the College, and personal spending habits.

Music Fees

Private instruction for full-time students taking lessons is required for their major or minor:
One 25 minute lesson weekly, per term .......................$250
One 50 minute lesson weekly, per term .......................$500

Private lessons not required for the major or minor: $350 for one 25 minute lesson weekly per term and $600 for one 50 minute lesson weekly per term.

Insurance

A student medical insurance program is available to all students. Details on coverage and cost are available upon request from the Priesthill Health and Counseling Center. All students participating in the College’s intercollegiate athletic program are required to have their own primary medical insurance. Students are also covered by the intercollegiate athletic medical insurance program which is a secondary insurance coverage. Non-U.S. citizens must participate in the student medical 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 completion of 60 percent point in a term, a pro rata federal schedule is used to determine the amount of Title IV funds earned at the time of withdrawal. After the 60 percent point, a student has earned 100 percent of the Title IV funds. The refund percentage for tuition, fees, room and board are noted below.

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. An LOA must not exceed a total of 180 days in any 12-month period. 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. 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

For all educational programs (traditional on-campus fall, spring and May terms, adult degree completion terms, and Master of Education), the federal Title IV pro-rata schedule is used. This schedule provides for a pro-rata refund during the first 60 percent of the term. No tuition refund will be granted during the remainder of the term. After the last day to add a class, no tuition will be refunded as a result of a load adjustment reducing a student from full-time to less than 12 hours, or from over 18 hours reduced to a full-time tuition rate range.

Example: If a term is 100 days long and the student withdraws on the 20th day, 20 percent of the term has been completed resulting in an 80 percent reduction of the tuition and financial aid. If the student was billed for tuition of $10,000 and received financial aid of $6,000, the tuition would be reduced by $8,000 and financial aid reduced by $4,800. This will leave an $800 tuition charge that is still the responsibility of the student. Other charges will apply as stated in this section on refunds.

Fees

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

Room and Board

Room rent and board will not be refunded after the first week of classes. In the event of medical emergencies, room charges will be reviewed on an individual basis. A student must participate in the College meal plan if living in the residence hall.

Involuntary Withdrawal/Suspensions

A student who is dismissed for disciplinary reasons forfeits the right to a refund. Conditions for which a student may be suspended are outlined under Academic Suspension and in the Student Handbook regarding the standards of conduct.
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 website, 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), a combined SAT score of 1000 on the critical reading and math sections (or ACT composite score of at least 21), the Admission Academic Reference Form, and 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, and an essay on a topic provided by the Admissions Office. 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.

Covenant accepts admissions and financial aid applications on a rolling basis. (Refer to the Financial Aid Handbook for procedures for earlier awards in the fall.) For priority consideration, please submit applications before March 31. Once the entering class is full, accepted applicants will be placed on a waiting list. 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 homeschool 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:

- English ................................................................. 4
- Mathematics (algebra, trigonometry, geometry) ................. 3
- One foreign language * ............................................. 2
- History and Social Studies ........................................ 2
- Natural Science ..................................................... 2
- Electives .............................................................. 3 or 4
* Although not required, two or three (2-3) units of one foreign language are recommended.

Homeschooled 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 Homeschooled Students” brochure is available from the Admissions Office or on our Web site 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 (GED) 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).

An official transcript must be submitted for each institution attended by a student. All coursework will be entered on Covenant’s transcript with transfer credit being awarded only for college-level courses completed with a letter grade of “C-“ or better from accredited or other approved programs. 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. Transfer coursework will be evaluated in terms of level, content, quality, comparability,
and degree program relevance by the appropriate academic department at Covenant. Normally, a maximum of 70 semester hours may be transferred from a two-year program or approved non-accredited program.

Courses with a grade of Pass, Credit, or any code other than a standard letter grade will not be accepted unless the sending institution’s policy to issue that grade would require the equivalent of a “C-” or better. Courses may not be accepted for transfer with a similar title or content if the content will be duplicated in a Covenant course. 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 a professor in the parallel academic area at Covenant. The Dean of Records is the initial contact regarding transfer courses. The Dean may request a college catalog, college URL, or course syllabus to determine if a course is equivalent to a Covenant course or requirement.

To become eligible for graduation from Covenant, a transfer student must complete a minimum of 32 semester hours at Covenant. A student’s institutional grade-point-average is computed only on courses completed at Covenant. To be eligible for academic honors upon graduation, a student must complete a minimum of 50 semester hours 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) or 76 (internet-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 Admissions. 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 submitted. 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 17 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 33. 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 under Admissions.

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.
Confirmation of Acceptance

To confirm acceptance to the College, the candidate must send a $300 non-refundable enrollment 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 and housing assignment 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.

Disability Accommodation

Covenant College offers students reasonable accommodations for disabilities in accordance with the guidelines of the Americans with Disabilities Act. A student must provide current documentation of the disability from a licensed professional and complete the ADA Request Form for accommodation of the term for which the request applies. The student must contact the Office of Records at the beginning of each semester for which accommodation is requested. Approved accommodations will be made within a reasonable time period after completion of the official request.

Advanced Placement, International Baccalaureate and CLEP Examinations

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 the next few pages or 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. 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 take 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 homeschool 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 on the critical reading and math sections, 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. Normally 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. Normally, 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 must still 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 to the present institution) 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 Financial Aid 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 Master 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 college 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>6</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>3</td>
<td>ENG111-English Composition</td>
</tr>
<tr>
<td>English/Literature and Comp.</td>
<td>4</td>
<td>3</td>
<td>ENG114-Intro to Literature</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>17</td>
<td>Credit for FRE340 plus same as French Language</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>Core Social Science Elective</td>
</tr>
<tr>
<td>Government &amp; Politics/US</td>
<td>4</td>
<td>3</td>
<td>Core Social Science Elective</td>
</tr>
<tr>
<td>History/European</td>
<td>4</td>
<td>6</td>
<td>HIS214-Age of Europe (Total number of hours in major still required).</td>
</tr>
<tr>
<td>History/US</td>
<td>4</td>
<td>6</td>
<td>HIS111/112-US History (Total number of hours in major still required).</td>
</tr>
<tr>
<td>Latin/Virgil</td>
<td>4</td>
<td>14</td>
<td>Core Requirement-Credit for one exam only.</td>
</tr>
<tr>
<td>Latin/Latin Literature</td>
<td>4</td>
<td>14</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>3</td>
<td>MUS 161 w/ required Music Dept. assessment</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>14</td>
<td>Same as Spanish Language; only one SPA exam.</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.)</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 Applic. (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></td>
<td>0</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>3</td>
<td>COR226-Cultural Heritage of the West II</td>
</tr>
<tr>
<td>Analysis and Interpretation of Lit.</td>
<td>66</td>
<td>3</td>
<td>ENG114-Intro to Literature (Humanities core)</td>
</tr>
<tr>
<td>English Literature</td>
<td>58</td>
<td>3</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>53</td>
<td>8</td>
<td>FRE101-102-Elementary French I,II</td>
</tr>
<tr>
<td>Level 2 (four semesters)</td>
<td>70</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>53</td>
<td>8</td>
<td>GER101-102-Elementary German I,II</td>
</tr>
<tr>
<td>Level 2 (four semesters)</td>
<td>70</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>
</tr>
<tr>
<td>Level 1 (two semesters)</td>
<td>53</td>
<td>8</td>
<td>SPA101-102-Elementary Spanish I,II</td>
</tr>
<tr>
<td>Level 2 (four semesters)</td>
<td>70</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>
</tr>
<tr>
<td>College Algebra-Trigonometry</td>
<td>0</td>
<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>
</tr>
<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 Aid

Financial Aid Purpose

Statement

The primary purposes of the Financial Aid 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 Aid Handbook on the Covenant Web site at http://www.covenant.edu/admissions/trad/finaid/ for financial aid program details and contact the Financial Aid Office with additional questions at financialaid@covenant.edu.

Veterans’ Benefits

Covenant is approved to disburse veterans’ benefits to students who qualify. If you qualify for VA benefits, send a completed 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 at the beginning of each academic term 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 can not receive disbursements after losing eligibility until SAP standards have been met or a waiver has been granted.

Qualitative standards: Normally, students must earn the minimum total institutional grade point average designated for the number of overall attempted hours 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 grade point average which includes all courses: institutional and transfer. 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 Hours Attempted</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 20 hours to make SAP. Letter grades considered to have “passed” a course include CR, P, S and all letter grades A through 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.

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 can not participate in intercollegiate athletics.

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 regarding 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 the student to receive aid while still below the SAP 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 to be 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, financial aid, including 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).

**Student Development**

The Office of Student Development provides essential services to the achievement of Covenant’s educational goals. Student Development is responsible to build a co-curricular community that enhances academic inquiry, provides a safe campus environment in which to live and study and designs co-curricular opportunities that seek to educate students personally, socially, physically, vocationally and intellectually – all of which are areas of spiritual growth.

Student Development provides the following services: New Student Orientation, Student Life, Residence Life, Housing, Career Development, Academic Support, Student Government, Priesthill Services (Health and Counseling), ScotsCard Services, Standards of Conduct enforcement, Practical Service, and works in association with the Chapel, Intercollegiate Athletics and Intramural Athletic departments.

Please refer to the Student Handbook on the Covenant Web site at [www.covenant.edu/studenthandbook](http://www.covenant.edu/studenthandbook) for information regarding student standards of conduct and other student development program details. Questions can also be directed to the Office of Student Development at 706.419.1107 or e-mail hunter@covenant.edu.

**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 a cross-cultural 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 cross cultures, both inside and outside the United States.

Cultural Diversity Scholarships appropriately recognize the contribution of culturally diverse students to our campus. An active on-campus program also provides support and services to our culturally diverse students, many 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).
Career Development

Services/Academic Internships

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.

All new students receive an orientation to the career center during their first week on campus. An individualized assessment plan is developed for each student seeking continuing assistance from the career center. Covenant College also participates in two Georgia Consortium Career Fairs in Atlanta, conducted in the fall and spring of each year.

The Internship Office (also located in the Career Development Center) provides site coordination and administrative support for internships that are primarily designed to offer the student academic credit. The Internship Office is also available to students as a referral resource for all other types of internships both paid and voluntary.

Course Load

Regularly enrolled students will normally carry between 12 and 18 credit units per semester. Students who carry 12 or more units are considered full-time students. 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.

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. Normally, a fee will be charged for all class changes after the designated period unless these changes are required by the college. 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. See Refunds of Expenses and Financial Aid in the General Information section for more information.

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 the College. 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:

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

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of Records prior to September 15 each year, or February 1 for students entering the College in the spring semester. Forms requesting the withholding of “directory information” are in the Office of Records.

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

---

**Library Resources**

The Anna Emma Kresge Memorial Library represents the critical center of the academic enterprise at Covenant College. The Library exists to facilitate and promote learning through its physical facilities, dynamic collections, and services performed by professional and skilled support staff. It plays a significant role in fulfilling the mission of the College by providing bibliographic instruction, appropriate resources in a variety of media formats, personalized reference assistance, and information literacy competency training using a biblical frame of reference from within the Reformed tradition.

The Kresge Memorial Library seats about 200 on two floors at reading tables, individual carrels, lounge chairs, and group study rooms. While the entire building is configured for wireless access to the campus network, the Library also provides wired network connectivity through public computers appropriately equipped for research purposes.

Current print and multi-media collections total over 100,000 volumes. In addition, the Library owns over 40,000 electronic books, offers access to more than 10,000 electronic full-text journals, magazines, and newspapers (many with backfiles to the 19th century), and subscribes to nearly 175 electronic research databases covering all academic disciplines. Many of these electronic resources are available through GALILEO, Georgia’s "Virtual Library." Covenant College students may access GALILEO and most other electronic subscription resources from off-campus with appropriate user authentication. Through its membership in OCLC, the world’s largest provider of bibliographic services, the Library networks with over 18,000 other institutions worldwide to provide interlibrary loan access and document delivery service to over 60 million library items.

Please check the Library’s website at http://library.covenant.edu for more detailed information on policies, collections, and services.

---

**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 six 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 and 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**

Students who have completed all of the requirements listed below will be eligible to participate in commencement exercises. In addition, any candidate lacking one required course, not including the Senior Integration Paper (SIP), may be permitted to participate.

**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 ongoing 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, GA 30750
or call 800.677.3626.
Graduation Requirements for Baccalaureate Degrees (On-Campus Programs)

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

The Bachelor of Arts Degree

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

1. A minimum of 126 credit units
2. An institutional grade point average of 2.0 or better
3. The fulfillment of all core curriculum requirements
4. At least 25 units in upper-division courses
5. Compliance with all requirements in the major field, or major and minor fields
6. No grades below “C-” in the major or the minor
7. A residence of one year and the completion of the last 32 units at Covenant, with the exception that students in residence for three semesters or more may complete nine 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 other assessments 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
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 nine 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 Tests and other assessments of institutional effectiveness.

Core Curriculum for Bachelor of Arts Degrees

Biblical Basis
BIB 111 or 129. Old Testament Literature ......................... 3
BIB 142 or 148. New Testament Literature ......................... 3
BIB 277 & 278. Christian Doctrine I, II ............................. 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.
Language ................................................................. 8
   Proficiency in one year of an elementary-level foreign language.
ICS 121. Microcomputer Applications .............................. 3

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 assigned a math placement level of 3, 4, or 5.

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
COR 325. Global Trends for the Twenty-First Century ...... 3
COR 337. Intercultural Experience ..................................... 1
COR 340. Christ and Culture Seminar ............................... 1
HIS 325. Twentieth-Century World History .................... 3
Humanities Elective ....................................................... 3
   A course in art, literature, philosophy, music or theatre. Not fulfilled with ensemble or studio credits.
Social Science Elective .................................................. 3

Physical Education
PE 151 & 152. Concepts in PE; Personal Aerobics .......... 3
Total Core Curriculum .................................................. 61
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 applied toward 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.

One component of this broad liberal arts core curriculum is the skill of public speaking. Beginning in Fall 2006, most departments will offer a ‘Speech Intensive’ or ‘S’ course that will satisfy the core Speech requirement currently met by ENG 252 Speech. Many departments have designated their Senior Integration Paper (SIP) course as the ‘S’ course, which means this will come at the end of your studies at Covenant. Some departments have not designated an ‘S’ course and students pursuing those majors will still be required to complete ENG 252 Speech to satisfy this graduation requirements. Below is a summary definition of what qualifies a course as an ‘S’ course.

‘S’ course definition: A course in which students are required to make a prepared and organized oral presentation to a class of peers and faculty of significant length (minimum 12 minutes). Instruction about form, content, and assessment will precede the oral presentation, and rubric-based evaluation of content, form, and delivery will follow it. In addition to whole-class instruction, there will be some level of mentoring interaction between professors and individual students.

With each list of major requirements, majors have designated the ‘S’ course for the major or listed separately if an alternate course will be used to satisfy this core requirement. If the student completed the major’s ‘S’ course prior to Fall 2006, it will not satisfy the core Speech requirement, and the student will need to complete ENG 252 Speech to satisfy the core requirement. However, if the student will be taking that major’s ‘S’ course in a future term, the student will not be required to take ENG 252 Speech as part of your core.

Another core component is writing skills that are grounded in our ‘W’ courses, also taught within our majors as defined below.

‘W’ course definition: A course in which the conventions of formal writing in the discipline are taught, including adherence to a style manual or other disciplinary parameters. A major writing assignment will incorporate pre-writing instruction about form, content, and assessment, and subsequent rubric-based assessment will address both content and form. In addition to whole-class instruction, there will be some level of mentoring interaction between professors and individual students. The SIP may not count as a ‘W’ course.

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 six 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**

Every graduate of Covenant will have completed a bachelor’s thesis, referred to as the Senior Integration Paper (SIP). Each department provides careful preparation to aid students in researching a topic and providing a consideration of that topic in light of our faith. The SIP provides a model of integrative activity that can inform faithful practice as graduates move from Covenant to their next area of vocation. A Covenant student’s Senior Integration Paper is a demonstration of his or her 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.

---

<table>
<thead>
<tr>
<th>Major Programs</th>
<th>Special Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music</td>
<td>Pre-engineering (consult with Professor Broussard)</td>
</tr>
<tr>
<td>Art</td>
<td>Pre-law (consult with Professor Follett)</td>
</tr>
<tr>
<td>Biblical and Theological Studies</td>
<td>Pre-medical (consult with Professor Morris)</td>
</tr>
<tr>
<td>Biology</td>
<td>Pre-ministerial (consult with a Biblical Studies professor)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Pre-nursing (consult with Professor Wenger)</td>
</tr>
<tr>
<td>Community Development</td>
<td>Pre-physical therapy (consult with Professor Wenger)</td>
</tr>
<tr>
<td>Economics</td>
<td>Teacher Education, Elementary and Secondary</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Information and Computer Sciences</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Counseling</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Missions</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td></td>
</tr>
<tr>
<td>Youth Ministry</td>
<td></td>
</tr>
</tbody>
</table>

---

* A field experience program only
Graduation Requirements for Baccalaureate of Science Degrees (Field-Experience 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. If the degree is not completed within ten years of the initial enrollment, the student must fulfill the graduation requirements as listed in the catalog that is current at the time of re-enrollment. See the section for each major for specific graduation major requirements.

The Bachelor of Science Degree in Early Childhood Education (BSECE) and Organizational Management (OM)

Upon recommendation of the faculty and approval by the Board of Trustees, the degree of Bachelor of Science is conferred upon students who have met the following requirements for graduation:

1. A minimum of 126 semester hours
2. An institutional grade point average of 2.0 or better
3. The fulfillment of all core curriculum requirements
4. At least 25 units in upper-division courses
5. Compliance with all requirements in the major field, or major and minor fields
6. No grades below “C-” in the major or the minor
7. The completion of at least 32 semester hours at Covenant
8. The payment of all bills, the return of all equipment and library books
9. Completion of the Major Field Achievement Tests and other assessments of institutional effectiveness

Graduation Requirements for Bachelor of Science – Adult Degree Completion Program in Early Childhood Education (BSECE)

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 (P-5). The purpose of the program is for graduates, who pass the relevant GACE exam, to receive a Georgia teaching certificate. The program has been reviewed by the Georgia Professional Standards Commission and was granted official approval in December 2004.

The Bachelor of Science in Early Childhood Education degree completion program consists of 68 semester hours of course work. Classes are distributed over four semesters. The program takes 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. Course field work occurs throughout the program in the classroom where the student is employed and in other classrooms in order to meet Georgia standards of experience in diverse settings and at differing grade levels. The professional teaching practicum is divided into three segments and provides full-time teaching experience in three grade levels (PreK-K, 1-3, and 4-5) and in diverse settings. The first section (I) is eight weeks long and is usually completed in the candidate’s school of employment. Sections II and III are each two weeks long and at least one of these must be completed in a different school from the one in which the candidate is employed.

See the Bachelor of Science in Early Childhood Education section at the back of the catalog for more details.

Graduation Requirements for Bachelor of Science – Adult Degree Completion Program in Organizational Management (OM)

Covenant College’s Quest program in Organizational Management 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.

25
Students must have 48 semester hours of college credit to enter the program. Course work in this major constitutes another 39 hours. The 39 semester-credit curriculum is taught in a series of courses taken consecutively. Additional credits may be earned through CLEP, correspondence courses, military experience, Prior Learning Assessment, 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 research paper. Through the Prior Learning Assessment process, students earn college credit for various life and work experiences. Up to 30 semester credits may be earned 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.

See the Bachelor of Science in Early Childhood Education section at the back of the catalog for more details.

**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 core curriculum 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**

- BIB 111 or 129. Old Testament Literature ......................... 3
- BIB 142 or 148. New Testament Literature ........................ 3

**Tools for Learning**

- ENG 111. 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 assigned a math placement level of 3, 4, or 5.)

**Culture 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. Twentieth-Century World History ....................... 3
- PE 151 & 152. Concepts in PE; Personal Aerobics ............ 3
- Social Science Elective................................................... 3

Total................................................................................... 36

**Institutional Assessment**

In order to maintain high academic standards and assess how well Covenant College is achieving its mission, the college regularly conducts institutional assessments with students. This not only assists us in determining strengths and deficits in the academic program, but also satisfies accreditation requirements. During the early fall semester, entering freshmen will participate in a series of assessments, including a general measure of academic performance like the Measure of Academic Proficiency and Progress (MAPP™) published by ETS, and an attitude measure of religiosity. Juniors will re-take the general measure of academic performance in their spring semester during a regularly scheduled Assessment Day. Some seniors will participate in taking the Major Field Achievement tests published by ETS. All seniors will re-take the attitude measure of religiosity. Other assessments may be assigned to some or all students at all class levels. Most of these assignments will be made for Assessment Day in the spring semester. Participation in assigned assessments is mandatory. Failure to keep assigned assessment appointments will result in holds on transcripts, freezes on accounts, and even delay in graduation. Assessment assignments are coordinated through the Office of Records and the Institutional Research office.
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 in good academic and social standing and 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 Aid Handbook regarding eligibility and use of financial aid resources for off-campus studies. Normally, institutional resources will only be applied toward the off-campus programs that are offered by Covenant, the Council of Christian Colleges and Universities (CCCU), and any cooperative program included in a departmental program of study.

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.

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. Programs include:

Programs directed by Covenant College:
Slovakia: 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 students’ needs and the Covenant faculty member in attendance.

Student Programs of The Council for Christian Colleges and Universities (CCCU):
Covenant is a member of The Council for Christian Colleges and Universities (CCCU). The Council, a Washington, D.C. based association of more than 120 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.

**Culture-Shaping Programs:**

**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 students’ 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 futures 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 by 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.

**Contemporary Music Center (CMC)** The Contemporary Music Center provides students with 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.

**Los Angeles Film Studies Center (LAFSC)** Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars, Hollywood Production Workshop and Theology in Hollywood, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course 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 allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

**Washington Journalism Center (WJC)** The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal writing skills. These classes – Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse – combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience.

**Culture-Crossing Programs:**

**Australia Studies Centre (ASC)** The Australian Studies Centre is a cultural studies program with an arts emphasis, based in Sydney, Australia. Designed to provide undergraduates of all majors and career interests with opportunities to participate in Sydney's art culture, the program also educates students in indigenous affairs and Australia’s involvement in world issues.

**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. Students choose between completing a broad Chinese Studies concentration or a Business Concentration including an
students, non-traditional students, teachers, and those enrolled in continuing education programs.

**Russian Studies Program (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, Culture 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.

**The Scholar’s Semester in Oxford (SSO)** This program is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of university’s historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course Christianity and Cultures. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

**Uganda Studies Program** Winston Churchill is credited with nicknaming Uganda the “Pearl of Africa,” and many visitors since his time have come to agree with him. The USP offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature and East African History will present many insights into African life because
of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

Cooperative Programs:
A number of cooperative programs are affiliated with specific major programs at Covenant. These programs have satisfactory academic oversight, a Christ-centered academic purpose, a qualified faculty and the active participation of many other 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.

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.

World Journalism Institute (WJI). The World Journalism Institute in Asheville, N.C. 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, D.C., Los Angeles and Asheville, N.C. 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.

Impact Programs
Break on Impact: Many students decide to make a difference in the lives of others through one of the Break on Impact mission trips. The purpose of this program is to remove students from the ordinary and immerse them in a situation in which the focus is on serving others and sharing the love of Christ. Sites have included: Canada, Dominican Republic, Germany, Haiti, Ireland, Jamaica, Latvia, Mexico, Appalachia, Arizona, Chicago, Washington, D.C., Mississippi, New Mexico, and New York City.

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 Missions Programs: Applying educational knowledge to global challenges in cross-cultural environments, Mission to the World and Covenant College have partnered together to form a unique relationship, strategically designed to connect students to multi-cultural encounters. Academic as well as non-academic opportunities exist from two weeks to one year.

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. These programs are designed for students who are seeking to integrate their faith with both knowledge and practical experience in an intercultural context. Variable credit (1-3 hours) may be awarded for each experience.

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

**Independent Study**

When possible, independent study will be arranged for students with a cumulative grade point average of 3.0 or above who are approved for such study by their department chairman. Ordinarily, such study will be in a student’s major field and will involve a subject not otherwise offered at Covenant. The student is expected to submit to the supervising faculty member an outline and bibliography for the program he or she wishes to study. Further details may be obtained from the Registrar.

**Private Study**

Required courses, either core or major, not offered in a given semester, may be arranged on a private basis. Such an arrangement must be authorized by the Dean of Faculty and the Registrar, and this authorization will ordinarily be granted only when a student needs a course that will not be offered again before his or her expected date of graduation. Such situations may arise when 1) a student received a grade of “D” in a major or minor course, 2) a student received a grade of “F” in a required course, 3) a student changed majors late in his or her college career or 4) a student transfers to Covenant.

**Credit Awarded by Examination**

Please see 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 Grade</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 incompletes 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 Records 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 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 percent refund of tuition and a pro-rated refund on room 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 arrangement 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>First-semester freshman</th>
<th>0-11 units</th>
</tr>
</thead>
<tbody>
<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 average below the following averages at the end of any semester will be placed on academic probation. This designation is evident on Banner and students will be notified by email. (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 grade point average 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, tutoring and/or attend evening study halls. This program is designed to assist students to get the maximum benefit from their studies. Students on probation may carry 12-14 hours for the semester. Students may not audit other courses. Students must report to their faculty advisor at least once a week. 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 to participate in extracurricular activities, but may have the opportunity to earn increasing levels of participation based upon classroom performance throughout the semester. 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. This designation is evident on Banner and students will be notified by e-mail. The notification 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-enroll 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 reestablish 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 and/or campus environment, 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

Normally, 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 Office of Student Development 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 3.30, with no courses incomplete, and with no mark below “C” in any academic course.

Seniors who have been on the Dean’s List each semester since entering Covenant or whose institutional grade point average is 3.50 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 3.50 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 3.90 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. The policy regarding scholastic honors is under review during the 2006-2007 academic year and may be adjusted prior to commencement exercises in May of 2007 with respect to non-traditional, undergraduate students.

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 page 22. 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. More specific direction by major will be provided during advising resulting in some freshman options being moved into later years.

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.................................................................2
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
English Composition must be completed during the first year. (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.)

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, ENG 111.
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.

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. Prerequisite: COR 100.

HIS 325. Twentieth-Century World History ............. 3
(see History)

Humanities Elective .................................................. 3
(see course offerings in Art, Literature, Music, and Philosophy.) This is not fulfilled with ensemble or studio credit. See major sections for any specific requirements.

Senior Integration Paper 492 ........................... 2
(see course descriptions in particular major fields and page 24)

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 22, with the exception that a course in literature, music, or philosophy is required to fulfill the requirement for the humanities.

Core requirements ...............................................................61
Electives ..............................................................................26

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, 234 or 270.
Students are required to take foundation courses as prerequisites for the following studio. See course description for corresponding prerequisite.
ART 220. Photography I .......................................................3
ART 222. Painting I ..............................................................3
ART 223. Painting on Paper .................................................3
ART 234. Ceramics I ............................................................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, 334/434 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 334/434. Ceramics 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 ‘S’ ............ 3

Senior Requirement (3 credits):
ART 491, 492. Senior Seminar and Project ......................... 3
Total hours for major ...................................................... 39
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. 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. 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. Fee required. 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. 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. Lab fee required. Three units.

220. Photography I
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. Lab 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. Fee required. 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.

234. Ceramics I
A studio course designed to introduce the basic clay process of slab, coil, and wheel-thrown constructions. Formulation of basic glaze applications in the development of fire ceramics will be emphasized. 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. Six hours studio. Fee required. 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. ‘W’

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

310. Figure Drawing
This is a studio course in drawing the human body. A live, bathing suited model will be used. Students will develop a sensitivity for seeing and rendering the structure, anatomy, and expressive quality of the human form through: line, plane, value, mass and composition. Attention will also be given to the history and significance of the human form in art history and present cultural discussions. As well as how the human form and body is to be both interpreted and communicated with(in) the Christian worldview. Six hours of studio. Prerequisite: ART 202 or 250 or permission of instructor. Lab fee required. 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. Lab fee required. 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 220 or permission of instructor. Six hours studio. Lab fee required. Three units.
334/434. Ceramics II,III
A studio course with a continued development in all areas of ceramics including emphasis in the chemistry of glazes and kiln firing techniques. Prerequisite: ART 234. 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 or 302 or permission of instructor. Three units. ‘S’ ‘W’

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 201, 202, 210, 211, 301, 302 and six hours of studio concentration courses. Two units in fall semester. One unit in spring semester to be taken in sequence.

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:

Majors:
• Biblical and Theological Studies
• Biblical and Theological Studies, Missions Concentration
• Biblical and Theological Studies, Secondary Program in Bible
• Philosophy and Religion (with the Philosophy Department)

Minors:
• Biblical and Theological Studies
• Missions
• Youth Ministry

Associate of Arts (A.A.)
• Biblical and Theological Studies

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 22, 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 .................................................. 53
Electives ................................................................. 29

**Major and Supporting Course Requirements**

BIB 371. Ethics ............................................................... 3
BIB 372. Hermeneutics .................................................. 3
BIB 376. Outreach to Contemporary Culture ‘S’ ............ 3
BIB 383. History of the Christian Church .................... 3
BIB 492. Senior Integration Paper ............................. 3
Language – GRE 176-176 Elementary Greek I, II or
HEB 191-192 Elementary Hebrew I, II ....................... 8
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 Mission Elective .................................. 3
Upper Division OT/NT Book Study ......................... 3
Upper Division Mission Elective .................................. 3
Major requirements subtotal .................................... 44
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

**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 22, with the following exception:
A course in art, literature or music is required to fulfill the requirement for the humanities.

Core requirements .................................................. 61
Electives ................................................................. 27

**Major and Supporting Course Requirements**

BIB 302. World Religions .................................................. 3
BIB 487. Modern Theology .............................................. 3
PHI 101. Introduction to Philosophy ............................. 3
PHI 201. Classical to Renaissance or
PHI 202. Modern to 19th Century .............................. 3
PHI 253. Contemporary Analytic Philosophy or
PHI 254. 20th-Century Continental ...................................... 3
PHI 301. Philosophical and Biblical Ethics or
BIB 371. Biblical Ethics .................................................. 3
PHI 304. Philosophy of Religion ..................................... 3
BIB 492. or PHI 492. Senior Integration Paper ‘S’ .......... 3 or 2
Philosophy electives (PHI courses) ............................ 6
Religion electives (300 level or higher BIB courses
that are not studies of biblical books) ......................... 6
Philosophy or Religion electives (a PHI, BIB or
IDS course above the 300 level) ............................... 3
Total ................................................................. 38

**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 22, 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 .................................................. 53
Electives ................................................................. 29
Requirements for Minor in Biblical and Theological Studies

BIB 371. Christian Ethics or BIB 376. Outreach to Contemporary Culture .................................................. 3
BIB 372. Hermeneutics ................................................................. 3
Bible “book study” course .................................................................................. 3
Elective in Missions .................................................................................... 3
Total........................................................................................................... 12

Requirements for Minor in Missions

Upper division department elective .......................................................... 3
MIS 201 or 202 ................................................................................... 3
MIS 302 or 303 ................................................................................... 3
Missions elective .................................................................................. 3
Total........................................................................................................... 12

Requirements for Associate of Arts Degree in Biblical and Theological Studies

Core Requirements

(For details, see page 26)
BIB 111 or 129. Old Testament .................................................. 3
BIB 142 or 148. New Testament .................................................. 3
COR 100. The Christian Mind .................................................. 2
COR 225-226. Cultural Heritage of the West I, II ...................... 6
COR 227. Art and Music in the Cultural Heritage of the West ....... 2
ENG 111. English Composition .................................................. 3
HIS 325. Twentieth-Century World 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. Outreach to Contemporary Culture or BIB 380. Evangelism .................................................. 3
BIB 383. History of the Christian Church or MIS 301. History of Missions .................................................. 3
Department electives (upper division BIB or MIS ) ......................... 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.

An alternative to this program would be to combine a Bible major with the 15-credit Non-Certification Education Minor described in the Education Department section of the 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.
Elementary Greek ............................................................................. 8
Technology course (This requirement met by Professional Education course requirement EDU 215. Technology for Educators listed below.)
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. Twentieth-Century World 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 ..............................................55

**Major and Supporting Course Requirements**

BIB 371. Christian Ethics .........................................................3
BIB 372. Hermeneutics ..........................................................3
BIB 376. Outreach to Contemporary Culture .........................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 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 ...............................................................................133

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).
- Up to three hours of elective credit.
- Two hours for WM310 God’s World Mission (by completing a missions concentration or minor).
- 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.

**Biblical Studies Courses**

All upper-division elective book studies courses will satisfy ‘W’ course criteria.

**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 with 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.

377-378. Book Study in the Greek Text
The same course as GRE 277-278, but designed for upper-division students who wish to take it as a Bible elective. Extra readings and written assignments will be given based on the particular books being translated. Three units each.

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
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
All upper-division elective theological studies courses will satisfy ‘W’ course criteria.

*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 I. 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. Outreach to Contemporary Culture
A study of the biblical foundations of the Church’s apologetic to the unbelieving world with special attention given to the defense of the faith in evangelistic encounter. 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. Co-requisite: 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 31 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, elenetics, 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.

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 22 with the following exceptions:

A minimum combined SAT score of 1100 on the critical reading and math sections or ACT of 24 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 .............................................................. 57
Elective (if major is 69 or greater, elective is zero) .............. 3

47
Biology 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 – variable credit………1-3
BIO 490. Biology Seminar – two semesters ‘S’.................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............................................................................. 126-129

Bio-Medical Option

A minimum combined SAT score of 1200 on the critical
reading and math sections or ACT of 27 is strongly
recommended for this option. This option is the same as the
General Professional Option except for:
1. Substitute BIO 243. Cellular and Molecular Biology II
   for BIO 360. Ecology;
2. Biology electives—choose four upper-division courses
   (consult your advisor).

Environmental Biology 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
BIO 392. Directed Individual Study – variable credit………1-3
BIO 490. Biology Seminar – two semesters ‘S’.................1,1
BIO 492, 493. Senior Integration Paper I, II ......................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

Summer(s) at AuSable Institute

(3 courses)...................................................................... 12
Total............................................................................. 67-69

Secondary School Option

See page 112 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 .............................................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: $20 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: $25
per semester. Four units each. ‘W’ for BIO221.

240. Microbiology
The course covers the six major groups of microbes:
bacteria, viruses, archaea, fungi, algae and protozoa with
particular focus on bacteria and viruses. Medical
microbiology and immunology are emphasized with significant coverage of selected aspects of microbial physiology and genetics. Weekly labs will emphasize selected techniques for microbial manipulation and identification. Laboratory fee: $25. 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. ‘W’

263. Natural History of the Appalachian Highlands
This is a study of the unique interface of northern and southern flora and fauna in the southeastern highlands region. The course will include an overview of the geology of the area and discussions of the interactions among native and European peoples. Issues of conservation will also be addressed. No prerequisite. Three 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 freshmen. 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 or occupational therapy. The practicum can be done under a certified therapist in a hospital, clinic or private office. Prerequisite: BIO 220. Not open to freshmen. 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: $35. 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: $25. Four units.

323. Developmental Biology
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: $25. 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: $25. Four units.

326. Insect Biology and Ecology
A study of insect taxonomy, ecology, anatomy and physiology, and economic importance. Prerequisite: BIO 111-112. Laboratory fee: $25. May also be taken at AuSable Institute. Four units.

327. 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: $25. May also be taken at AuSable Institute. Four units.

331. Herpetology
Herpetology is the study of the taxonomy, anatomy, natural history, and physiology of reptiles and amphibians. Any laboratory work will be done within the lecture periods. Prerequisite: BIO 111-112. Three units.

335. 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: $25. May also be taken at AuSable Institute. 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: $25. 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.

360. Ecology
Relations of organisms to the physical and biological conditions under which they live. Three hours lecture. Three hours laboratory. Prerequisite: BIO 111-112 or equivalent. Laboratory fee: $25. Four units. ‘W’

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: $20. Mainly offered 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 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: $25. 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. ‘S’

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.

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

260. Field Natural History (Natural History in Spring)
262. Field Biology of the Pacific Northwest (Natural History of Pacific Northwest)
315. Tropical Agriculture and Missions
316. Ecological Agriculture
325. Marine Invertebrates
328. Birds and Mammals of South India
329. Marine Mammals
330. Mammals of East Africa
332. Fish Biology and Ecology
336. Wood Plants
371. Aquatic Biology
372. Limnology
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 22, with exception to mathematics (4 hours) which is incorporated into the major.

<table>
<thead>
<tr>
<th>Core requirements</th>
<th>57</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
</tbody>
</table>

**Major and Supporting Course Requirements**

<table>
<thead>
<tr>
<th>ACC 201. Principles of Accounting I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202. Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 300. Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 310. Business Research Paper ‘S’</td>
<td>1</td>
</tr>
<tr>
<td>BUS 345. Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 400. Strategic Management ‘S’</td>
<td>3</td>
</tr>
<tr>
<td>BUS 492. Senior Integration Paper in Business</td>
<td>2</td>
</tr>
<tr>
<td>Twelve units 300-400 level, accounting, business, finance, marketing, approved economics, or ICS 240</td>
<td>12</td>
</tr>
<tr>
<td>ECO 201. Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202. Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 340. Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAT 144. Finite Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MKT 300. Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>STA 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

One of the following courses:

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

**Requirements for Concentrations and Minors**

**Minor in Business**

<table>
<thead>
<tr>
<th>ACC 201. Principles of Accounting I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202. Principles of Accounting II or upper-division business elective</td>
<td>3</td>
</tr>
<tr>
<td>BUS 300. Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 345. Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202. Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>MKT 300. Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>
- 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

**Concentration in Finance**

| ACC 301. Intermediate Accounting I | 3 |
| ECO 405. Money and Banking | 3 |
| FIN 340. Principles of Finance | 3 |
| FIN 345. Corporate Financial Management | 3 |
| FIN 350. Investments | 3 |
- Total................................................................. 15

Please consult course descriptions regarding prerequisites.
Requirements for Associate of Arts Degree in Business

Core Requirements
(for details see page 26)
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
Twentieth-Century World 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. “S” “W”

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.

375. Negotiation and Dispute Resolution
A review of the theory and processes of negotiation as it is practiced in a variety of settings. The course is designed to be relevant to the broad spectrum of negotiation problems that are faced by the manager and professional. The course will allow the students to develop a broad array of negotiation skills experientially and to understand negotiations in useful analytical frameworks. Considerable emphasis will be placed on simulations, role playing and cases. 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. ‘S’ ‘W’

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 or BIB 371 or PHI 301. 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 22 with the following exceptions: mathematics (four hours) and laboratory science (four hours) are incorporated in the major requirements.

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) evidenced by an acceptable math score on the SAT or ACT. Student who do not place into calculus may sit for the Math Placement Exam during Orientation.

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.

Core requirements .............................................................. 53
Electives ............................................................................. 11


**Chemistry Major and Supporting Course Requirements**

**General Professional Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 121-122</td>
<td>General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CHE 225</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHE 323-324</td>
<td>Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CHE 326</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHE 425-426</td>
<td>Physical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CHE 491</td>
<td>Meta-chemistry and the SIP ‘S’</td>
<td>2</td>
</tr>
<tr>
<td>CHE 492</td>
<td>Senior Integration Paper</td>
<td>2</td>
</tr>
</tbody>
</table>

Chemistry electives - If a minor is desired, electives may be reduced to 3 units. 6 units

MAT 145-146 Calculus I, II ..................................................8
MAT 247. Calculus III ..........................................................4
PHY 231-232. General Physics ................................................8

Total for major........................................................................62

Grand Total............................................................................126

**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 112.

**Requirements for Minor in Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 121-122</td>
<td>General Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry electives (CHE 225 or above)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

**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, alyl 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 225; 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. Three hours lecture. Three hours laboratory. Laboratory fee: $20. Four units.

423. Biochemistry
A study of the chemistry of nucleic acids, proteins, carbohydrates, lipids, and enzymes. Also included is a study of catabolism with a focus on glycolysis, gluconeogenesis, glycogen metabolism, the citric acid cycle, and electron transport. Prerequisite: CHE 324. Three hours lecture. Three hours laboratory. Laboratory fee: $20. Four 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. PHY 232 may be co-requisite if necessary. 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.

491. Meta-chemistry and the Senior Integration Paper
Designed to help senior chemistry majors develop the perspective on their discipline and the analytical skills necessary to produce a Senior Integration Paper which will explicitly exhibit the character of a Christian heart and mind functioning in a "worldview-ish" mode. Students will become familiar with the historical, philosophical and theological context of modern science in general and modern chemistry in particular. By the end of the course students will have chosen a topic of interest suitable for their Senior Integration Paper. Two hours lecture. Two units. ‘S’

492. Senior Integration Paper in Chemistry
See page 24. Prerequisite: CHE 491 or PHY 491 or BIO 491 or PHI 283. Two units.

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). These courses will satisfy the social science elective of the core.

Core requirements .............................................................. 58
Electives ............................................................................. 17

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 300. Living and Working in a Multicultural Context.. 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

One of the following:
CDV 275. Quantitative Research for Field Settings ........ 4
STA 251. Elementary Statistical Methods .................... 4

One of the following:
HIS 390. African American History Since 1865 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

58
International Foundations Track
CDV 210. Theory of Community Development ...................3
CDV 300. Living and Working in a Multicultural Context ..3
CDV 310. Community Development Principles and Issues ........................................3
CDV 460. Cross-Cultural Social Science Research Methods........................................3
ECO 202. Principles of Microeconomics ........................................3
ECO 410. Third World Economic Development ...................3
MIS 202. Theology of Missions ........................................3
HIS 328. Developing World Since 1945 ...................3

One of the following:
CDV 275 Quantitative Research for Field Settings...............4
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

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 to Speakers of Other Languages Sector (9 Credits)
EDU 371. Applied Linguistics for Teaching English to Speakers of Other Languages .................................3
EDU 372. Methods and Materials for Teaching English to Speakers of Other Languages .................................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 cooperation with the Chalmers Center for Economic Development, a research and educational center housed at the college. Internships may be taken for 3-12 credits, but only three credits may be used towards meeting the requirements for the major, any additional credits serving as electives towards graduation.

Choose one of the following:
CDV 480. U.S. Research Internship in Community Development ........................................3
CDV 481. International Research Internship in Community Development ........................................3
Total Research Internships ..............................................3

4. Senior Synthesis (6 Credits)
During the final semester of their senior year, students take courses in which they reflect on major lessons learned, integrate these into a coherent framework, and critique one another’s research and ideas.
CDV 490. Senior Seminar in Community Development ...... 3
CDV 492. Senior Integration Paper in Community Development ‘S’ ..................................................3
Total Senior Synthesis ..............................................6

Major requirements subtotal ........................................ 51
Grand Total....................................................................126
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
CDV 300. Living and Working in a Multicultural Context .. 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 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.

275. Quantitative Research for Field Settings
This course is designed to introduce student to quantitative research design and analysis for field settings. Quantitative research provides the necessary skills for conducting program evaluations, assessing social and economic policies, and providing impact studies for decision-makers. Topics include application of measurement theory to the development and evaluation of surveys, scales, and indexes; sampling; pseudo-, true, and quasi-experimental research designs; and application of descriptive and inferential statistics to field research, including analysis of group differences, correlation, and regression. Emphasis is given to the application of quantitative methods to field settings, including community development, education, health care, and commerce, MAT 122 or permission of instructor. Four units.

300. Living and Working in a Multicultural Context
This course covers key principles and issues involved with successfully living and working in a multicultural environment whether in or outside of the US. The course will work to equip the student with the knowledge, attitudes, and beginning skills to be a successful worker in any cultural environment. Students will examine the geographic, ethnic, and socio-economic based attitudinal and behavioral norms or tendencies that have influenced them and compare these with other peoples in the US and around the world. Prerequisite: CDV 210 or permission of instructor. 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: CDV 275 or STA 251. Four units. ‘W’
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 three credits may be used towards meeting the requirements for the major, any additional credits serving as electives towards graduation. Prerequisite: CDV 210, CDV 300, CDV 310, CDV 460, 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 three credits may be used towards meeting the requirements for the major, any additional credits serving as electives towards graduation. Prerequisite: CDV 210, CDV 300, CDV 310, CDV 460, 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 24. ‘S’

499. 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.

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.

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, housing, program design and implementation. 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 hypotheses. 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

Certification Programs
Elementary Education Major
Early Childhood (grades P-5) certification (BA)
Early Childhood (grades P-5) certification (BS)
Middle Grades (grades 4-8) certification
Secondary Education Minor
A program leading to 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. A program leading to teacher certification for individuals who already possess a B.A. degree.

Certification Endorsement Program
ESOL Minor. An ESOL endorsement will be added to the teaching certificate if this minor is combined with one of the certification programs listed above.

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)
ESOL Minor. Available for students not seeking teacher certification.

Master of Education Program
To obtain an M.Ed. catalog, contact:
Master of Education Program
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 (Grades P-5) (BA & BS)

Students who complete the Elementary Education: Early Childhood Program and pass the relevant GACE test are certified to teach in the state of Georgia 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. For information on the BS program, see page 133.

### Elementary Education Major: Middle Grades (Grades 4-8)

Students who complete the Elementary Education: Middle Grades Program and pass the relevant GACE test are certified to teach in the state of Georgia in 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 (Grades 6-12)

Students who complete one of the Secondary Education Programs and pass the relevant GACE test gain an education minor and are certified to teach in grades 6-12. Students combine professional education courses with an academic major in one of the following areas: English, history, mathematics, 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.

## Certification Endorsement Program of Study

### ESOL Minor

The Education Department offers a minor in ESOL (English to Speakers of Other Languages). 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 and pursue this minor will gain an endorsement to their teaching certificate that will allow them to teach in an ESOL program in Georgia public schools. Students not in the TEP may find that the ESOL minor will equip them to find employment teaching English either in this country or abroad.

## Prior to Teacher Education Approval

Prior to Teacher Education Program approval, a student who is pursuing teacher certification may only enroll in the following courses:
- 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/Middle Grades
- EDU 350. The Educational Thought and Practice of Charlotte Mason
- EDU 371. Applied Linguistics for ESOL Teachers
- EDU 372. Methods and Materials for ESOL Teachers
- EDU 373. Practicum for ESOL Teachers

## Schedule for Completion of Teacher Education Program

Please note: As of fall 2006, The Georgia Professional Standards Commission (PSC) is instituting the Georgia Assessments for the Certification of Educators™ (GACE™), a new program to assess the knowledge and skills of individuals seeking certification as Georgia public school educators. These new GACE tests replace the Praxis I and II tests formerly required.
Gate 1: Approval to Teacher Education Program
(Freshman or Sophomore year)

- Pass the GACE Basic Skills Assessment Test or be exempt on basis of SAT/ACT scores. (An SAT exemption requires a minimum composite score—Verbal plus Math—of 1000; an ACT exemption requires a minimum composite score—English plus Math—of 43. If students choose to retake the SAT or ACT, scores from different administrations may be combined.) Students who are not exempt should arrange to take the GACE Basic Skills Assessment Test as early in their freshman year as possible, or even during the summer before enrolling in college. See www.gace.nesinc.com to register.
- Complete EDU 215 Technology for Educators with a grade of C- or better. During this course, you will begin your electronic Professional Portfolio in LiveText.
- Register at www.college.livetext.com. (This will happen while enrolled in EDU 215.)
- Complete EDU 221 Introduction to Teaching with a grade of C- or better.
  - Have a personal interview with a faculty member of the Education Department and achieve at least the required minimum score (70%) on the Faculty Recommendation Form.
- Submit a completed Teacher Education Program Application.
- Receive a recommendation from the Office of Student Development.
- Ask reference to complete and submit the TEP Application Personal Reference Form on your behalf.
- Complete 30 hours of field work during EDU 221 Introduction to Teaching.
- Achieve a cumulative institutional GPA of 2.50 or better.
- Receive official notice of approval to enter the Teacher Education Program from the Teacher Application Committee.

Gate 2: Initial Approval for Student Teaching
(Junior Year)

- Complete EDU 222 Educational Psychology with a grade of C- or better. (This should be taken in the freshman or sophomore year.)
- Submit completed Student Teaching Application to the Administrative Assistant of the Education Department at the beginning of the junior year.
- Ask a professor under whom two or more education courses were taken to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.

Gate 3: Final Approval for Student Teaching
(Senior Year)

- At the beginning of the semester that is prior to the student teaching semester, register for the mid-semester test date of the GACE test relevant to your certification area. See www.gace.nesinc.com to register.
- Take the GACE test in the middle of the semester that is prior to the student teaching semester.
- Prior to exam week in the semester preceding the student teaching semester, submit your electronic Professional Portfolio for a progress check to the education professor who is assigned to be the College Supervisor of your second student teaching practicum.
- Complete all education courses with a grade of C- or better.
- Maintain a cumulative institutional GPA of 2.50 or better.
- Receive official notice of initial approval to student teach.

Gate 4: Student Teaching and Exit from Program
(Final semester)

- Submit GACE scores to Administrative Assistant of the Education Department.
- Submit completed Certification Application to Administrative Assistant of the Education Department before the end of the final semester.
- Submit a self-evaluation of both student teaching practicums.
- Confirm that all other Placement File materials have been submitted.
- One month prior to graduation, submit the completed electronic Professional Portfolio to the College Supervisor of your second practicum.
- Complete a Survey of Graduating Seniors in one of the final sessions of Student Teaching Seminar.

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
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 through LiveText 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.

**LiveText**

College LiveText edu solutions™ is a suite of web-based tools. Education students use LiveText to submit course assignments online for review/assessment as well as to develop personalized electronic Professional Portfolios. Through LiveText, students have access to unitedstreaming™ which offers 15,000 chaptered video clips, all correlated to state educational standards, that students can add as resources to LiveText lesson plans, projects, WebQuests, and portfolios.

**Senior Block (for Early Childhood and Middle Grades Programs only)**

The Senior Block is designed to integrate the theories and practices of essential content and pedagogy into a carefully planned and implemented series of courses and practicums for students in their senior year. The fall semester is divided into three sections (called Blocks) in which students are both exposed to key elements of instruction and provided with experiences which root those elements in classroom practice. Throughout the Senior Block, students are given two placements in local schools whereby the content of course work is operationalized from various assignments within the syllabi of the courses taught. With this in mind, the student experiences both the theory and practice of certain instructional areas.

Courses are offered on Monday, Wednesday and Friday for both morning and afternoon sessions. Students spend 1 ½ days per week (Tuesdays and Thursdays) engaged in fieldwork in real classrooms where planned activity applies course content in formal and informal ways. These activities are assessed according to criteria explained in each of the course syllabi. This schedule varies somewhat for middle grades programs.

A Senior Block Orientation Meeting is held for students at the beginning of the semester for the purpose of providing an overview.

**Student Teaching**

Student teaching is an important and demanding part of the Teacher Education Program and students should consider student teaching to be equivalent to full time employment. Ordinarily, students will be largely free from other demands on their time so that they may fully concentrate on their roles as student teachers. On occasion, other responsibilities, such as work study, varsity athletics, or incomplete academic work, will need to be undertaken. In such cases, students are to let the Chair of the Education Department know what the additional responsibilities are. When the faculty of the Education Department deems that the students’ outside responsibilities are incompatible with student teaching, those students may be asked to lessen those responsibilities prior to student teaching.

Students residing in campus facilities are not guaranteed housing during the college’s spring break. The Education Department will work with student teachers on an individual basis as needed about housing needs during that break.

**Student Teaching at a Distance**

The professional semester is divided into two parts to allow 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 done in a school at some distance from the college. Arrangements must be worked out with the prior approval of the Education Department. An application for such a request is to be completed on the form available in the Education Office. This application must be submitted by December 1 or May 1 of the semester immediately prior to student teaching. All submitted applications will be brought to the Education Department for consideration for both initial and final approval. If preliminary approval is granted, the candidate must understand that such approval is tentative and that final approval can only be granted at the conclusion of the first practicum and at the recommendation of the supervising college professor.

If a student desires 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.

**Requirements for Georgia Teacher Certification**

The Education Department prepares 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 relevant GACE content field 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 GACE exam, all students with a secondary education minor 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)

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 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. See Student Teaching at a Distance above for details and/or contact the Education Department.

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 Certification Programs

Elementary Education Major, Early Childhood (P-5) Certification (BA)
(For information about the BS program, please see page 133.)

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.)

**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 111D. United States History (including GA history) ................................................................. 3
HIS 325 Twentieth Century World 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

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

**Teaching Field**
ENG 235. Introduction to Linguistics ............................................................................................... 3
EDU 313. Language Arts Content and Skills in the Early Grades .................................................. 3
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 335. Physical Education in the Early Grades ........................................................................... 3
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

**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 361. Education of Exceptional Children .................................................................................. 3
EDU 370. History and Philosophy of American Education ........................................................... 3
EDU 410. Educational Assessment: Early Grades ......................................................................... 1
EDU 495. Practicum I ‘S’ ............................................................................................................... 7-1/2
EDU 496. Practicum II ‘S’ .............................................................................................................. 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** .................................................................................................. 39

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

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.

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

**Foreign Language I, II** ................................................................................................................ 8
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 480. Senior Integration Paper.................................2

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

Language Arts
ENG 201. Introduction to Literary Studies.......................3
ENG 236. Grammar for Teachers.................................3
EDU 316. Teaching Reading in the Middle Grades.............3
EDU 318. Reading and Writing 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 or NSC 110 Problems in Environmental Science..........................4

Minimum Teaching Field subtotal.................................41

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..............................................................3
EDU 495. Practicum I ‘S’............................................7-1/2
EDU 496. Practicum II ‘S’............................................7-1/2
EDU 490. Student Teaching Seminar............................1

Professional education subtotal.....................................38

Grand total..............................................................126-127

(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.

**Course Requirements for Certification Endorsement Program**

**ESOL Minor**

The Education Department offers a minor in ESOL (English to Speakers of Other Languages). TEP students who pursue this minor will gain an endorsement to their teaching certificate that will allow them to teach in an ESOL program in Georgia public schools.

EDU 221. Introduction to Teaching ..................................... 3
EDU 234. Teaching in a Pluralistic Society ................................. 3
EDU 371. Applied Linguistics for ESOL Teachers ....................... 3
EDU 372. Methods and Materials for ESOL Teachers ............... 3
EDU 373. ESOL Practicum .................................................... 3

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 GACE 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.

An alternative to this program would be to combine a Bible major with the 15-credit Non-Certification Education Minor described above.

**ESOL Minor**

The Education Department offers a minor in ESOL (English to Speakers of Other Languages). Students not in the TEP may find that the ESOL minor will equip them to find employment teaching English either in this country or abroad.

EDU 221. Introduction to Teaching ..................................... 3
EDU 234. Teaching in a Pluralistic Society ................................. 3
EDU 371. Applied Linguistics for ESOL Teachers ....................... 3
EDU 372. Methods and Materials for ESOL Teachers ............... 3
EDU 373. ESOL Practicum .................................................... 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. Students will purchase a LiveText subscription for this course and will use it to begin their electronic Professional Portfolios. (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.) Prerequisites: A student must be a declared education major or minor or an IDS major with an education component. 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 30 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. Directed field-based experience is required. (Students who transfer in a course comparable to this one must take this course for three units or for one unit.) 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 the GACE Basic Skills Assessment Test (or be exempt from this test) 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 one unit.) 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, psychology, 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. Directed field-based experience is required. Prerequisite: EDU 221. 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. Directed field-based experience is required. 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. Directed field-based experience is required. Prerequisite: EDU 222 and TEP approval. 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. Reading and Writing 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. Offered in the spring semester of even numbered years. Three units.

322. Nature and Needs of the Early Adolescent Learner
This course addresses the developmental needs of early adolescents and middle school program philosophy, organization, curriculum, and instruction. Current research and practice will be analyzed and evaluated from a biblically-informed perspective, with the goal of enabling candidates to become effective teachers whose work is shaped by a personal, thoughtful, and growing Christian philosophy of education. Directed field-based education is required. 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. Taken in Senior Block. 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. Directed field-based experience is required. 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. Offered in the spring semester of even numbered years. 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: EDU 222 and TEP approval. $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. Taught in the fall semester of even numbered years. $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. Taught in the fall semester of odd numbered years. 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. Directed field-based experience is required. 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. Directed field-based experience is required. 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 one unit.) Prerequisite: EDU 222 and TEP approval. $5 fee. Three units. ‘W’

371. Applied Linguistics ESOL Teachers
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 ESOL Teachers
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. ESOL Practicum
Practical teaching experience for preservice individuals who will be teaching English to speakers of other languages. Prerequisite: EDU 371 and 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. Taken in Senior Block. Prerequisite: EDU 222 and TEP approval. 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. 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. Directed field-based experience is required. 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. 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. Prerequisite: EDU 222 and TEP approval. 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. $10 fee. 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 Education
497-498. Teaching Practicum I and II: Secondary Education
The professional semester is divided into two teaching practicums. Actual teaching experience is gained on a full day basis during these practicums. Pass/fail grading only. Prerequisite: approval to student teach given by the Teacher Application Committee. $30 fee in fall semester/$20 fee in spring semester. Fifteen units. ‘S’

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

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

Spring
New Testament .............................................................. 3
Math for Educators II ..................................................... 3
Social Science Elective: Developmental Psychology .......... 4
US History (incl. GA history) .......................................... 3
Aerobics ....................................................................... 1
Technology for Educators ............................................. 3

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
Language (unless exempt) ............................................ 4
Linguistics Course ....................................................... 3

74
Junior
Fall
Twentieth Century World History .............................................. 3
Education of Exceptional Children ............................................. 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

Spring
Global Trends ............................................................................ 3
Christ and Culture Seminar ....................................................... 1
Intercultural Experience ............................................................. 0-3
Teaching Reading in the Early Grades ........................................ 3
Literature for Children in the Early Grades ................................ 3
Teaching in a Pluralistic Society .................................................. 3
Essentials of Instruction in the Early Grades ................................. 3

Senior
Fall
Language Arts Content and Skills in the Early Grades .................. 2
Assessing and Correcting Reading Difficulties .............................. 2
Math Content and Skills in the Early Grades ................................. 3
Social Studies Content and Skills in the Early Grades ................... 3
Science Content and Skills in the Early Grades ............................ 3
Organization and Management of the Early Grades ..................... 2
Senior Integration Paper .............................................................. 2

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
English Composition (unless exempt) ...................................... 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
Science in Perspective or Problems of Physical Science .......... 4
Aerobics ................................................................................... 1
Technology for Educators ......................................................... 3
Concentration course ............................................................... 3

Sophomore
Fall
Doctrine I .................................................................................. 3
Cultural Heritage of West I ....................................................... 3
Language (unless exempt) ......................................................... 4
Educational Psychology ............................................................. 3

Spring
Global Trends ............................................................................ 3
Christ and Culture Seminar ....................................................... 1
Teaching in a Pluralistic Society ................................................. 3
Reading and Writing in the Content Areas (if Language Arts concentration) or other concentration course ...................... 3
Social Studies Content and Skills: Middle Grades and
  Secondary (if Social Studies concentration) or other concentration course ................................................................. 3

Senior
Fall
Middle Grades Content and Skills ............................................ 3
Educational Assessment ............................................................. 1
Concentration course ............................................................... 3

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 22. 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 111D, 112D, or 316).
- ENG 252 Speech fulfills the core ‘S’ requirement.
- 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.

Core requirements .............................................................. 57

Major and Supporting Course Requirements

CHE 121-122. General Chemistry................................. 8
ICS 120. Christian View of Technology ......................... 1
ENG 252. Speech ‘S’ ................................................. 2
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 humankind 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 22, 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.

Core requirements .............................................................. 61
Electives ............................................................................. 29

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 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.
ENG 235. Introduction to Linguistics
or ENG 236. Grammar for Teachers ......................... 3
Any combination of writing classes totaling: ................. 4
  ENG 245. Journalism (2 hrs) or
  ENG 302. Creative Writing (2 hrs) or
  ENG 304. Advanced Composition (3 hrs) or
  ENG 305. Practicum in Teaching Writing (2 hrs) or
  ENG 446. Practicum in Journalism (1-3 hrs)
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 334. British Romanticism, or
  ENG 341. Victorian Poetry and Prose, or
  ENG 308. British Novel .................................................. 3
ENG 401. Special Topics in English ‘S’ ............................. 3
ENG 418. Shakespeare ..................................................... 3
ENG 491. Senior Integration Paper Research .................... 1
ENG 492. Senior Integration Paper ................................. 2
English or Communications electives .......................... 5
  Major Subtotal .......................................................... 36
  Grand Total .............................................................. 126

Desirable electives to fill 36 hour major or 126 hour degree
total 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
Any combination of writing classes totaling: ..................... 4
  ENG 245. Journalism (2 hrs) or
  ENG 302. Creative Writing (2 hrs) or
  ENG 304. Advanced Composition (3 hrs) or
  ENG 305. Practicum in Teaching Writing (2 hrs) or
  ENG 446. Practicum in Journalism (1-3 hrs)
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 Chair of the Education Department and

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 EDU 497-498.
  Teaching Practicum I and II: Secondary Education.)
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. Twentieth Century World 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 ....................... 2
ENG 311. Chaucer and the Middle Ages or
  ENG 318. The Renaissance or

78
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 275.
Twentieth-Century African American Literature or
ENG 276. Literature Across Cultures..........................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. Reading and Writing in the Content Areas........3
EDU 322. Nature and Needs of the Early
Adolescent Learner...................................................3
School........................................................................4
EDU 361. Education of Exceptional Children................3
EDU 370. History & Philosophy of American Education.....3
EDU 411. Educational Assessment................................1
EDU 491. Student Teaching Seminar............................1
EDU 497-498 Teaching Practicums I & II: Secondary ‘S’ 15
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
(spring – freshman year) Prereq: Eng 111

Requirements for Minor in
Theatre

COM 202. Intro to Theatre (freshman or sophomore yr) ....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).
Prereq for UTC 100r is COM 302 PLUS permission from
the Covenant Drama Instructor.
UTC 151. Play Analysis (fall – junior year).................... 3
ENG 220/350. Modern and Contemporary Drama...........3
COM 235. Acting I................................................... 4
UTC 255. The Theatre to the Renaissance (fall – junior or
senior year) or UTC 257. The Theatre from the
Renaissance to the 20th Century (spring – soph. or junior
year) Prerequisite is UTC 151 or permission of instructor3.
UTC 141. Theatre Practice and Theory (fall – junior year) or
UTC 143. Basic Design in the Theatre............................3
COM 302. Dramatic Arts and Christian Thought.............3
(fall – sophomore year).
English electives................................................... 7-10
Three 300-level courses in literature writing, or drama
(may include COM or UTC 300 and 400-level courses)
ENG 401. Special Topics II (fall – junior or senior year) ....3
ENG 418. Shakespeare (fall – junior or senior year)..........3
Prereq: ENG 114, 201, 203, 204, 272 or permission of the
instructor.
UTC 457. Conceptual Foundations of the Modern Theatre .3
(spring – jr. or sr. year) Prereq: permission of instructor.
ENG 492. Senior Integration Paper..............................2
(Prerequisite: permission of instructor)
Major total..........................................................46-49

Concentration students may wish to take advantage of the
following electives at UTC:
UTC 331. Directing I.................................................3
Prereq: UTC 143, 255, 257 and permission of the
instructor.
UTC 343. History of Costume.....................................3
UTC 431. Directing II..............................................3
Prereq: UTC 331 and permission of the instructor.

NOTE: Students must have completed COM 302 and have
the Covenant drama professor’s approval before beginning
course work at UTC. All work at UTC will have:
1) a prerequisite of having established a prayer support
team for the student’s work at UTC.
2) a co-requirement of keeping up a weekly in person or
electronic “debrief” and prayer session with the
Covenant drama professor.

Requirements for Minor in
Theatre
UTC 100r. Performance and Production ........................................ 1
UTC 143. Basic Design in the Theatre ........................................ 3
UTC 141. Theatre Practice and Theory ..................................... 3
UTC 151. Play Analysis ......................................................... 3
ENG 220/350. Modern Drama ................................................. 3
COM 302. Acting I .................................................................. 4
COM 302. Dramatic Arts and Christian Thought ...................... 3
ENG 418. Shakespeare .......................................................... 3
Prerequisite: ENG 114, 201, 203, 204, 272 or permission of instructor.

Electives: Two courses to be taken from the following: .... 2-7
   COM 297 Voice and Diction (3)
   COM 299 Special Topics in Communication (variable)
   COM 310 Playwriting (3)
   COM 335 Acting II (4)
   COM 350 Costume History (3)
   COM 390 Production Practicum (variable)
   Prereq: two semesters of COM 290 + permission of instructor
   COM 397 Accents and Dialects (3)
   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 (3)
   Prereq: UTC 151 or permission of instructor
   UTC 257 The Theatre from the Renaissance to the 20th Century (3)
   Prereq: UTC 151 or permission of instructor
   UTC 331 Directing I (3)
   Prereqs: UTC 143, 255, 257, and permission of instructor
   UTC 431 Directing II (3)
   Prereqs: UTC 331, and permission of instructor
   UTC 457 Conceptual Foundations of Modern Theatre (3)
   Prereq: permission of instructor
Total.......................................................... 20-25

Communication Courses

202. Intro to Theatre
A survey of historical theatre practice in the West (with some attention given to Eastern styles); 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. Offered annually. 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.

297. Voice and Diction
A course designed to introduce the student to the physical elements of vocal production and the technical elements of vocal variety, in order to strengthen and broaden the speaker’s technical precision, variety and vocal creativity in production of American Standard Speech. Course work will include study of the International Phonetic Alphabet, transcription work, oral drill and performance. This class serves as the prerequisite to COM 397, Accents and Dialects. Every other fall. Three units.

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

302. The Dramatic Arts and Christian Thought
A study of Christian thought on the arts, with specific reference to dramatic forms. Prerequisite: Sophomore standing; COM 202 or permission of instructor. Offered every two years. Three units.

310. Playwriting
A workshop on the art and craft of playwriting with the goal of creating a professionally competitive one act or ten minute play for possible production. Plays should not only be creative, effective, and marketable, but will also be morally responsible in terms of a Christian aesthetic. Lectures on craft issues include voice, structure, format, and the play development process. Workshop members are expected to produce a one act or ten minute play, to evaluate their own work and that of others in the workshop, and to complete various exercises and assignments given throughout the semester. Prerequisite: ENG 111 with a grade of “B” or higher and COM 202, or permission of instructor. Offered on demand. 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.

350. Costume History
A study of the history of clothing from Egyptian to present day. This class will bring into focus the silhouette and construction of the period, the natural progression from one fashion to the next and the historical context that affected the fashion of the period. Offered on demand. Three 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 COM 290 or equivalent, plus permission of instructor. May be repeated for credit two times. One to three units.

397. Accents and Dialects
Study in the elements of and practice in the production of various English dialects and foreign accents for stage and camera use, taken from the following list: American Southern, New York City, New England, Standard British, Cockney, Irish, Scottish, Italian, French, German, or others specially requested. Prerequisite: COM 297 Voice and Diction. Every other fall. 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. ‘W’

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. Spring semester. Two units.

446. Practicum in Journalism
This course provides a practical application of journalistic concepts and techniques. Students may work on campus for a student publication or an administrative office, in the community as opportunities are available, or in various internships available through the 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. ‘W’

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. ‘W’

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.
240. The Inklings
A study of C. S. Lewis, J.R.R. Tolkien, Charles Williams, and other writers of their circle. The focus will be mainly on prose fiction, though poetry or non-fiction may be included. May be taken by non-majors for humanities credit. Three units.

266. Reading Film
This course will explore the nature of film as a medium, of cinema as a language, and of the motion picture as a force in modern culture. In studying the history of the medium, the class will discuss the development of photographic technology, of cinematic language, of various genres, and of artistic schools. These ideas will be demonstrated in studying the films of directors like Griffith, Eisenstein, Chaplin, Renoir, Welles, Rossellini, Fellini, Bergman, Antonioni, and Hitchcock. Three units.

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

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

276. Literature Across Cultures
In this course students will encounter literature from both non-American and American minority cultures. Students will become aware of many authors who may not be included in the western canon. Course content will include works from a culture of origin and will follow the development of the literature through immigration and, finally, to the group’s establishment as American citizens with a literary voice. Attention will be given to historical, cultural, social, and gender issues. Three units.

299. Special Topics in English
A sophomore-level study of material not treated elsewhere in the curriculum. Topics may include the following: C.S. Lewis and J.R.R. Tolkien, the mass media, literature and contemporary problems, drama workshop. Three units.

308. The British Novel: Beginnings Until 1945
A study of the rise of the English novel in the eighteenth century, the rapid growth and expansion of the novel in the nineteenth century, and the development of the modern novel. Prerequisite: ENG 114, 201, 202 or permission of the instructor. Three units.

311. Chaucer and the Middle Ages
A study of the art of Chaucer and of selected works from Old and Middle English literature with some attention to the social and literary backgrounds of their work. The works of Chaucer will be read in Middle English, the other works in Modern English translation. Prerequisite: ENG 114, 201, 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
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 instructor, an area of literature or language not fully covered in available courses. Credit to be determined in each case; maximum credit, three units per semester.

401. Special Topics in English
This course offers opportunities for concentration in various topics of interest within the discipline. Topics that may be offered include specialized literary topics, literary criticism, and American studies. Prerequisite: open to English majors and minors with junior or senior standing, to others only with the permission of the instructor. Three units. 'S'

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 page 22. 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 after 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 by all students desiring a minor.

A study abroad student typically continues enrollment at Covenant College, paying fees and receiving financial aid or scholarship monies in a normal fashion as though studies were continued on campus. The college then takes the sum of money due to the program and distributes the money in its entirety. Any remaining balance is the responsibility of the student. However, certain valid and approved study abroad programs do not appear in the listing of the Christian Coalition of Colleges and Universities (CCCU) which Covenant College uses as a guideline for study abroad programs. In such cases, a student may choose to temporarily de-enroll from Covenant College for the semester of study abroad, losing the college’s financial aid and scholarship monies*, and pay the fees of the program on his own. Once the student returns to Covenant with credit gained from the overseas program, the aid and scholarship packages will be reinstated as close as possible, according to federal guidelines, to their previous amounts before the semester abroad.

*Maclellan Scholars will retain their monies.

Requirements for Minor in French
Upper division (300-level) French electives.....................12

Requirements for Minor in German
Upper division (300-level) German electives.....................12

Requirements for Minor in Spanish
Upper division (300-level) 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. ‘S’

320. French Phonetics and Diction
A detailed study of fine points of pronunciation with extensive oral/aural 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. ‘W’

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

352. French Literature II
Reading and discussion of a selected series of literary works and authors from the nineteenth century to develop an enjoyment in reading literature in the original French and an appreciation for the richness and variety of literature. Prerequisite: FRE 202. Three units. ‘W’

353. French Literature III
Reading and discussion of a selected series of literary works and authors from the twentieth century to develop an enjoyment in reading literature in the original French and an

85
appreciation for the richness and variety of literature. Prerequisite: FRE 202. Three units. ‘W’

**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. ‘S’

320. German Phonetics and Diction
A detailed study of fine points of pronunciation with extensive oral/aural 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. ‘W’

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. ‘W’

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. ‘W’

**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. ‘S’

320. Spanish Phonetics and Diction
A detailed study of fine points of pronunciation, with extensive oral/aural 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. ‘W’

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. ‘W’

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 consummation form a larger meaning framework within which the cultural response of humankind takes place.

For General Education
It is the aim of this department to help each student who takes required history courses to understand the shape and the dynamics of his or her own society, and to think historically about the past according to the perspective outlined above.

For the Major Field
Majors are further assisted in developing a deeper understanding of certain aspects of the past and in thinking critically about the issues and problems of teaching and writing history as Christians. To that end historiography, Senior Seminar in History and the Senior Integration Paper are required for Historical Studies majors. Majors in history can lead to career opportunities in teaching, journalism, law,
the gospel ministry and any field where a liberal arts education is desirable. For further information, the student is urged to consult with the Department of 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 22. The core social science elective is satisfied with HIS111.

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.

<table>
<thead>
<tr>
<th>Core requirements</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>29</td>
</tr>
</tbody>
</table>

**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 | 3 |
| HIS 300. Historiography | 3 |
| HIS 491. Senior Seminar | 3 |
| HIS 492. Senior Integration Paper ‘S’ | 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 Chair 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 |
| Exemption permitted with credit from AP language/composition. |

**Foreign Language I, II**

(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.)

**Natural Creation**

| Laboratory Science | 4 |

**Mathematics**

### 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. Twentieth Century World History | 3 |
| COR 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**

### 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 |

88
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 332, or HIS 372 ................................................................. 3
HIS 491. Senior Seminar .......................................................... 3
HIS 492. Senior Integration Paper ‘S’ ........................................ 3
Two of the following political science courses: HIS 217, HIS 218, HIS 305, HIS 340 ............................................................ 6
Upper division history elective ................................................... 3
Teaching field 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 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 ‘S’ 15
Professional education subtotal .................................................. 45
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.

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. ‘W’

198. Readings in U.S. History to 1877
A readings course on general topics in U.S. History to 1877. One unit.

199. Readings in U.S. History Since 1877
A readings course on general topics in U.S. History since 1877. 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.

319. Progressive Era America
Between 1890 and 1920, Americans experienced an aggressive cultural shift as the United States transitioned into a new century. During this period the individuals known as “progressives” confronted the wrongs plaguing the country. The national movement advocated reform through educational, political, environmental, cultural, and social reform. Although not unified in their particular agendas these leaders promoted reform through both government and grassroots efforts. This class will seek to survey the issues that marked the Progressive Era in America. Prerequisite: HIS 112 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. Twentieth Century World 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. Prerequisite: COR 226 or HIS 214. 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 Reformation 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.

351. History and Culture of African Americans to 1877
This course is an historical examination of the important experiences and achievements of African Americans. Primary attention will be given to the cultural, religious, social and political structures that have given shape to the history of African Americans. In the movement from Africa to slavery and freedom in America, we will evaluate the successes and failures of selected African American groups and individuals that unfold the fabric of this history. Three units.

352. History and Culture of African Americans since 1865
African-American History from the Civil War to the present is a multi-disciplinary study surveying the African-American experience and emphasizing, historical, sociological, cultural, economic, and psychological issues in the study of African Americans since 1865. 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.

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.

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 111, 112 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 214 or 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
Three units. ‘S’

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 Information and Computer Sciences
The core and distribution requirements for a major in information and computer science are those listed for baccalaureate degrees on page 22, 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.

Core requirements .............................................................. 58
Electives ............................................................................. 23

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 ‘S’ ......... 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

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.
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 technology from a Christian perspective. This model includes the examination of technology in general as well as a consideration of ethical issues in computing. A survey of the content of the computing disciplines is also provided along with the development of skills in Microsoft Word, Excel, and PowerPoint. Students may transfer an approved course of similar content but 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 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. ‘W’

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 résumé preparation, interviewing, career goal setting and professional identification. Under normal circumstances, seniors participate in at least one computer industry related registry. Four units. ‘S’
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 22. The ‘S’ course requirement can be met with IDS 202, IDS 350 or any ‘S’ course in one of the student’s concentrations.
Core requirements ...............................................................61
Electives may reduce with more hours in concentrations ...17

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 48 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:

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Biblical and Theological Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Business</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Community Development</td>
</tr>
<tr>
<td>Economics</td>
<td>Education</td>
</tr>
<tr>
<td>English</td>
<td>History</td>
</tr>
<tr>
<td>Interpersonal Counseling</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Missions</td>
<td>Music</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Physics</td>
</tr>
<tr>
<td>Psychology</td>
<td>Sociology</td>
</tr>
<tr>
<td>Teaching ESOL</td>
<td>Theatre</td>
</tr>
</tbody>
</table>

The third discipline may be chosen from the following:

<table>
<thead>
<tr>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Youth Ministry</td>
</tr>
</tbody>
</table>

Course Requirements for Each Discipline:

Accounting
201. Principles of Accounting I.............................. 3
202. Principles of Accounting II............................. 3
301. Intermediate Accounting I.............................. 3
302. Intermediate Accounting II............................. 3
305. Cost Accounting........................................... 3
Total................................................................. 15
### Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>301. Art History I</td>
<td>3</td>
</tr>
<tr>
<td>302. Art History II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Art electives</strong> (excluding ART 111. Introduction to Art)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Biblical and Theological Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>372. Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>371. Ethics or 376. Outreach to Contemporary Culture</td>
<td>3</td>
</tr>
<tr>
<td>Bible “book study” course</td>
<td>3</td>
</tr>
<tr>
<td>Mission elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Business

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>300. Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Business electives (BUS. prefix courses only)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presupposes H.S. Chemistry &amp; MAT141. College Algebra</td>
<td></td>
</tr>
<tr>
<td>121. General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>122. General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry electives (CHE 225 or above)</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Community Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>210. Theory of Community Development</td>
<td>3</td>
</tr>
<tr>
<td>310. Community Development Principles and Issues</td>
<td>3</td>
</tr>
<tr>
<td>MIS 202. Theology of Missions</td>
<td>3</td>
</tr>
<tr>
<td>HIS 328. Developing World Since 1945 or HIS 371. History and Culture of African-Americans</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201. Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>202. Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>Economic electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

### Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>221. Introduction to Teaching</td>
<td>3</td>
</tr>
<tr>
<td>222. Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>370. History and Philosophy of American Education</td>
<td>3</td>
</tr>
<tr>
<td>Education elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201. Introduction to Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>English electives</td>
<td>9</td>
</tr>
<tr>
<td>(department will direct the student concerning final 9 units)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### French

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201. Intermediate French I</td>
<td>3</td>
</tr>
<tr>
<td>202. Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>Upper division French electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### German

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201. Intermediate German I</td>
<td>3</td>
</tr>
<tr>
<td>202. Intermediate German II</td>
<td>3</td>
</tr>
<tr>
<td>Upper division German electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### History

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>112. History of the U.S. Since 1877</td>
<td>3</td>
</tr>
<tr>
<td>214. Age of Europe 1550-1871</td>
<td>3</td>
</tr>
<tr>
<td>Upper division history electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Interpersonal Counseling

(may choose either Interpersonal Counseling or Sociology as a concentration; SOC141 is prerequisite)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 444. Sociology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Four of the five courses listed below:</td>
<td></td>
</tr>
<tr>
<td>SOC 249. Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC 250. Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOC 341. The Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC 347. Relational Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SOC 348. Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>145. Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>146. Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>247. Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>348. Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>(if calculus was taken in high school or at another institution, then Calculus I would not be required)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Missions

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>201. Introduction to Missions or</td>
<td></td>
</tr>
<tr>
<td>202. Theology of Missions</td>
<td></td>
</tr>
<tr>
<td>302. World Religions or 303. Alternative Religious Movements</td>
<td></td>
</tr>
<tr>
<td>Missions elective</td>
<td>3</td>
</tr>
<tr>
<td>Biblical Studies elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
Music
161. Introduction to Musical Structure........3
   (if exempted by exam, replace with a music elective)
162. Elementary Concepts of Musical Structure........3
164. Aural Comprehension I.........................1
171. Introduction to Musical Style..................3
   Applied Music, 2 semesters.....................2
201. Ensemble, 2 semesters..........................2
Music electives to complete 17 hours of concentration ....3
   Additional applied music and ensemble credits beyond
   the required may not be used to fulfill music electives.
Total................................................................17

Philosophy
101. Introduction to Philosophy....................3
Two of 201, 202 or 203. History of Philosophy I, II, III......6
   Philosophy elective.................................3
   Total....................................................12

Physical Education
211. History and Principles of Physical Education or
   212. Methods, Materials and Measurement in Physical
         Education...........................................3
   313. Critical Health Issues or 328. First Aid/Prevention and
         Treatment of Athletic Injuries.................3
   335. PE in the Early Grades or PE 460. Principles in
         Coaching............................................3
   PE electives (can include courses listed above)........3
   Total....................................................12

Physics
231. General Physics I (Calculus as prerequisite)........4
232. General Physics II....................................4
233. Optics & Modern Physics.........................4
   Total....................................................12

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....................................................13

Sociology
   (may choose either Interpersonal Counseling or
   Sociology as a concentration)
141. Principles of Sociology..........................3
   Sociology electives (consult Sociology Dept.)........9
   Total....................................................12

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

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

Theatre
COM 202. Intro to Theatre..............................3
COM 302. Dramatic Arts and Christian Thought........3
   Electives (drawn from COM, UTC theatre offerings,
   or ENG 220, 266, 418)..............................9
   Total....................................................15

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 culture 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. ‘S’

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. ‘W’
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 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 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. This course is also offered as electives in the history department (four units; HIS 335) and for the philosophy and religion major. Three units.

340. Augustine: Friendship and Society
This course is a detailed examination of the teachings, life, and times of Aurelius Auguste of Hippo. Particular attention will be given to Augustine’s Confessions, and its potential for interdisciplinary interpretation(s). Three units.

350. Rhetoric in the European Tradition
The course will present an intellectual-historical analysis of the background, setting, and evolution of Rhetoric from the Greeks to the modern era in European culture. Rhetoric will be critically appraised in the context of philosophy, grammar (the use of language), logic (dialectic), education, culture, politics (political oratory), history, and ecclesiology. Three units. ‘S’

351. History and Culture of African Americans to 1877
This course is an historical examination of the important experiences and achievements of African Americans. Primary attention will be given to the cultural, religious, social and political structures that have given shape to the history of African Americans. In the movement from Africa, to slavery and freedom in America, we will evaluate the successes and failures of selected African American groups and individuals that unfold the fabric of this history. Three units.

352. History and Culture of African Americans since 1865
African-American History from the Civil War to the present is a multi-disciplinary study surveying the African-American experience and emphasizing, historical, sociological, cultural, economic, and psychological issues in the study of African Americans since 1865. Three units.
360. Roots of Dutch Neo-Calvinism
This course will study the liberating effects of the Enlightenment upon the Netherlands during the 19th century and how the Dutch Calvinists attempted to reestablish the Christian foundation and heritage of Dutch and European culture. These neo-Calvinists (Van Prinsterer, Kuyper, and Bavinck) wished that every aspect of the encyclopedia must be reformed, transformed, and restored for Jesus Christ (e.g. politics, arts, sciences, civil law). They created an all-encompassing Reformed worldview in which the Lordship of Christ is sovereign over every sphere of life. Three units.

399. Independent Study
See page 31 for requirements.

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

401. Philosophy of Culture
See Organizational Management program.

492. Senior Integration Paper in Interdisciplinary Studies
See page 24.

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 143. The Character of Leadership
A study of important characteristics of effective leaders, both in theory and in the lives of great leaders throughout history. Pass-fail. Three units. Fall semester.

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. The class emphasizes making presentations; class participation is a primary basis for evaluation. Students should be enrolled concurrently in COR 225, Cultural Heritage of the West I, 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. Spring semester.

MSP 343. Issues in Leadership
A discussion course focusing on recent scholarship in the field of leadership. Required of junior Maclellan Scholars; open to others with permission of the instructor. To be taken concurrently with MSP 344, Practicum in Leadership, if possible. Prerequisite: MSP 141, 142, and 251 or 252. Pass-fail. Fall semester. 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.

Law
See Pre-Law Studies.
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 22). 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.

<table>
<thead>
<tr>
<th>Requirements for Major in Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core requirements..........................61</td>
<td>Electives......................................27</td>
</tr>
</tbody>
</table>

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 ‘S’.....................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
PHI 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 Chair 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. Twentieth Century World 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

Teaching Field
ICS 210. Computer Programming Methodology ..................4
MAT 145-146. Calculus with Analytic Geometry I, II ..........8
MAT 247. Calculus with Analytic Geometry III ...................4
MAT 331. Linear Algebra........................................................3
MAT 341. Modern Algebra......................................................3
MAT 342. Modern Geometry I...............................................3
MAT 343. Modern Geometry II..............................................3
MAT 348. Differential Equations ............................................4
MAT 492. Senior Integration Paper ‘S’.................................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 ‘S’ 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 two; open only to majors in elementary
education. MAT 111 is three units. MAT 112 is three units
for early grade majors; middle grade majors with a
concentration in mathematics take MAT 112 for four 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
The course will cover problem solving, elementary set theory, mathematical logic, systems of numeration, the real number system, mathematical systems, geometry, counting methods, and elementary probability and statistics. The course is designed to fulfill the general education core mathematics requirement for students in teacher certification programs. Prerequisite: MAT 040 or placement level two; 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
The course will cover problem solving, set theory, mathematical logic, functions, counting methods, probability, statistics and mathematics of finance. The course is designed to fulfill the general education core mathematics requirement. Prerequisite: MAT 040 or placement level two. 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 two; 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.

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 three; 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 three. 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 four for MAT 145; MAT 145 or placement level five 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.

258. 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.

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 three. 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.
290. 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.

310. 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.

340/343. 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.

350. Modern Algebra
Integral domains, rings, fields, groups, elementary number theory, and other selected topics. Prerequisite: MAT 146. 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.

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 258. 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.

480. Advanced Topics in Mathematics
Topics are considered in number theory, operations research, mathematical statistics, or advanced calculus, depending on student demand. Prerequisite: MAT 247. Four units per semester.

492. Senior Integration Paper
See page 24. ‘S’

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 encouraged to attend student recitals and required to participate in departmental ensembles. The ensemble requirements vary according to chosen instrument and degree. All majors are required to take eight (8) semesters of Performance Seminar; minors take two (2) semesters. The number of semesters required for Performance Seminar is modified when a student studies abroad during any semester. Credit may be earned in any departmental ensemble, but there is a maximum limit of three (3) units (beyond the number required for a major) that can be counted as music electives towards completion of the music core requirement. Each degree requires a specific number of semesters of applied music and ensemble participation regardless of number of credit hours earned.

All music majors must demonstrate basic proficiency in piano by showing competency in performance, reading and functional skills. Evaluation areas include a prepared solo piano piece from memory, a traditional hymn, an instrumental or vocal accompaniment, sight-reading, harmonization of a melody, two-octave major and harmonic minor scales to four sharps/flats, vocal warm-up exercises, performance of alto/tenor clef excerpts and four-part open score reading. Specific information about piano proficiency requirements 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 lacking keyboard training should 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 program will follow the standard application procedure for the college but will be admitted to the music degree 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 video recording will be accepted. Information on music scholarship and audition guidelines can be viewed online at www.covenant.edu/academics/trad/programs/music/audition.pdf.

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

The core and distribution requirements for a major in music, B.A. degree, are those listed for baccalaureate degrees on page 22 with the exception that a course in art, literature or philosophy is required to fulfill the core humanities requirement.

Core requirements .............................................................. 61
Electives ............................................................................. 17

Major and Supporting Course Requirements
MUS 161 Introduction to Musical Structure ...................... 3
(May be exempted by exam and replaced with a music elective)
MUS 162 Elementary Concepts of Musical Structure......... 3
MUS 164 Aural Comprehension I................................... 1
MUS 261 Intermediate Concepts of Musical Structure....... 3
MUS 262 Advanced Concepts of Musical Structure......... 3
MUS 263 Aural Comprehension II ................................ 1
MUS 264 Aural Comprehension III ............................... 1
MUS 171 Introduction to Musical Style......................... 3
MUS 371 History of Western Music to 1700.................... 3
MUS 372 History of Western Music 1700-1900................. 3
MUS 373 History of Western Music 1900 to Present ....... 3
MUS 491. Senior Music Seminar and SIP ‘S’................. 2
Applied Music: 6 Semesters............................................ 6
Requirements for Minor in Music

MUS 161. Introduction to Musical Structure ................. 3
(May be exempted by exam and replaced with a music elective)
MUS 162. Elementary Concepts of Musical Structure ....... 3
MUS 164. Aural Comprehension I ................................. 1
MUS 171. Introduction to Musical Style ......................... 3
Applied Music: 2 semesters ........................................ 2
Ensemble: 2 semesters ............................................... 2
Music electives to complete 17 hours of minor .............. 3
Additional applied music and ensemble credits may not be used to complete the music elective requirement.
Total ........................................................................ 17

Requirements for Major in Applied Music, B.Mus Degree

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

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

General Elective ..................................................... 1

Major and Supporting Course Requirements

MUS 161. Introduction to Musical Structure .................. 3
(May be exempted by exam and replaced with a music elective)
MUS 162. Elementary Concepts of Musical Structure ....... 3
MUS 164. Aural Comprehension I ................................. 1
MUS 171. Introduction to Musical Style ........................ 3
MUS 261. Intermediate Concepts of Musical Structure .... 3
MUS 262. Advanced Concepts of Musical Structure ....... 3
MUS 263. Aural Comprehension II ............................... 1
MUS 264. Aural Comprehension III ............................. 1
MUS 282. Choral Conducting ..................................... 3
MUS 371. History of Western Music to 1700 ................. 3
MUS 372. History of Western Music 1700-1900 .............. 3
MUS 373. History of Western Music 1900 to Present ...... 3
One theory elective from ............................................. 3
MUS 362. Counterpoint
MUS 363. Form and Analysis
MUS 461. Orchestration
MUS 491. Senior Seminar and SIP ‘S’ ......................... 2
MUS 315. Junior Recital ............................................ 1
MUS 415. Senior Recital ............................................ 2
Applied Music: 8 Semesters ....................................... 16
MUS 111. Performance Seminar: 8 Semesters ............ 0
Piano Proficiency (non-keyboard majors) .................... 0
Completion of Concentration .................................... 24
Total Hours ......................................................... 78

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

Instrument Concentration Required Courses

MUS 297-298. Ensemble (8 semesters) ......................... 8
(Orchestra or approved instrumental ensemble)
MUS 474. Symphonic Literature .................................. 3
MUS 391. Ensemble Seminar (2 semesters) ................. 2
Electives ............................................................. 11
Total ................................................................. 24
Organ Concentration Required

Courses
MUS 376. Hymnology ..........................................................3
MUS 462. Keyboard Harmony ............................................ 3
Ensemble (8 semesters) .........................................................8
Electives ..............................................................................10
Total .................................................................................24

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 ...............................................................................2
Electives ..............................................................................11
Total .................................................................................24

Voice Concentration Required

Courses
MUS 252. Foreign Diction for Singers .................................3
MUS 351. Vocal Pedagogy...................................................3
Vocal Ensemble (8 semesters) ..............................................8
Electives ..............................................................................10
Total .................................................................................24

Church Music Concentration

Required Courses
MUS 376 Hymnology ...........................................................3
MUS 351 Vocal Pedagogy....................................................3
MUS 381 Advanced Conducting ..........................................2
Ensemble: 6 semesters .........................................................6
Internship: 2 semesters .......................................................6
Electives ................................................................................4
Total ................................................................................ 24

Electives: with permission of the department, a student may declare a secondary instrument and take applied lessons in that instrument for a minimum of 2 semesters (2 hours) and a maximum of 4 semesters (4 hours) as partial fulfillment of music electives. At least one course (3 hours) must be at the 300-400 level.

Applied Music requirements for concentrations require study in one chosen instrument with the exception of the church music major. The church music major may elect to study two applied music areas in fulfillment of the requirement.

Music Courses

111. Performance Seminar
A weekly seminar for majors and minors. Seminar includes student performances, lectures from faculty and guest artists and master classes. Required for 8 semesters for majors, 2 semesters for minors. 0 Credit.

161. Introduction to Musical Structure
Introductory study of the basic written and aural elements of music theory, including musical notation, rhythm and meter, scales, key signatures, musical intervals, triads and seventh chords, and elementary harmonic analysis. Three units.

162. Elementary Concepts of Musical Structure
A study of musical rudiments, elementary diatonic harmony, melodic and harmonic phrase structure and analysis. Prerequisite: MUS 161, or permission of the instructor. Requires concurrent enrollment in MUS 164. Three units.

164. Aural Comprehension I
A course designed to develop aural acuity through elementary sight singing and melodic, rhythmic and harmonic dictations. Prerequisite: MUS 161 or permission of the instructor. Requires concurrent enrollment in MUS 162. One unit.

171. Introduction to Musical Style
A course designed to explore and listen critically to diverse aspects of musical style and the elements of music within historical and cultural contexts. The musical survey of repertory includes examples from western art music, non-western musical culture and contemporary musical styles. Three units.

193/194. Covenant Chorale
Members are selected by competitive audition with the director. Three hours rehearsal weekly. Concerts are presented on annual tours, in local churches and on campus. Materials Fee: $10 per semester. May be repeated for credit. One unit.

195. Madrigal Singers/196. Chamber Singers
The study and performance of choral literature appropriate for small voice groups. Open to students with singing ability and with the approval of the director. Three hours per week. Materials Fee: $10 per semester. May be repeated for credit. One unit.

197/198. Covenant Singers
A choral ensemble of mixed voices with a focus on diverse repertory including traditional, contemporary, ethnic and world music. Members are selected by audition. Concerts are presented on and off campus and in local churches. Rehearses three hours weekly. May be repeated for credit. Materials Fee: $10 per semester. One unit.
200. Piano Proficiency
All music majors must attain a level of piano proficiency and pass a piano exam or receive exemption from the department. 0 Credit

211. Composition I
This course consists of private instruction in the creation of original musical works. Topics will include the material foundations of modern music, notation, instrumentation, orchestration, generation of musical content and aesthetic issues in composition. Prerequisite: MUS 162 or permission of instructor. Applied music fee: $250. One unit.

212. Composition II
Continued private instruction in the creation of original musical works. Topics will include the material foundations of modern music, notation, instrumentation, orchestration, generation of musical content and aesthetic issues in composition. Requires permission of instructor. Applied music fee $250. One unit.

241. Basic Music Technology
An introduction to the application of modern technological resources to the creation of sound and music, including a study of digital audio, the Musical Instrument Digital Interface, and several software titles and hardware devices commonly employed in musical notation, composition and production. Prerequisite: MUS 161 or permission of the instructor. Three units.

252. Foreign Diction for Singers
The students learn principles of diction: stress, linkage and correct pronunciation implementing the International Phonetic Alphabet for singing in Italian, German and French. Three units.

261. Intermediate Concepts of Musical Structure
A study of advanced diatonic harmony, elementary chromaticism, modulation, large-scale formal design and analysis. Prerequisite: MUS 162 or permission of the instructor. Requires concurrent registration with MUS 263. Three units.

262. Advanced Concepts of Musical Structure
A study of extended chromaticism, enharmonic construction and modulation, harmonic practice of the late nineteenth century, tonal and atonal materials and techniques of the twentieth century, and analysis. Prerequisite: MUS 261 and MUS 263 or permission of the instructor. Must be taken concurrently with MUS 264. Three units.

263. Aural Comprehension II
A course designed to continue the development of aural acuity begun in MUS 164 through intermediate sight singing and melodic, rhythmic and harmonic dictations. Prerequisite MUS 162 and 164, or permission of the instructor. Requires concurrent registration with MUS 261. One unit.

264. Aural Comprehension III
A course designed to continue the development of aural acuity begun in MUS 164 and MUS 263 through advanced sight singing and melodic, rhythmic and harmonic dictations. Prerequisite MUS 261 and MUS 263, or permission of the instructor. Requires concurrent registration with MUS 262. One unit.

282. Choral Conducting
The student will learn the rudimentary skills of conducting such that by the end of the semester a foundation will be laid that will serve him/her to clearly, accurately, effectively and successfully conduct an ensemble of musicians, be it choral or instrumental. The student also learns principles of diction, stress, linkage and correct pronunciation for sung American-English implementing the International Phonetic Alphabet. Three units.

283/284. Covenant Jazz Ensemble
An instrumental ensemble with a focus on diverse styles of jazz and improvisation. Improvisation and specific voicings are combined with standard jazz repertory. Ensemble size varies and requires audition. Rehearsals are three hours per week. May be repeated for credit. One unit.

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. Materials Fee: $5 per semester. One unit.

293/294. Chamber Orchestra
The study and performance of standard symphonic literature. Membership by audition. Three hours rehearsal weekly. Materials Fee: $5 per semester. One unit.

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. Materials Fee: $5 per semester. One unit.

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.

299. Special Topics
Special courses designed to meet special interests and address current trends in the music discipline. Course content is determined by the department. Three units.
311/312. Composition III & IV
Continued private instruction in the creation of original musical works. Topics will include the material foundations of modern music, notation, instrumentation, orchestration, generation of musical content and aesthetic issues in composition. Requires permission of instructor. Applied music fee $250. One unit.

315. Junior Recital
The preparation of a minimum of thirty minutes of music for presentation in a formal recital, completion of program and scheduling criteria, research and preparation of program notes, and public performance of the program. One unit.

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, resonance, 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 252 or permission of the instructor. Three units.

362. Counterpoint
The harmonic contrapuntal technique of the 18th Century. Prerequisite MUS 261 or permission of instructor. Three units.

363. Form and Analysis
The analysis of structural functions and formal processes in Western art music from the 17th to the 20th centuries. Prerequisite MUS 261 or permission of instructor. Three units.

371. History of Western Music to 1700
The history of European music from late antiquity through the seventeenth century. Extensive listening and study of scores. Prerequisite: MUS 262 or permission of instructor. Three units. ‘W’

372. History of Western Music 1700-1900
Continuation of MUS 371. Study of eighteenth and nineteenth century music in historical context. Examines late Baroque styles and the development of classicism and romanticism in European music. Readings, listening and score study. Prerequisite: MUS 262 and 371, or permission of instructor. Three units. ‘W’

373. History of Western Music 1900 to the Present
Continuation of MUS 372. Study of European and American art music of the twentieth and early twenty-first centuries in historical context. Examines various modern and postmodern movements, experimental music and new technologies, the growth of popular music, and the impact of world music on the Western classical tradition. Readings, listening and score study. Prerequisite: MUS 262, 371, and 372, or permission of instructor. Three units. ‘W’

374. Vocal 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
The student continues to develop skills of conducting such that by the end of the semester a foundation will be laid that will serve the student to clearly, accurately, effectively and successfully conduct music from a body of instrumental literature. 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. May be repeated for credit. One unit.

393. Renaissance Consort
The study and performance of instrumental/vocal music of the Medieval, Renaissance and Baroque periods. Emphasis is on developing authentic performance practices using modern reproductions of old instruments. Performances on and off campus. Membership by audition. May be repeated for credit. One unit.

399. Special Topics
Special courses designed to meet special interests and address current trends in the music discipline. Course content is determined by the department. Three units.

400. Independent Study
See page 31 for requirements.

411/412. Composition V & VI
Continued private instruction in the creation of original musical works. Topics will include the material foundations of modern music, notation, instrumentation, orchestration, generation of musical content and aesthetic issues in composition. Requires permission of instructor. Applied music fee $250. One unit.
415. Senior Recital
The preparation of a minimum of fifty minutes of musical, lecture/music, or other approved program for presentation in a formal recital, completion of program and scheduling criteria, research and preparation of program notes, and public performance of the program. Two units.

452. Advanced Vocal Pedagogy
This is a course of 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 261, 262, upper-level standing in private organ or piano instruction. Three units.

463. Improvisation and Jazz Piano
This course is designed to introduce jazz improvisation as a vehicle for creative expression. It teaches chord structures, symbols and scales necessary to acquire basic skills in the standard practice of jazz piano. Requires upper-level standing in private organ or piano instruction. Three units.

472. Piano Literature Survey
Survey of the solo, concerto and didactic repertoire for the piano 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 course in the literature of choral music of all periods. Representative literature will be analyzed for structure, performing forces and practice. The literature will be learned for aural recognition. 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 is given to approaches and trends in teaching beginning levels of rhythm, reading and technique. The physiology of the hand is studied in connection with the presentation and study of technique. Classroom lectures are supplemented with observation of a weekly studio lesson. Curricula and score editions are 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. Two units.

491. Seminar for Senior Integration Paper in Music
A weekly seminar on the principles of SIP organization, presentation and departmental standards for research, writing, documentation and formatting. Discussion of integrative strategies. Individual assistance with development of the proposal and SIP from initial idea and formal proposal to the conclusion of the SIP. Must be taken Fall semester of senior year. Two units. ‘S’

499. Special Topics
Special courses designed to meet special interests and address current trends in the music discipline. Course content is determined by the department. Three units.

Applied Music
All music department faculty offer private instruction in their area of expertise. The department also maintains a list of local artists who teach applied music for the department. Students needing instruction in a performance area not currently represented among the full-time faculty will be assigned to other local private teachers. 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. Music majors and minors may choose to also pursue study in a secondary area of applied music for credit or non-credit.

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

**101, 102, 201, 202, 301, 302, 401, 402. Applied Music/Majors and Minors**
Private instruction (25 minutes) for music majors and minors given in an approved instrument. Requires an additional fee. One unit.

**103, 104, 203, 204, 303, 304, 403, 404. Applied Music/Majors and Minors**
Private instruction (50 minutes) for music majors and minors given in an approved instrument. Requires an additional fee. Two units.

Private instruction (25 minutes) for non-music majors or minors given in an approved instrument. Requires an additional fee. 0-1 credit.

Private instruction (25 minutes) for music majors and minors in a secondary instrument. Requires an additional fee. 0-1 credit. (Students may register for 50 minutes, 2 credits, by double registration.)

**109, 110, 209, 210, 309, 310, 409, 410. Applied Music**
Private instruction (50 minutes) for non-music majors or minors given in an approved instrument. Requires an additional fee. 0-2 credits.

<table>
<thead>
<tr>
<th>Music Major/Minor</th>
<th>Non-music major</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 units</td>
<td>2 units</td>
</tr>
<tr>
<td>101, 102, 107, 108</td>
<td>103, 104</td>
</tr>
<tr>
<td>201, 202, 207, 208</td>
<td>203, 204</td>
</tr>
<tr>
<td>301, 302, 307, 308</td>
<td>303, 304</td>
</tr>
<tr>
<td>401, 402, 407, 408</td>
<td>403, 404</td>
</tr>
<tr>
<td>105, 106</td>
<td>205, 206</td>
</tr>
<tr>
<td>305, 306</td>
<td>309, 310</td>
</tr>
<tr>
<td>405, 406</td>
<td>409, 410</td>
</tr>
<tr>
<td>109, 110</td>
<td>209, 210</td>
</tr>
<tr>
<td>309, 310</td>
<td>409, 410</td>
</tr>
<tr>
<td>Fee</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td>$500.00</td>
</tr>
<tr>
<td></td>
<td>$350.00</td>
</tr>
<tr>
<td></td>
<td>$600.00</td>
</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 26, 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

* Students should consult the catalogs of particular institutions offering baccalaureate degrees in professions in order to select appropriate social
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 Chair 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.)
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. Twentieth Century World History ..........................3
COR 325. Global Trends for 21st Century ............................3
Social Science Elective .....................................................
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 .........................................50

Teaching Field

Choose one of the three 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 I ....................................4
NSC 112. Astronomy .....................................................4
NSC 108. Problems of Geological Science ........................4
MAT 142. Pre-Calculus Math ..........................................4
Total science and math ..................................................49-50

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

Physics Option
PHY 231-232. General Physics I & II ................................8
PHY 233. Optics and Modern Physics .................................4
PHY 351-352. Quantum Mechanics I & II ........................6
PHY 341. Electromagnetism .............................................3
PHY 492. Senior Integration Paper .....................................2
CHE 121. General Chemistry I .........................................4
BIO 111. General Biology I .............................................4
CHE 122. General Chemistry II or
BIO 112. General Biology II ...........................................4
NSC 108. Problems of Geological Science ........................4
MAT 145-146. Calculus with Analytic Geometry I & II ..8
MAT 247. Calculus with Analytic Geometry III .................4
Total science and math ..........................................................55

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 ‘S’ 15 Professional Education subtotal .................42
Grand total for Biology Option ..........................................140-141
Grand total for Chemistry Option ......................................141
Grand total for Physics Option ...........................................146

(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.

106. Problems of Biological Science
An examination of major topics in contemporary biology that raise issues of particular concern for Christians in the early 21st century: The role and status of contemporary science in the modern, postmodern and Christian perspective; the revolution in molecular genetics and its implications for technology and human self understanding. Origins issues including evolutionary theories, creation and intelligent design perspectives. Human nature issues including sociobiology and related evolutionary explanations for human behavior, morality and religion. Laboratory sessions will focus on understanding science as a human endeavor, taxonomy topics, exercises in genetic engineering and examination of evolutionary theory. Three hours lecture two hours laboratory. Laboratory fee $15. 4 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: $15. Four units.

110. Problems of Environmental Science
This course 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 chemistry and physics of the atmosphere, including weather phenomena; and the chemistry and physics of internal and surface characteristics of landforms. Weathering and erosion are discussed in relation to climatology. 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: MAT 122 or above, or math placement level 3 or above. Laboratory fee: $15. Four units.

115. Science in Perspective
A study of natural science in its historical and philosophical context, paying particular attention to the interplay between the practice of science, and religious and philosophical belief. The course will present a foundation for understanding science from a Christian perspective, and from this vantage point will trace the various philosophical
traditions surrounding the growth of science from the Early Modern period to the present. A variety of topics in the physical and biological sciences will be used to illustrate the development of science, and in each case students will focus beyond the science itself to related philosophical and theological considerations. Topics to be discussed: forces and motion, gravity, light, special relativity, quantum theory and atomic structure, properties and molecules of living systems, levels of biological organization, molecular and cellular biology, macro/microevolution and intelligent design theory. Laboratory exercises for this course will attempt to illustrate the human aspects of scientific investigation and provide a foundation for judging the strength of scientific claims. Prerequisite: 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 24. Two units.

Nursing
See Pre-nursing Program.

Philosophy

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

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

Requirements for the Major in Philosophy
The core and distribution requirements for a major in philosophy are those listed for baccalaureate degrees on page 22, 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.

Core requirements .............................................................. 61
Electives ................................................................. 27

Philosophy 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 253. Contemporary Analytic Philosophy,
  PHI 254, 20th-Century Continental Philosophy ............. 9
PHI 301. Philosophical and Biblical Ethics ....................... 3
PHI 302. Metaphysics ..................................................... 3
PHI 303. Epistemology ................................................... 3
PHI 492. Senior Integration Paper Seminar ‘S’ .................. 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):
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 22, 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 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.

Core requirements ...............................................................61
Electives..............................................................................27

Major and Supporting Course Requirements

BIB 302. World Religions.....................................................3
BIB 487. Modern Theology ..................................................3
PHI 101. Introduction to Philosophy.....................................3
PHI 201. Classical to Renaissance or
PHI 202. Modern to 19th Century .....................................3
PHI 253. Contemporary Analytic Philosophy or
PHI 254. 20th Century Continental Philosophy ................3
PHI 301. Philosophical and Biblical Ethics ..........................3
PHI 304. Philosophy of Religion .........................................3
PHI 492. Senior Integration Paper Seminar ‘S’ .................2
Philosophy electives: any philosophy courses ....................6
Religion electives: philosophical electives that are
BIB courses ........................................................................6
*Philosophical electives (see list below)..............................3
Total................................................................................38

Requirements for the Minor in Philosophy and Religion

PHI 101. Introduction to Philosophy.....................................3
History of Philosophy (two of the following):
PHI 201. Classical to Renaissance or

101. Introduction to Philosophy

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

**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. ‘W’

**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. ‘W’

**253. History of Philosophy III: Contemporary Analytic 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 20th-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 pre-requisite 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. ‘W’

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. ‘W’

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. Three 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. Prerequisite: 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. ‘W’

491. Senior Integration Paper Seminar I
Twice-weekly meetings to discuss the integration of philosophical work and Christian faith, strategies for pursuing the Philosophy Senior Integration Project, and conversations about ongoing work on each student's SIP. Prerequisites: 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 Seminar II
See page 24.
**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 sensorimotor learning through sports and games. Courses provide an understanding of nutritional aspects of good health as well as a thorough study of contemporary issues in health and fitness. The corporate qualities of cooperation, self-subordination and obedience to authority and the individual character qualities of courage, perseverance and hard work are all emphasized in the overall skills learning program and athletic program. The minor also emphasizes the value of lifetime recreational sports and cardiovascular fitness for all.

**Postgraduate Options**
1. Teaching and/or coaching opportunities in P-12 with a second teaching field;
2. Graduate work in health, physical education or recreation;
3. Exercise technician in a hospital or physical therapy clinic;
4. Exercise supervisor in a corporation that has a personal fitness program for its employees;
5. Exercise supervisor in a YMCA, YWCA or sports center;
6. Specialized physical education work in summer camps.

**Requirements for Minor in Physical Education**
BIO 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.................................................................1-2
131. Weight Training/Aerobics .............................................1
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.

153. Intercollegiate Sport Competition and Fitness
The course is designed to afford students the opportunity for gaining an understanding in the aspects of technical, tactical, fitness, dietary, spiritual, psychological, and sociological
implications/applications of a college sport. This course is to be taken during a semester when the team is playing their regular competitive schedule. Prerequisite: PE 151 and one year of varsity sport experience or approval of the head of the Physical Education department. 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. ‘W’

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. ‘S’

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. ‘S’

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. ‘S’

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. ‘W’

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 24.

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 22), 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 55 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 490. Science Seminar ‘S’ ....................................... 1
PHY 491. Perspectives on Science .................................. 2
PHY 492. Senior Integration Paper .............................. 2
Physics elective .......................................................... 3
Total ......................................................................... 38

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 .................................................................... 55
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. ‘W’

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. ‘W’

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.

321. Statics
Equilibrium conditions with forces and torques in two- and three-dimensional space. Topics included are statics of particles, moments and equivalent systems of forces, equilibrium of rigid bodies, distributed forces, analysis of structures, forces in beams, friction, stress and strain, axially loading, torsion and bending of beams. Prerequisite: PHY 231 and MAT 146. Three units.

322. Dynamics
Non-equilibrium conditions with forces and torques in two- and three-dimensional space. Topics included are kinematics of particles and rigid bodies in plane motion, relationships of acceleration, velocity, angular acceleration and angular velocity, curvilinear motion, relative motion and acceleration, equations of motion, work and energy, and impulse and momentum principles. Prerequisite: PHY 321. 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 Schroedinger 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. Three or 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.

480. Science Seminar
See Physics 490 for a description.
Repeatable. Zero units.

490. Science Seminar
Majors are expected to take science seminar, either PHY 480 or PHY 490, at least once as a junior and once as a senior, and required to take the course one time for credit to satisfy the “W” requirement. All physics majors are expected to participate at some level. The course consists of presentations reviewing current literature, advanced physics lab reports, senior integration papers, and other topics of current interest in science. Repeatable. One unit. ‘S’

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 24.

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 requirements are listed on page 22. English literature should be chosen in most cases for the humanities requirement.

**Science and Math Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Physics</td>
<td>2 semesters</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>1 semester</td>
</tr>
<tr>
<td>General Biology</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Genetics</td>
<td>1 semester</td>
</tr>
</tbody>
</table>

**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 142 or 148. New 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 ....................................... 4
- ENG 252. Speech ‘S’ .................................................... 4
- Foreign Language I, II ................................................. 8
- HIS 325. Twentieth Century World History ..................... 3
- Humanities Distribution ............................................. 3
- ICS 121. Microcomputer Applications ............................. 3
- MAT 141. College Algebra ........................................... 4

### Natural Science Requirements
- BIO 219. Nutrition ..................................................... **3
- BIO 220-221. Human Anatomy and Physiology I, II ....... **8
- BIO 240. Microbiology ................................................ **4
- BIO 492-493. Senior Integration Paper I, II .................. 2, 1
- CHE 103-104. Introductory Chemistry I, II ................. 8
- PSY 100. General Psychology ..................................... **4
- PSY 303. Developmental Psychology ............................ **4
- STA 251. Statistics .................................................... **4
- NSC 301. Christian Issues in Nursing ............................ 2

### Nursing Courses from CSTC
- NS 119. Wellness and Adaptation ................................ 9
- NS 128. Alterations in Health I .................................... 8
- NS 238. Alterations in Health II ................................ 8
- NS 249. Alterations in Health III ................................ 9

Total core hours ............................................................ 56
Total natural science hours ............................................ 40
Total nursing hours ....................................................... 34
Total upper division elective hours ................................. 34
Total hours for program ............................................... 135

(At minimum of 126 hours is required)

**need to be completed before taking nursing courses at CSTCC**

## 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 at 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
- BIB 111 or 129. Old Testament ........................................ 3
- BIB 142 or 148. New Testament ....................................... 3
- BIB 277-278. Christian Doctrine I, II (audit) .................. 0
- BIO 111-122. General Biology I, II or BIO 220-221. Human Anatomy and Physiology I, II .... 8
- BIO 240. Microbiology ................................................ 4
- CHE 103-104. Introductory Chemistry I, II .................... 8
- COR 100. The Christian Mind ........................................ 2
- COR 227. Art and Music in the Cultural Heritage of the West ......................................................... 2
- ENG 111. English Composition ....................................... 4
- MAT 122. Fundamentals of Mathematics or MAT 141. College Algebra or STA 251. Elementary Statistical Methods ......................................................... 4
- PE 151-152. Physical Education .................................... 3
- PSY 100. General Psychology ....................................... 4
- PSY 303. Developmental Psychology ............................ 4
- SOC 141. Principles of Sociology or SOC 341. Family ..... 3
- Courses required by the selected school, such as nutrition, critical health issues, history and social sciences ............. 6
- Total.............................................................................. 63
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 BA/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 ‘S’ .........................................................2
Foreign Language I, II ....................................................8
HIS 325. Twentieth Century World 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 two-year master’s level programs and a movement is beginning to also offer three-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.

Competition is very intense and students with less than a 3.50 GPA and mediocre GRE scores will not be encouraged to apply to graduate programs. The major is in natural science with a concentration in pre-physical therapy. The core and distribution requirements are those listed for baccalaureate degrees on page 22, except for the lab science and mathematics. Major and supporting courses required for the major are listed below. This major is administered by both the biology and the physical education departments. A minor in physical education is often recommended to complement this major in natural science.

Core Requirements .....................................................53
Electives .................................................................6-8

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
BIO 490 Biology Seminar (one unit) or ENG252. Speech (two units) ‘S’ .................................1-2
BIO 492/PE 492. Senior Integration Paper..........................2
(COR 493 recommended)..............................................1
CHE 121-122. General Chemistry I, II .............................8
MAT 142. Precalculus ....................................................4
PE 431. Kinesiology .......................................................3
PE 433. Physiology of Exercise .........................................3
PHY 131-132. General College Physics I, II ......................8
PSY 100. General Psychology ..........................................4
PSY 303. Developmental Psychology ...............................4
A sociology elective .....................................................3
STA 251. Elementary Statistical Methods .........................4
Elective (sociology of health, nutrition, microbiology) .......3-4
Major Total ......................................................65-67
Grand total .........................................................126
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 ongoing 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 22.

Major and Supporting Course Requirements
PSY 100 or 101. General Psychology ........................... 4 or 2
PSY 200. History and Systems of Psychology ................. 2
PSY 220. Christian Issues in Psychology ...................... 3
PSY 251. Elementary Statistical Methods ..................... 4
PSY 261. Introduction to Research Methods .................. 4
One of PSY 306, Cognitive Psychology, or PSY 346, Behavior Therapy .................................................. 4
PSY 344. Abnormal Psychology ................................... 4
PSY 492. Senior Integration Paper in Psychology ‘S’ ...... 2
Psychology electives (300 level or above) .................... 14
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 22.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100 or 101. General Psychology</td>
<td>4 or 2</td>
</tr>
<tr>
<td>PSY 200. History and Systems of Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 220. Christian Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 261. Introduction to Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 306. Cognitive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 331. Psychology of Personality</td>
<td>4</td>
</tr>
<tr>
<td>PSY 344. Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 345. Counseling and Psychotherapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 346. Behavior Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 349. Professional Issues in Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 353. Psychological Assessment</td>
<td>4</td>
</tr>
<tr>
<td>PSY 441. Psychology Internship</td>
<td>6</td>
</tr>
<tr>
<td>PSY 492. Senior Integration Paper in Psychology ‘S’</td>
<td>2</td>
</tr>
<tr>
<td>Psychology electives (300 level or above)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51-53</strong></td>
</tr>
</tbody>
</table>

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 22.

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100 or 101. General Psychology</td>
<td>4 or 2</td>
</tr>
<tr>
<td>PSY 200. History and Systems of Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 220. Christian Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 261. Introduction to Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSY 306. Cognitive Psychology, or PSY 346. Behavior Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PSY 344. Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 373. Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 440. Independent Research</td>
<td>6</td>
</tr>
<tr>
<td>PSY 492. Senior Integration Paper in Psychology ‘S’</td>
<td>2</td>
</tr>
<tr>
<td>Psychology electives (300 level or above)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47-49</strong></td>
</tr>
</tbody>
</table>

Requirements for Minor in Psychology

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

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. ‘W’

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. Three 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. Three 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.

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

350. 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 counselees in various settings. One area of emphasis will include an examination of community organizations needing counseling expertise, such as schools, churches, businesses, and human service organizations. Prerequisite: SOC 249 or 250. Three units.
348. Marriage and Family Counseling (cross listed as SOC 348)
A course requiring the successful completion of SOC 341. The Family. Readings will be both assigned by the instructor and selected by the student in order to enhance his or her knowledge of the principles, theories and techniques of current marriage and family counseling. Prerequisite: SOC 341, 347. Three units.

353. Psychological Assessment
A comprehensive survey of the construction and use of psychological tests. Topics considered include functions and origins of psychological testing, the nature and use of psychological tests, the interpretation of test scores, reliability and validity, item analysis, the measurement of intelligence, aptitude and achievement tests, vocational and personality tests, attitude and interest inventories, projective techniques and the social implications of test results. Periodic laboratory experiences will be offered. 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. ‘S’

Sociology

Department Goals
1. To enable the student to develop a Christian perspective relating to humankind’s involvement in groups and in the larger society. This is accomplished in three main areas:
   a. studying the various principles of interaction that govern human relationship (social interaction);
   b. studying the various problems that face contemporary society (social concerns);
   c. studying the basic institutions of society and their interdependence (social institutions).
2. To provide students the necessary methodological tools whereby they may uncover social reality in a variety of contexts (survey research, participant observation and content analysis).
3. To demonstrate the practical relevance of the discipline by applying sociological insight and methodology to the work of God’s kingdom.

Requirements for Major in Sociology
The core and distribution requirements for a major in sociology are those listed for baccalaureate degrees on page 22.

Core requirements .............................................................. 61
Electives ............................................................................. 33

Major and Supporting Course Requirements
SOC 141. Principles of Sociology........................................ 3
SOC/PSY 251. Elementary Statistical Methods................... 4
SOC 361. Methods of Social Research................................. 4
SOC 402. Contemporary Social Thought............................. 3
SOC 490. Senior Integration Seminar in Sociology ‘S’ ..... 3
Electives from the following courses (at least one course from each area)............................ 15
Total................................................................................ 32

Social Interaction
SOC 244. Social Psychology.............................................. 3
SOC 249. Interpersonal Communication............................ 3
SOC 347. Relational Counseling........................................ 3
SOC 348. Marriage and Family Counseling....................... 3
### Social Concerns
SOC 229. Cultural Anthropology ........................................... 3  
SOC 241. Social Problems.................................................. 3  
SOC 246. Crime and Delinquency........................................ 3  
SOC 250. Introduction to Social Work ................................. 3

### Social Institutions
SOC 341. The Family ........................................................... 3  
SOC 342. Sociology of Religion........................................... 3  
SOC 343. Sociology of Health ............................................. 3

### Requirements for a Major in Sociology with a Concentration in Interpersonal Counseling
SOC 141. Principles of Sociology ......................................... 3  
SOC/PSY 251. Elementary Statistical Methods....................... 4  
SOC 361. Methods of Social Research................................. 4  
SOC 402 Contemporary Social Thought............................... 3  
SOC 444. Practicum in Sociology ....................................... 3  
SOC 490. Senior Integration Seminar in Sociology ‘S’ .......... 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

### 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
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.

### Requirements for Minor in Interpersonal Counseling
SOC 444. Sociology Practicum ............................................ 3  

Four of the five courses listed below:  
SOC 249. Interpersonal Communication ......................... 3  
SOC 250. Introduction to Social Work .............................. 3  
SOC 341. The Family ..................................................... 3  
SOC 347. Relational Counseling ...................................... 3  
SOC 348. Marriage and Family Counseling ..................... 3  
Total ................................................................................... 15

### Sociology Minors
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

### Requirements for Minor in Sociology
SOC 141. Principles of Sociology ......................................... 3  

One course from each of the three areas of concentration:  
Social Interaction ........................................................... 3  
Social Concerns ............................................................... 3  
Social Institutions ........................................................... 3  
Total .................................................................................... 12
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 co-requisite: 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
A course requiring the successful completion of SOC 341. The Family. Readings will be both assigned by the instructor and selected by the student in order to enhance his or her knowledge of the principles, theories and techniques of current marriage and family counseling. Prerequisite: SOC 341, 347. Three units.

361. Methods of Social Research
Valid data, evaluation, techniques in practical research situations. Prerequisite: SOC 251. Three 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. ‘S’
Spanish
See Foreign Language.

Theatre
See English.

Youth Ministries
See Biblical and Theological Studies.

Bachelor of Science Adult Degree Completion Programs

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.
History of the Bachelor of Science in Early Childhood Education (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. The purpose of the program is for graduates, who pass the relative GACE exam, to receive a Georgia teaching certificate. The program was reviewed by the Georgia Professional Standards Commission in April 2004. Official approval by the Professional Standards Commission was granted in December 2004.

Structure of the Program

The Bachelor of Science in Early Childhood Education degree completion program consists of 68 semester hours of course work. Classes are distributed over four semesters. The program takes 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. Course field work occurs throughout the program in the classroom where the student is employed and in other classrooms in order to meet Georgia standards of experience in diverse settings and at differing grade levels. The professional teaching practicum is divided into three segments and provides full-time teaching experience in three grade levels (PreK-K, 1-3, and 4-5) and in diverse settings. The first section (I) is eight weeks long and is usually completed in the candidate’s school of employment. Sections II and III are each two weeks long and at least one of these must be completed in a different school than the one in which the candidate is employed.

Schedule for Completion of BSECE Program

Please note: As of fall 2006, The Georgia Professional Standards Commission (PSC) is instituting the Georgia Assessments for the Certification of Educators™ (GACE™), a new program to assess the knowledge and skills of individuals seeking certification as Georgia public school educators. These new GACE tests replace the Praxis I and II tests formerly required.

Gate 1: Admission Requirements

- Be at least 23 years of age.
- Be currently employed as a paraprofessional (or have a similar job with a different title) in grades P-5.
- Have at least one year's previous experience as a paraprofessional.
- Pass the GACE Basic Skills Assessment Test, 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.
- Have completed a minimum of 58 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 or remedial courses. The 58 semester hours should include the following courses for at least the amount of credit specified:
  - English Composition .................................................... 3
  - Mathematics.................................................................. 3
  - Social/Behavioral Science ............................................ 9
  - Developmental Psychology ........................................... 3
  - Humanities (3 semester hours must be in art, music or literature) .................................................. 6

  Total Credits................................................................... 24
  Plus additional elective credits.......................... 34

Total credits required to enter program........ 58

- Submit an application form with accompanying $25 fee.
- Submit official transcripts from each college or university attended.
- Submit two recommendation forms (one is to be completed by a current administrator, the other by any former employer or colleague).
- Submit the Verification of Experience and Employment form.
- Submit the essay requested in the application materials, according to the instructions given.

BSECE Provisional Acceptance Policy

The Admissions Committee may consider for provisional acceptance an applicant who has not fully met the stated admissions criteria. The status of provisional acceptance will be reviewed after 18 hours of course work; no more than 18 hours of BSECE course work may be taken on the basis of provisional acceptance. For example, an applicant who has a grade point average of less than 2.50 for previous course work, or who is not entering with 58 semester hours of previous course work, or who has not yet passed the GACE Basic Skills Assessment Test may be admitted on a provisional basis if other admissions criteria are met. However, in order to register for a second semester of study, all students must meet all stated admissions requirements so that their acceptance status can be changed to that of a
regular student. So for example, a student must obtain a grade point average of at least 2.5 (on a 4.0 scale) on courses taken as a provisional student and/or must complete all required prior course work and/or must submit passing GACE Basic Skills Assessment Test scores.

BSECE TRANSFER OF CREDIT
General Guidelines:
Acceptable credits for transfer include the following:
• Coursework from regionally accredited colleges
• CLEP credit
• American Association of Bible Colleges credit
• Advanced Placement credit

Specific Guidelines about transferring in Teaching Field or Professional Education courses:
• The following courses may not be transferred, due to their perspectival nature:
  EDU 220. Foundations of Education
  EDU 222. Educational Psychology
  EDU 370. History and Philosophy of American Education
• Up to six other credits may be transferred providing they are 300 or 400 level courses from a four year college taken within the last five years.

Please note:
• A student must always check with his/her academic advisor before registering for any course that he/she intends to transfer to Covenant College.
• If a student’s credit hours drop below 12 for any given semester, that student will not be eligible for financial aid.

Gate 2: Initial Approval for Student Teaching
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.
☐ Complete EDU 215 Technology for Educators with a grade of C- or better. During this course, you will begin your electronic Professional Portfolio in LiveText.
☐ Register at www.college.livetext.com. (This will happen while enrolled in EDU 215.)
☐ Complete EDU 222 Educational Psychology with a grade of C- or better.
☐ Student Teaching Application will be distributed at the beginning of the first course of your second semester of the program. Complete and submit to Administrative Assistant of Education Department by the end of the last course of your second semester of the program.
☐ Ask a full-time Covenant College faculty member who has taught one of your BSECE courses to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.
☐ Ask your Cooperating Teacher to complete and submit the Cooperating Teacher Evaluation of Student Teacher Candidate form on your behalf.
☐ Maintain a cumulative institutional GPA of 2.50 or better. (Note: This GPA must be maintained throughout the program.)
☐ Receive official notice of initial approval to student teach from the Teacher Application Committee.

Gate 3: Final Approval for Student Teaching
☐ Near the end of the third BSECE semester, register to take the GACE Early Childhood Education test at the beginning of the fourth and final BSECE semester.
☐ By the date of the first class of the last course of the third semester, submit your electronic Professional Portfolio for a progress check to the education professor who is assigned to be the College Supervisor of your eight-week student teaching practicum.
☐ Complete all education courses with a grade of C- or better.
☐ Maintain a cumulative institutional GPA of 2.5 or better.
☐ Receive official notice of final approval to student teach.

Gate 4: Student Teaching and Exit from Program
☐ Take the GACE Early Childhood Education test at the beginning of the fourth and final semester.
☐ Submit your GACE score to the Administrative Assistant of the Education Department.
☐ Submit a completed Certification Application to the Administrative Assistant of the Education Department.
☐ Submit a self-evaluation of each of your student teaching practicums.
☐ Confirm that all Placement File materials have been submitted.
☐ One month prior to the end of the fourth and final semester, submit your completed electronic Professional Portfolio to the College Supervisor of your eight-week student teaching practicum.
☐ Complete a Survey of Graduating Seniors in the final Student Teaching Seminar.
☐ Complete the 62 credits for BSECE courses with a grade of at least “C-” in each.
☐ Have an additional 64 credits AND meet core requirements, one of which is 6 credits of Bible.
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 through LiveText 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.

LiveText
College LiveText edu solutions™ is a suite of web-based tools. Education students use LiveText to submit course assignments online for review/assessment as well as to develop personalized electronic professional portfolios. Through LiveText, students have access to unitedstreaming™ which offers 15,000 chaptered video clips, all correlated to state educational standards, that students can add as resources to LiveText lesson plans, projects, WebQuests, and portfolios.

Graduation Requirements for a BS Degree in Early Childhood Education

General Education (Core) Requirements
ENG 111. English Composition...............................3
Mathematics.................................................................3
Social / Behavioral Science.................................9
PSY 303. Developmental Psychology.........................3
Humanities (3 semester hours must be in art, music or literature)......................................................6
BIB 251. Biblical Literature.........................................3
BIB 252. Christian Doctrine........................................3
General Education (Core) subtotal *..........................30

* Note: Both Bible courses are taught with the BSECE program. Biblical Literature may be satisfied by transfer.

General Electives
Transfer or other Covenant elective classes.
General Electives .........................................................34

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 489. Student Teaching Seminar............................1
EDU 492. Teaching Practicum: Elementary Grades........12
Professional Education subtotal..............................33

Grand Total of Credits.........................................126

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. The course addresses social, ethical, legal and human issues, and assists students in developing a Christian perspective on the use of technology. Students will purchase a LiveText subscription for this course and will use it to begin their electronic Professional Portfolios. 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 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. 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. Directed field-based experience is required. 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. Directed field-based experience is required. 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. Directed field-based experience is required. Three units.

317. Assessing and Correcting Reading Difficulties
This course is designed to prepare classroom teachers to assess reading performance, identify reading difficulties, design instruction to remediate weaknesses, and 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. Directed field-based experience is required. 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.
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. Directed field-based experience is required. 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. Directed field-based experience is required. Three units.

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

410. Educational Assessment
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. Directed field-based experience is required. 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. Directed field-based experience is required. Two units.

480. Senior Integration Paper
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. Two units.

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 at least one of these must be completed in a different school than the one in which 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 for Educators
This course will survey 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 for Educators
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.
BSECE Course Schedules

The actual course schedule varies for each cohort. Students are given a course schedule a few weeks prior to enrolling in the program.

Bachelor of Science in Organizational Management (Quest)

The Bachelor of Science in Organizational Management Program (Quest) 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 approximately 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.

Admissions Requirements

Admissions requirements for this program are outlined as follows:
1. Students must be at least 23 years of age.
2. Students must be currently active in either the workforce or some type of community service and must have had approximately five years of work experience or community involvement in the past.
3. Have completed a minimum of 48 semester hours of undergraduate college credit with a minimum GPA of 2.00. No credit will be awarded for courses with grades below “C-”, for duplicate or remedial courses. The 48 semester hours should include the following courses for at least the amount of credit specified.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Speech (waiver offered – no credit)</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social / Behavioral Science</td>
<td>9</td>
</tr>
<tr>
<td>Computer Science (waiver offered – no credit)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (3 semester hours must be in art, literature or music)</td>
<td>6</td>
</tr>
</tbody>
</table>

4. Submit an official transcript for each institution attended. Transfer coursework will be evaluated in terms of level, content quality, comparability, and degree program relevance by the appropriate academic department at Covenant.
5. Submit an entrance essay 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 an entrance essay.

Transfer of Credit

Acceptable credits for transfer include the following:
- Coursework from regionally accredited programs and other coursework from programs that are appropriate to apply toward a baccalaureate degree program
- CLEP, Advanced Placement and other recognized national examinations (maximum of 30 hours).
- Military and other prior learning experience or training evaluated by the American Council on Education (ACE)
- A maximum of 70 semester hours may be transferred from a two-year program or approved non-accredited program.

Graduation Requirements for a Bachelor of Science in Organizational Management

The Bachelor of Science in Organizational Management curriculum is taught in a series of consecutive courses (with the exception of Bible and elective courses) during three semesters. All Major Field Requirements are required for the program and no substitutions or exemptions are permitted.

General Education (Core) Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 251. Biblical Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIB 253. Spirituality in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111. English Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 252. Speech (waiver offered – no credit)</td>
<td>2</td>
</tr>
</tbody>
</table>

Humanities (3 semester hours must be in art, literature,
or music)...........................................................................6
ICS 121. Computer Science (waiver offered – no credit) ....3
IDS 461. Applied Research Methods I.........................3
IDS 471. Applied Research Methods II .......................3
Mathematics ........................................................................3
Social / Behavioral Science..........................................9
General Education (Core) subtotal * .......................38

- Note: Both Bible courses are taught with the OM program. Biblical Literature may be satisfied by transfer. If a waiver for speech and/or computer is completed with no credit, the student must complete additional hours in other core subject areas to earn at least 30 semester-hours in core courses.

General Electives
Transfer or other Covenant elective classes. 
General Electives subtotal ..............................................55

Major Field Requirements
MGT 400. Group and Team Dynamics.........................3
MGT 410. Managerial Communication..........................3
MGT 420. Managerial Ethics...........................................3
MGT 430. Principles of Management............................3
MGT 440. Principles of Leadership..............................3
MGT 450. Organizational Behavior..............................3
MGT 460. Human Resource Management....................3
MGT 470. Managerial Marketing................................3
MGT 480. Entrepreneurship.........................................3
MGT 490. Strategic Management I: Concepts...............3
MGT 495. Strategic Management II: Applications.......3
Major subtotal ...................................................................33
Grand Total......................................................................126

To be eligible for academic honors, a student must complete a minimum of 50 semester hours at Covenant College. The policy regarding scholastic honors is under review during the 2006-2007 academic year and may be adjusted prior to commencement exercises in May of 2007 with respect to non-traditional, undergraduate students.

Organizational Management Courses
Semester I
MGT 400. Group and Team Dynamics
A study of how human and group behavior affects organizational effectiveness. Emphasis is placed on team building, decision making, and resolving conflict. Students will use models of group and team building for efficient and productive group and individual management. Three credits/five weeks.

MGT 410. Managerial Communication
This course focuses on the knowledge and development of effective communication skills in a management setting. Students are expected to design and deliver professional work-related presentations, including visuals aids, and to produce accurate and efficient business documents. Three credits/five weeks.

MGT 420. Managerial Ethics
Ethical theories and personal values are examined through readings and discussion, especially as they relate to organizations. Students will develop a personal model for making ethical decisions in the workplace. Three credits/five weeks.

MGT 430. Principles of Management
This course introduces students to the practice of management. Students will analyze and apply the functions of management (planning, organizing, directing, and controlling). Students will critique classic organization theory. Three credits/five weeks.

Semester II
MGT 440. Principles of Leadership
This course offers participants the opportunity to identify, cultivate, and enhance their personal leadership capacity, explore the basic principles and concepts of effective leadership, understand leadership from a biblical worldview,
and apply and practice leadership strategies essential to leadership effectiveness in their personal, civic, and professional settings. Three credits/five weeks.

MGT 450. Organizational Behavior
Students examine human behavior in organizations in both theory and applied managerial practice. The focus is on three levels of analysis: individuals, groups, and organizations. Students will conduct in-depth personal analyses of their knowledge, beliefs, feelings, and actions. Topics covered include morale, diversity, motivation, attitudes, stress, communication, culture, and change. Examination and analysis of behavior and performance within their work organization is included. Three credits/five weeks.

MGT 460. Human Resource Management
This course provides a general manager’s perspective on the human resource function in organizations. Students will develop skills in applying current thought and techniques for managing employees and interfacing with a Human Resource department to enhance organizational effectiveness. Three credits/five weeks.

IDS 461. Applied Research Methods I
This course is based on lectures and exercises designed to teach students how to make business decisions using their experience, intuition, and researched data. Students design a research project based on a work-related topic, develop and implement a survey instrument, and complete a literature review as part of the research project. The project culminates in a comprehensive paper in Applied Research Methods II. Three credits/six weeks.

Semester III

MGT 470. Managerial Marketing
Application of basic marketing theory and terminology to writing, presenting, and analyzing a formal marketing plan, thereby developing the marketing skills and confidence managers need to succeed in today’s rapidly changing environments. Three credits/five weeks.

MGT 480. Entrepreneurship
A study of how an individual or a group of individuals use organized efforts to pursue opportunities to create value and grow by fulfilling wants and needs through innovation and uniqueness, no matter what resources the entrepreneur currently possesses. Emphasis will be placed on venture start-up issues, planning the venture, organizing the venture, and launching the venture. Students will develop a plan for an actual venture. Three credits/five weeks.

IDS 471. Applied Research Methods II
This course requires students to complete and submit the comprehensive research paper that they began in Applied Research Methods I. Students must complete the data-gathering process, report results with statistical analyses including charts and graphs, draw conclusions, and make recommendations as part of the research project. Three credits.

MGT 490. Strategic Management I: Concepts
This course introduces students to the concepts of strategic management. Students will analyze and evaluate organizational strategies using case studies. Three credits/five weeks.

MGT 495. Strategic Management II: Applications
Students will integrate and apply concepts from throughout the management program in the management of a simulated business. Students will analyze, create, implement, and evaluate a business strategy. They will also use financial, operational, and marketing information to make effective decisions. Three credits/five weeks.

General Education (Core) Courses
These required courses are offered concurrently with the management courses during the Quest Program.

BIB 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 credits/five weeks.

BIB 253. Spirituality in the Workplace
Cultural trends and their underlying worldviews are examined from a biblical perspective, particularly as they impact the understanding and expressions of spirituality in the workplace. Three credits/five weeks.

Elective Courses
These courses are offered concurrently with the management courses during the Quest Program.

BIB 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 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 credits/five weeks.

**MGT 425. Readings in Organizational Management**
Special topics in the field of organizational management are explored through a series of readings which are read independently. Opportunity for exploring topics of the student’s individual interest is included. Three credits/five weeks.

**MGT 426. Creative Problem Solving**
The objective of this course is to examine the components of any problem to determine which ones lend themselves to change and solution. Creativity is stressed as a new way of approaching a problem and designing solutions that satisfy the purposes of both the individual and the organization involved. Three credits/five weeks.

**MGT 435. Conflict Management I: Survey**
Overview of dispute resolution methodologies, comparing secular and Christian models, with an emphasis on responding to conflict in ways informed by a Christian worldview. Three credits/five sessions.

**MGT 436. Conflict Management II: Skills**
Development of basic skills in negotiation and conflict, with an emphasis on helping others respond to conflict in ways informed by a Christian worldview. Prerequisite: Conflict Management I: Survey. Three credits/five sessions.

**MGT 437. Conflict Management III: Application**
Development of basic skills in mediation, with an emphasis on helping others respond to conflict in ways informed by a Christian worldview. Prerequisite: Conflict Management II: Skills. Three credits/ five sessions.
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

ANDERSON, Wallace
Vice President for Enrollment and Student Development (2004)
M.A., Covenant Theological Seminary
M.Div., Covenant Theological Seminary
M.M., Butler University
B.M., Georgia Southern University

BECKMAN, Jack E.
Associate Professor of Education (2004)
Ph.D., University of Cambridge
M.Phil., University of Cambridge
M.Ed., Covenant College
B.S., Georgia State 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

CARPENTER, Kayb
Assistant Professor of Art (2004)
M.F.A., University of Michigan
B.A., Hillsdale College

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

COCHRAN, Diana D.
Assistant Professor of Modern Languages (2003)
M.A., Reformed Theological Seminary
M.A., and B.A., Florida State University

CROSSMAN, Brian F.
Associate Professor of Physical Education (1984)
D.A., Middle Tennessee State University
M.Ed. and B.S., Frostburg State College

DAVIS, William
Professor of Philosophy (1997)
Ph.D. and M.A., University of Notre Dame
M.A., Westminster Theological Seminary
B.A., Covenant College

DENNISON, William D.
Associate Professor of Interdisciplinary Studies (1993)
Ph.D., Michigan State University
Th.M. and M.Div., Westminster Theological Seminary
B.A., Geneva College

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

DODSON, Rebecca J.
Associate Dean of the Master of Education Program (1989)
M.S., Southern Illinois University at Edwardsville
B.A., Covenant College

DREXLER, James L.
Chair of the Education Department (2004)
Ph.D., Saint Louis University
M.Ed., University of Missouri
M.Div., Covenant Theological Seminary
B.A., Covenant College

EAMES, Kevin J.
Director of the Center for the Theological Exploration of Vocation (2003)
Ph.D., Georgia State University
M.S., Georgia State University
B.A., Florida State University

FIKKERT, Brian T.
Associate Professor of Economics (1997)
Ph.D. and M.Phil., Yale University
B.A., Dordt College

FOLLETT, Richard R.
Associate Professor of History (2001)
Ph.D., Washington University (St. Louis)
M.A., Washington University (St. Louis)
B.A., Arizona State University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Year</th>
<th>Institution / Degree Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREMAN, Clifford W.</td>
<td>Professor of English</td>
<td>(1986)</td>
<td>Ph.D. and M.A., Boston University A.B., Gordon College</td>
</tr>
<tr>
<td>Garrison, Virginia M.</td>
<td>Director of Curriculum and Instruction, Quest</td>
<td>(2004)</td>
<td>M.Ed., University of Tennessee at Chattanooga B.A., Middle Tennessee State University</td>
</tr>
<tr>
<td>HADDAD, Daphne W.</td>
<td>Associate Professor of Education</td>
<td>(1996)</td>
<td>Ph.D., University of South Carolina M.Ed. (2), Converse College M.A. and B.A. Birmingham University</td>
</tr>
<tr>
<td>HALL, Jeffrey B.</td>
<td>Vice President for Academic Affairs</td>
<td>(1994)</td>
<td>Ed.D., University of Tennessee M.Ed., Slippery Rock University B.A., Grove City College</td>
</tr>
<tr>
<td>HESSELINK, Paul K.</td>
<td>Professor of English</td>
<td>(1972)</td>
<td>Ph.D. and M.A., University of Chicago A.B., Hope College</td>
</tr>
<tr>
<td>HOLBERG, John E.</td>
<td>Research, Instruction and Special Collections Librarian</td>
<td>(2003)</td>
<td>M.St., University of Oxford M.A., University of Arizona M.A., University of Nebraska B.A., New Mexico State University</td>
</tr>
<tr>
<td>HOOVER, David J.</td>
<td>Professor of Business Administration</td>
<td>(1988)</td>
<td>Ph.D., Virginia Polytechnic Institute and State University M.Div., Westminster Theological Seminary B.A., Covenant College</td>
</tr>
<tr>
<td>HORTON, Phillip B.</td>
<td>Professor of Education</td>
<td>(1998)</td>
<td>Ph.D., Florida State University M.S.T., Middle Tennessee State University B.A., Bryan College</td>
</tr>
<tr>
<td>Jackson, Alicia</td>
<td>Assistant Professor of History</td>
<td>(2004)</td>
<td>Ph.D., University of Mississippi M.A., Louisiana Technical University B.A., Centenary College</td>
</tr>
<tr>
<td>JONES, Scott C.</td>
<td>Assistant Professor of Biblical Studies</td>
<td>(2005)</td>
<td>Ph.D., Princeton Theological Seminary M.Div., Reformed Theological Seminary B.A., University of Mississippi</td>
</tr>
<tr>
<td>KAPIC, Kelly M.</td>
<td>Associate Professor of Theological Studies</td>
<td>(2001)</td>
<td>Ph.D., King’s College, University of London M.Div. Reformed Theological Seminary B.A. Wheaton College</td>
</tr>
<tr>
<td>Kellogg, Edward K.</td>
<td>Professor of Art</td>
<td>(1973)</td>
<td>M.A. and B.A., San Diego State College</td>
</tr>
<tr>
<td>King, Jerry J.</td>
<td>Director of the Career Development Center</td>
<td>(1994)</td>
<td>M.Ed., University of Georgia B.A., University of South Florida</td>
</tr>
<tr>
<td>Kreuze, Brandon R.</td>
<td>Assistant Professor of Music</td>
<td>(2004)</td>
<td>D.M., Northwestern University M.M., Western Michigan University B.A., Calvin College</td>
</tr>
</tbody>
</table>
MACALLISTER, Gwen W.
Assistant Professor of English (2002)
Ph.D., University of South Carolina
M.A., University of South Carolina
B.A., Covenant College

MacDoUGALL, Daniel W.
Professor of Biblical Studies (1993)
Ph.D., University of Aberdeen
Th.M., Calvin Theological Seminary
M.Div., Westminster Theological Seminary
B.S.E., University of Michigan

MASK, Russell P.
Assistant Professor of Community Development (2002)
Ph.D. and M.S., University of Wisconsin-Madison
B.A., Wheaton College

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

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

MILLER, Rodney E.
Dean of Records (1991)
M.S. and B.S., Purdue University
A.S., Vincennes University

MINDEMAN, George A.
Library Director (2002)
M.S., University of Washington
M.A., University of Chicago
B.A., Wheaton College

MORRIS, Timothy D.
Professor of Biology (1995)
Ph.D., University of Florida
B.A., Covenant College

MORTON, Jeffrey S.
Associate Professor of Art (2000)
M.F.A., Yale University
B.F.A., Temple University, Tyler School of Art

MORTON, Paul J.
Professor of History (1994)
Ph.D. and M.A., University of Southern California
M.A., Villanova University
B.A., Covenant College

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

NEILES, Tom A.
Assistant Professor of Modern Languages (2000)
M.A., Millersville University of Pennsylvania
B.S., Shippensburg University of Pennsylvania

NELSON, Richard W.
Associate Professor of Biology (2006)
Ph.D., Case Western Reserve University
B.S., Furman University

NIELSON, Niel B.
President (2002)
Ph.D., Vanderbilt University
M.A., Vanderbilt University
B.A., Wheaton College

PARK, Heunggi
Assistant Professor of Mathematics (2006)
Ph.D., University of Georgia
M.Sc. and B.Sc., Jeonbuk National University

PARTAIN, Joseph N.
Assistant Professor of Philosophy (2002)
Ph.D., Vanderbilt University
M.A., Vanderbilt University
B.S., Belmont University

PENNINGTON, Rebecca E.
Assistant Professor of Education (2002)
M.Ed., Covenant College
B.A., Covenant College

PETCHER, Donald N.
Professor of Physics (1993)
Ph.D., Indiana University
M.S., University of Georgia
B.A., Covenant College

PHILLIPS, Donna
Director of Field Placement (2004)
M.A., University of Tennessee at Chattanooga
B.A., Covenant College

QUATRO, Scott A.
Associate Professor of Management (2006)
Ph.D., Iowa State University
M.B.A., College of William and Mary
B.A., Pepperdine University
RAFFAELE, Gary C.
Professor of Business (1999)
D.B.A., Harvard University
M.B.A., The University of Texas at Austin
B.S., State University of New York, Maritime College

RALSTON, Patricia
Associate Professor of English (1992)
Ph.D., Middle Tennessee State University
M.A., University of Tennessee at Chattanooga
B.A., Covenant College

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

SCHAFFERS, Wilhelmus J.
Professor of Mathematics and Applied Science (1994)
Ph.D., University of Delaware
M.S., University of Delft

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

SLADE, L. Allen
Associate Professor of Business (2003)
Ph.D., University of Tennessee
B.A., University of Virginia

STEELE, Timothy H.
Associate Professor of Music (1997)
Ph.D., University of Chicago
M.Mus. and B.M.E., Temple University

STERN, William L.
Assistant Professor of Physical Education (2000)
M.Ed., and M.S., University of Tennessee at Chattanooga
B.A., Covenant College

STEWART, Kenneth J.
Professor of Theological Studies (1997)
Ph.D., University of Edinburgh
M.Phil., University of Waterloo
M.Th. and M.Div., Westminster Theological Seminary
B.A., University of British Columbia

TRIMIEW, Oliver L., Jr.
Associate Professor of Interdisciplinary Studies (1988)
Ph.D., Vanderbilt University
M.A., University of Chicago
M.Div., Gordon-Conwell Theological Seminary
B.A., Covenant College

VOS, Matthew S.
Associate Professor of Sociology (2000)
Ph.D., University of Tennessee
M.Ed., University of Tennessee at Chattanooga
B.A., Covenant College

VOYLES, Brad A.
Dean of Students (2005)
M.Div. – Reformed Theological Seminary
M.S.Ed. – Southern Illinois University
B.A. – DePauw University

WARD, Herbert D.
Associate Professor of Biblical Studies (2005)
Th.M., Covenant Theological Seminary
M.Div., Covenant Theological Seminary
J.D., University of Missouri School of Law

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

WESCHE, Lance R.
Assistant Professor of Economics (2006)
Ph.D., (expected completion August 2006) University of Notre Dame
M.A., University of Notre Dame
B.A., Wheaton College

WILDEMAN, James A.
Associate Professor of English (1983)
Ed.D., University of Georgia
M.A., University of South Dakota
B.A., Covenant College

WRIGHT, Phillip G.
Professor of Psychology (1984)
Ph.D., McGill University
M.A., University of Toronto
B.Sc., McGill University

YOUNG, Bruce R.
Associate Professor of Education (2004)
Ed.D., University of San Francisco
M.Ed., Holy Names University
B.A., Covenant College
ZUIDEMA, Daniel R.
Assistant Professor of Chemistry (2005)
Ph.D., Wake Forest University
B.Sc., Calvin College

Professors Emeriti

ANDERSON, Charles
Biblical Studies (1964)
M.S.Th., University of the South
B.D., Faith Seminary
A.B., Wheaton College

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

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

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

FENNEMA, John E.
Education (1999)
Ed.D., University of Georgia
M.A., Reformed Theological Seminary
M.A., Florida Atlantic University
B.A., Calvin College

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

LAMBERT, Roger L.
Biblical Studies and Missions (1982)
Ph.D., Fuller Theological Seminary
Th.M., Covenant Theological Seminary
B.D., Asbury College

Board of Trustees

2006-2007

Mr. Robert G. Avis
Rev. Lonnie W. Barnes '74
Mr. Joel Belz '62
Dr. Stephen Briggs
Mr. William P. Burdette
Mr. David F. Byers, Jr.
Dr. J. Render Caines ’69
Mr. Charles R. Cox ’64
Mr. Duncan Highmark
Dr. Charles Hill
Dr. William Yong Jin
Mr. James Jolly
Rev. Michael L. Jones
Dr. Julius Kim
Rev. Michael N. Malone
Mr. W. David Marshall
Dr. William J. Montgomery
Mr. Martin A. Moore
Rev. Randy Nabors
Mr. Stephen R. Nielson
Mr. Timothy D. Pappas ’79
Rev. Robert A. Petterson
Dr. Robert S. Rayburn
Mr. Donald E. Rittler
Dr. T. David Rountree ’80
Rev. Arthur E. Scott ’63
Rev. Thomas C. Vanden Heuvel
Mr. Bruce C. Williams
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-nine foreign countries represented. Eighty-two 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.

As a member of the NAIA, Covenant’s intercollegiate sports include men’s baseball, men’s and women’s basketball, men’s and women’s cross-country, men’s golf, men’s and women’s soccer, women’s softball, men’s and women’s tennis, 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.
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.