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.
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### Important Dates

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</tr>
</thead>
<tbody>
<tr>
<td>November 1</td>
<td>*Financial aid priority deadline (spring applicants only)</td>
</tr>
<tr>
<td>December 1</td>
<td>Enrollment Deposit due for spring applicants</td>
</tr>
<tr>
<td>December 1</td>
<td>*Maclellan, Wilberforce, Leadership, Donaldson Memorial Science,</td>
</tr>
<tr>
<td></td>
<td>Community Development, Emerging Artist, Future Teachers, Business, and</td>
</tr>
<tr>
<td></td>
<td>Computer Science Scholarship applications deadline. Admission file</td>
</tr>
<tr>
<td></td>
<td>must also be complete.</td>
</tr>
<tr>
<td>January</td>
<td>Financial aid requirements for the next academic year are posted on the</td>
</tr>
<tr>
<td></td>
<td>Covenant Website. (Important: file U.S. tax returns early)</td>
</tr>
<tr>
<td>January-May</td>
<td>Enrollment Deposit due based on date of acceptance and financial aid</td>
</tr>
<tr>
<td></td>
<td>award. Pre-registration order for the fall and next spring semesters</td>
</tr>
<tr>
<td></td>
<td>are determined by the deposit date.</td>
</tr>
<tr>
<td>March 1</td>
<td>Priority deadline for scholarships. Please complete the FAFSA annually.</td>
</tr>
<tr>
<td>March/April</td>
<td>Enrollment deposit for current students due before pre-registering for</td>
</tr>
<tr>
<td></td>
<td>the fall term. (refundable until June 1)</td>
</tr>
<tr>
<td>May</td>
<td>Pre-registration, housing, and other forms are completed online by</td>
</tr>
<tr>
<td></td>
<td>deposited new students.</td>
</tr>
<tr>
<td>July</td>
<td>Housing assignments made</td>
</tr>
</tbody>
</table>

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

### Calendar

#### Fall Semester 2007

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 17</td>
<td>Freshmen and transfer students arrive</td>
</tr>
<tr>
<td>August 17-22</td>
<td>New student orientation</td>
</tr>
<tr>
<td>August 21</td>
<td>Residence halls open for returning students; meal plan begins</td>
</tr>
<tr>
<td>August 22</td>
<td>Wednesday 8/22 at 5:00 p.m.</td>
</tr>
<tr>
<td>August 23</td>
<td>First day of classes and registration</td>
</tr>
<tr>
<td>August 24</td>
<td>Opening Convocation 11:00 a.m.</td>
</tr>
<tr>
<td>August 24</td>
<td>Last day for late registration (late registration fee charged)</td>
</tr>
<tr>
<td>August 30</td>
<td>Last day to make schedule changes without incurring a fee</td>
</tr>
<tr>
<td>September 5</td>
<td>Last day to add a course and last day to drop a course without</td>
</tr>
<tr>
<td></td>
<td>assignment of a “W”</td>
</tr>
<tr>
<td>September 21</td>
<td>Graduation Applications due for</td>
</tr>
<tr>
<td>September 27-29</td>
<td>Campus Preview Weekend</td>
</tr>
<tr>
<td>October 4-5</td>
<td>Board of Trustees meeting</td>
</tr>
<tr>
<td>October 5-6</td>
<td>Homecoming Weekend</td>
</tr>
<tr>
<td>October 13-17</td>
<td>Fall break</td>
</tr>
<tr>
<td>October 29</td>
<td>Last day to drop a course with a “W” or change to or from Pass/Fail</td>
</tr>
<tr>
<td>October TBA</td>
<td>Pre-registration for spring semester</td>
</tr>
<tr>
<td>November 14</td>
<td>Day of Prayer – No day classes, night classes meet beginning after 5:00 p.m.</td>
</tr>
<tr>
<td>November 20</td>
<td>Last day to withdraw from a class with “WP” or “WF”</td>
</tr>
<tr>
<td>November 21-25</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>Nov 29-Dec 1</td>
<td>Madrigal dinners</td>
</tr>
<tr>
<td>December 5</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 6-7</td>
<td>Reading/Snow Days – may be used for</td>
</tr>
<tr>
<td></td>
<td>class meetings depending upon college closings</td>
</tr>
<tr>
<td>December 10-13</td>
<td>Final examinations; meal plan</td>
</tr>
<tr>
<td></td>
<td>concludes Thursday 12/13 at 7:00 p.m.</td>
</tr>
<tr>
<td>December 14</td>
<td>Residence halls close 12:00 noon</td>
</tr>
</tbody>
</table>
### Spring Semester 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January TBA</td>
<td>New student orientation</td>
</tr>
<tr>
<td>January 6</td>
<td>Residence halls open for returning students at 2:00 p.m.; meal plan begins Monday 1/7 at 5:00 p.m.</td>
</tr>
<tr>
<td>January 8</td>
<td>First day of classes and registration.</td>
</tr>
<tr>
<td>January 9</td>
<td>Last day for late registration (late registration fee charged).</td>
</tr>
<tr>
<td>January 15</td>
<td>Last day to make schedule changes without incurring a fee.</td>
</tr>
<tr>
<td>January 17-19</td>
<td>Scholarship Weekend</td>
</tr>
<tr>
<td>January 22</td>
<td>Last day to add a course and last day to drop a course without assignment of a “W.”</td>
</tr>
<tr>
<td>February 5</td>
<td>Day of Prayer – No day classes, night classes meet beginning after 5:00 p.m.</td>
</tr>
<tr>
<td>March 1</td>
<td>Submit 08-09 FAFSA application online to meet priority deadline.</td>
</tr>
<tr>
<td>March 1-9</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 13-14</td>
<td>Board of Trustees meeting – dates to be finalized by the Board.</td>
</tr>
<tr>
<td>March 20</td>
<td>Last day to drop a course with a “W” or change to or from Pass/Fail.</td>
</tr>
<tr>
<td>March 21-24</td>
<td>Easter Break - no classes on Good Friday or Monday; meal plans resumes Monday 3/24 at 5:00 p.m.</td>
</tr>
<tr>
<td>March 27-29</td>
<td>Campus Preview Weekend</td>
</tr>
<tr>
<td>March TBA</td>
<td>Pre-registration for fall semester</td>
</tr>
<tr>
<td>April 4</td>
<td>Last day to withdraw with a “WP” or “WF.”</td>
</tr>
<tr>
<td>April 8</td>
<td>Assessment Day – no day classes; night classes meet beginning after 5:00 p.m. Students required to participate for school accreditation review.</td>
</tr>
<tr>
<td>April 22</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>April 23-24</td>
<td>Reading/Snow Days – may be used for class meetings depending upon college closings.</td>
</tr>
<tr>
<td>April 25-30</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 3</td>
<td>Commencement 10:00 a.m.; meal plan ends at 1:30 p.m.</td>
</tr>
<tr>
<td>May 4</td>
<td>Residence halls close at 5:00 p.m.</td>
</tr>
</tbody>
</table>

### May Term 2008

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 5</td>
<td>First day of classes</td>
</tr>
<tr>
<td>May 23</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.

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

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

Accreditation
Covenant College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 30033-4097, phone 404.679.4501, Website 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.

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

To help students understand all of the financial resources that are available to them, students with account balances greater than $1,500 will be prevented from pre-registering for the subsequent term unless a plan is in place (e.g. monthly payment arrangement, pending loan disbursements). Students may not realize they are eligible for low interest loans with deferred payments and/or deferred interest, work study jobs or additional hours with an existing work study position. These options may provide alternatives to higher interest rate programs and avoid having to make quick arrangements to clear the account balance at the end of the term.

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 the day residence halls open through final examinations, with the exception of the official college breaks. Board provides resident students 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. Students will provide their own meals during dates when food service is not scheduled with the campus dining plans.

Fees and Expenses

2007-2008 Tuition and Fees

Rates

- Tuition - per term (12-18 credits) .............................................. $11,080
- Tuition - per term (1-11 units) - per credit ............................... $925
- Tuition - per term (19+ units) - per credit ............................... $615
- Tuition - May Term, independent study or correspondence - per credit ....................................................... $310
- Tuition - Web-based courses - per credit ............................... $925

Application fee (per completed application) ................................. $45
Enrollment deposit (applied to balance) ..................................... $300
New Student Orientation Fee ...................................................... $670
Continuing Student Fee (if greater than 6 units) ......................... $340
Technology Fee (if 6 or less units) ............................................. $70

Residential Fees – Room & Board

- 6-person room (per term) .................................................... $2,720
- 5-person room (per term) .................................................... $2,850
- 4-person room (per term) .................................................... $2,980
- 3-person room (per term) .................................................... $3,115
- 2-person room (per term) .................................................... $3,245
- 1-person room (per term) .................................................... $3,375
- Apartments (per apartment each term; 1-4 residents) .............. $4,300

Board plan is not included in Apartment price and may be purchased separately.

Non-Board Dining Plans

- 160 Plan ............................................................................. $1,210
- 80 Plan ............................................................................ $665

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. A pro rata federal schedule is used to determine the amount of Title IV funds earned at the time of withdrawal up through the completion of the 60 percent point in a term. 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 makes known 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).

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.

Leave of Absence

An approved Leave of Absence (LOA) is a temporary interruption in the student’s program of study, most often to take advantage of an opportunity for academic enrichment. The student must petition for an LOA in writing to the Director of Experiential Studies at least three weeks before the beginning of the term of LOA. The petition must 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 can explain the effects that the student’s failure to return from an LOA may have on the student loan repayment term, including the expiration of the student’s grace period. A loan exit interview will be required.

While on LOA, a student retains “in-school status” for federal loan deferment eligibility. A student may choose to maintain Covenant email and network access by paying the off-campus Technology Fee or by placing a non-refundable
enrollment deposit for the returning semester which will then apply as a payment toward that term. An enrollment deposit will be required before being permitted to pre-register for the returning term.

However, if a student does not return from an LOA, the student’s grace period begins the date the student began the LOA. Please contact the Office of Records with any questions.

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 begin the application process, the candidate should apply online (www.covenant.edu) or print an application from our website and submit the following: completed and signed Application for Admission, $45 non-refundable application fee, Christian testimony, official high school transcript, minimum GPA of 2.50, a combined SAT score of at least 1000 (sum of the critical reading and math section scores) or composite ACT 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 1. 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 Website at http://www.covenant.edu/admissions/trad/adm/home/homeschooled_students.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 60 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 enrollment 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 36. 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 may 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.

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 Disability Accommodation Application. Once an accommodation has been approved, 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 receiving a written request. Students who are receiving disability accommodations are encouraged to establish a relationship with the Director of Academic Support to receive additional training and assistance in working with disabilities as a college student.

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. See the next few pages or the Covenant Website to find the minimum passing score and course equivalence for a specific examination. Contact the Office of Records regarding new exams that are not on the current lists. 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. Demonstrating proficiency will exempt a student from that requirement, however, it does not award academic credit for that subject. 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 (sum of the critical reading and math section scores), 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 appropriate tuition rate and technology fee, 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, would be charged the appropriate tuition rate and technology fee. 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 15 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 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 Fellows Program

The Covenant Fellows Program was established to encourage a spirit of continued education. This program allows graduates with a bachelor degree from Covenant College to enroll in up to six hours per semester of traditional undergraduate classroom courses at a nominal cost of $33 per credit hour if seats are available in the class following registration. Students will be charged the appropriate tuition rate with an offsetting Covenant Fellows Grant applied to result in the $33 per credit charge. 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 Fellows 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 which would include a technology fee, purchase texts and other required course materials, complete daily assignments, and take examinations. Covenant Fellows are not eligible for other institutional financial assistance.

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</td>
<td>4</td>
<td>6</td>
<td>See Art Department. Total number of hours in major still required.</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>8</td>
<td>BIO 111-112. General Biology I, II</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4</td>
<td>4</td>
<td>MAT145. Calculus I</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>8</td>
<td>MAT145-146. Calculus I</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 A</td>
<td>4</td>
<td>4</td>
<td>Elective - see dept. if ICS major</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4</td>
<td>8</td>
<td>Elective - see dept. if ICS major</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4</td>
<td>3</td>
<td>ECO201. Principles of Macroeconomics</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4</td>
<td>3</td>
<td>ECO202. Principles of Microeconomics</td>
</tr>
<tr>
<td>English Language</td>
<td>4</td>
<td>3</td>
<td>ENG111. English Composition</td>
</tr>
<tr>
<td>English Literature</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>European History</td>
<td>4</td>
<td>3</td>
<td>HIS214. Age of Europe. Not apply toward # of total history hours in major.</td>
</tr>
<tr>
<td>French Literature</td>
<td>4</td>
<td>17</td>
<td>Same as French Language plus FRE340.</td>
</tr>
<tr>
<td>German Language</td>
<td>3</td>
<td>14</td>
<td>GER 101-102. 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 Distribution Requirement</td>
</tr>
<tr>
<td>Government &amp; Politics/US</td>
<td>4</td>
<td>3</td>
<td>Core Social Science Distribution Requirement</td>
</tr>
<tr>
<td>Human Geography</td>
<td>4</td>
<td>3</td>
<td>Core Social Science Distribution Requirement</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>4</td>
<td>14</td>
<td>Core Language Distribution Requirement</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>4</td>
<td>14</td>
<td>Core Requirement-Credit for one exam only.</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>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</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 Distribution Requirement (cannot fulfill psych major, minor, or IDS concentration)</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>
<tr>
<td>Studio Art</td>
<td>4</td>
<td></td>
<td>See Art Department</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4</td>
<td>6</td>
<td>HIS111-112-US History. Does not apply toward # of total history hours in major.</td>
</tr>
<tr>
<td>World History</td>
<td>4</td>
<td>3</td>
<td>Core Humanities Distribution Requirement</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>FRE 202. Inter.Fr. (upper div/case by case basis)</td>
</tr>
<tr>
<td>German A1</td>
<td>5</td>
<td>14</td>
<td>GER 202. Inter.Gr. (upper div/case by case basis)</td>
</tr>
<tr>
<td>Spanish A1</td>
<td>5</td>
<td>14</td>
<td>SPA 202. 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>ENG 111. English Composition</td>
</tr>
<tr>
<td>French B</td>
<td>5</td>
<td>14</td>
<td>FRE 202. Inter.Fr. (upper div/case by case basis)</td>
</tr>
<tr>
<td>German B</td>
<td>5</td>
<td>14</td>
<td>GER 202. Inter.Gr. (upper div/case by case basis)</td>
</tr>
<tr>
<td>Spanish B</td>
<td>5</td>
<td>14</td>
<td>SPA 202. Inter.Span. (upper div/case by case)</td>
</tr>
<tr>
<td><strong>Individuals &amp; Societies:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Management</td>
<td>5</td>
<td>0</td>
<td>No Equivalent Course</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>ECO 201-202. Prinof Macro &amp; Microeconomics</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
<td>9</td>
<td>HIS 3XX. Upper division history elective (3hrs), General Elective (6 hrs.)</td>
</tr>
<tr>
<td>Islamic History</td>
<td>5</td>
<td>0</td>
<td>No Equivalent Course</td>
</tr>
<tr>
<td>Philosophy</td>
<td>5</td>
<td>3</td>
<td>PHI 101. Intro to Philosophy</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>3</td>
<td>Core Social Science Distribution Requirement (Does not fulfill psych. major, minor, or IDS concentration requirement)</td>
</tr>
<tr>
<td>Social and Cultural Anthropology</td>
<td>5</td>
<td>3</td>
<td>SOC 229. Cultural Anthropology</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>BIO 111-112. General Biology I, II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>8</td>
<td>CHE 121-122. General Chemistry I, II</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>8</td>
<td>PHY 131-132. 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>Environmental Systems</td>
<td>5</td>
<td>4</td>
<td>Core Natural Science Lab Distribution Requirement</td>
</tr>
<tr>
<td><strong>Mathematics &amp; Computer Sci:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>8</td>
<td>MAT 145-146. Calculus I, II</td>
</tr>
<tr>
<td>Computing Science</td>
<td>5</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td><strong>The Arts:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>5</td>
<td>3</td>
<td>General Elective (will not fulfill Art minor or fine arts core)</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
<td>3</td>
<td>Core Humanities Distribution Requirement</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>5</td>
<td>0</td>
<td>No Equivalent Course</td>
</tr>
</tbody>
</table>
**CLEP Computer Based Examinations After July 1, 2007**

*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>50</td>
<td>3</td>
<td>Core Humanities Distribution Requirement</td>
</tr>
<tr>
<td>Analysis and Interpretation of Lit.</td>
<td>50</td>
<td>3</td>
<td>ENG 114. Intro to Literature (core Humanities)</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>3</td>
<td>Core Humanities Distribution Requirement</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>No Credit Awarded</td>
</tr>
<tr>
<td>College German (Level 1 &amp; 2)</td>
<td></td>
<td></td>
<td>No Credit Awarded</td>
</tr>
<tr>
<td>College Spanish (Level 1 &amp; 2)</td>
<td></td>
<td></td>
<td>No Credit Awarded</td>
</tr>
<tr>
<td><strong>Social Sciences and History</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>50</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>History of the United States I</td>
<td>50</td>
<td>3</td>
<td>HIS 111. History of the U.S. before 1877. Does not apply toward # of total history hours in major.</td>
</tr>
<tr>
<td>History of the United States II</td>
<td>50</td>
<td>3</td>
<td>HIS 112. History of the U.S. since 1877. Does not apply toward # of total history hours in major.</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>50</td>
<td>3</td>
<td>HIS 213. Formation of Europe to 1550. Does not apply toward # of total history hours in major.</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>50</td>
<td>3</td>
<td>HIS 214. Age of Europe. Does not apply toward # of total history hours in major.</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>3</td>
<td>ECO 201. Principles of Macroeconomics</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>3</td>
<td>ECO 202. Principles of Microeconomics</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>Introductory Psychology</td>
<td>50</td>
<td>3</td>
<td>Core Social Science Distribution Requirement</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>3</td>
<td>Core Social Science Distribution Requirement</td>
</tr>
<tr>
<td><strong>Science &amp; Mathematics:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>3</td>
<td>MAT 141. College Algebra</td>
</tr>
<tr>
<td>Precalculus</td>
<td>50</td>
<td>3</td>
<td>MAT 142. Pre-Calculus</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>6</td>
<td>MAT 145-146. Calculus I,II</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>Financial Accounting</td>
<td>50</td>
<td>3</td>
<td>General Elective</td>
</tr>
<tr>
<td>Information Sys. &amp; Comp. App.</td>
<td>50</td>
<td>3</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 Management</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 706.419.1126 or email 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>Minimum 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 course 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. To reestablished financial aid eligibility, 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, Diversity Program, Priesthill Services (Health and Counseling), Standards of Conduct enforcement, Practical Service, and works in association with the Chapel, ScotsCard, Intercollegiate Athletics and Intramural Athletic departments.

Please refer to the Student Handbook on the Covenant Website at 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 email studentdevelopment@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 an intercultural experience. Many students fulfill this requirement and enrich their lives in other ways by participating in semester-long study-abroad programs, or May term overseas programs. Others engage in mission trips and other experiences during the summer months. Still others participate in Break on Impact, a variety of spring break opportunities for students to 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).
Office of Academic Support

Academic Support Resources are available for all Covenant students to ensure a positive transition for students into a highly rigorous academic environment. These resources exist to enhance students’ understanding of their callings while enrolled at Covenant.

The specific objectives are to:

- Help students understand their calling as students.
- Complement faculty efforts to help students achieve their potential.
- Enhance the academic abilities of the student body.
- Provide convenient access to academic resources.
- Provide training in and accountability to students who are struggling with time management.

Typically, these resources are available free of charge to all Covenant students.

All students who have been placed on academic probation are required to meet regularly with an Academic Support Advisor for accountability, assistance and advocacy when needed. These meetings should be used as a resource for learning to be a better student and gaining insight into areas of improvement. Students who are on probation will be held accountable to the expectations outlined in their probation agreements. Failure to adhere to these expectations may result in the loss of campus privileges, parental contact or suspension.

Registration

Orientation

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

Registration Regulations

All students will be expected to register during the regular registration periods at the beginning of each semester. Late registration will entail a fee of $100.

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 traditional students receive an orientation to the Career Center during their first week on campus. For the non-traditional student, the orientation takes place during the initial registration session. 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 Center) provides support services by assisting students in locating internship opportunities (typically offered as either paid and/or for academic credit) that connect with the student’s discipline and/or particular areas of interest.

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 educational 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 educational 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, email 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 back files 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 simply learned one way and is not limited in perspective, but takes into account the similarities and differences of various peoples 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 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 progressively gaining 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 for graduation will be eligible to participate in Commencement exercises. In addition, any candidate who has made a good-faith attempt to complete graduation requirements but is lacking one required course and is either enrolled in that course or provides evidence of a plan to complete this last requirement may request permission to participate in Commencement though not actually graduating. This last requirement does not include the Senior Integration Paper (SIP) or the Applied Research Methods II course which MUST be completed prior to commencement. A Commencement Participation Petition is available from the Office of Records, must be submitted in writing to the Vice President for Academic Affairs.
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, 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, contact:

Master of Education Program
Covenant College
14049 Scenic Highway
Lookout Mountain, GA  30750
or call 800.677.3626
med@cov.edu
www.med.cov.edu

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 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 and Theological Foundations
BIB 111. Old Testament Introduction .......................... 3
BIB 277-278. Christian Doctrine I, II .......................... 6

Basic Literacies
ENG 111. English Composition ................................. 3
Must be completed during first year at Covenant. Exemption permitted with credit from AP language/composition.

Foreign Language .................................................. 8
Proficiency in one year of an elementary-level foreign language.
Mathematics .................................................................3
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.
PE 151. Concepts in Physical Education ..................2
PE 152. Personal Aerobics and General Fitness ..........1

Cultural Engagement
COR 100. The Christian Mind .....................................2
COR 225-226. Cultural Heritage of the West I, II .........6
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

Exploratory Stewardship of Opportunities
See the Core and Distribution Requirements section for
descriptions of requirements and lists of courses. Courses
from a major department can not fulfill both a major
requirement and a distribution requirement.
Fine Arts Distribution Requirement ..........................3
Humanities Distribution Requirement ........................3
Natural Science Lab Distribution Requirement ..........4
Social Science Distribution Requirement ....................3
Total BA Core Curriculum Requirements .................58

Core and Distribution
Requirements For
Baccalaureate Degrees
(Traditional Undergraduate
Programs)

Core Requirements
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’ capacities 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 this component. Many
departments have designated their Senior Integration Paper
(SIP) course as the ‘S’ course, which means this will come at
the end of a student’s studies at Covenant. Some
departments have not designated an ‘S’ course and students
pursuing those majors will be required to complete ENG 252
Speech. 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
(minimum 12 minutes) to a class of peers and faculty.
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
an alternate course which will satisfy this component. If the
student completed the major’s ‘S’ course prior to Fall 2006,
it will not satisfy the “S” requirement, and the student will
need to complete ENG 252. Speech to satisfy this
requirement. However, if the student takes that major’s ‘S’
course in a future term, the student will not be required to
take ENG 252 Speech.

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.

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Distribution Requirements

Distribution requirements allow a student to select courses of interest to gain exposure to a variety of disciplines contributing to the broad liberal arts content. Below are the four distribution requirements with the courses that can satisfy these components.

**Fine arts distribution courses** explore varied elements of human artistic inquiry and/or expression. Students who successfully complete this requirement will have demonstrated the ability to:

* Engage various elements of human creative process as found in the visual, musical or theatrical arts.
* Appreciate the products of human creativity in the visual, musical or theatrical arts.
* Think biblically about the process and products of human creativity in the visual, musical or theatrical arts.

**Fine Arts Distribution Requirement approved courses:**
- ART 111. Introduction to Art
- ART 201. Drawing I
- ART 210. Two-Dimensional Design
- ART 211. Three-Dimensional Design
- ART 301. Art History I
- ART 302. Art History II
- ART 410. Art and Criticism
- COM 202. Introduction to Theatre
- COM 235. Acting I
- ENG 266. Reading Film
- MUS 171. Introduction to Music Style

**Humanities distribution courses** explore varied elements of human culture, thought, and/or literary expression. Students who successfully complete this requirement will have demonstrated the ability to:

* Engage various elements of human thought, literary expression and cultural development.
* Recognize the interplay between human thought, literary expression and cultural development.
* Think biblically about the process and products of human cultural development, thought and literary expression.

**Humanities Distribution Requirement approved courses:**
- ENG 114. Introduction to Literature
- ENG 203. American Literature: Beginnings to 1865
- ENG 204. American Literature: 1865 to 1965
- ENG 210. Classical Literature
- ENG 211. European Literature in English Translation
- ENG 220. Modern and Contemporary Drama
- ENG 240. The Inklings
- ENG 275. 20th Century African American Literature
- ENG 276. Literature Across Cultures
- HIS 111. History of the U.S. to 1877
- HIS 112. History of the U.S. since 1877
- HIS 241. American Religious History
- HIS 250. The New South
- PHI 101. Introduction to Philosophy
- PHI 102. Introduction to Logic/Critical Thinking

**Natural science lab distribution courses** explore elements of scientific investigation and content, including hands-on laboratory experiences, in one or more of the natural sciences. Students who successfully complete this requirement will have demonstrated the ability to:

* Engage various elements of scientific exploration in physical or biological sciences.
* Appreciate the products of scientific study in physical or biological sciences.
* Think biblically about the process and products of scientific endeavor in physical or biological sciences.

**Natural Science Lab Distribution Requirement approved courses:**
- BIO 111. General Biology I
- BIO 240. Microbiology
- CHE 103. Introductory Chemistry I
- CHE 121. General Chemistry I
- NSC 105. Problems of Physical Science
- NSC 106. Problems of Biological Science
- NSC 107. Concepts in Human Heredity
- NSC 108. Problems of Geological Science
- NSC 110. Problems of Environmental Science
- NSC 112. Astronomy
- NSC 115. Science in Perspective
- PSY 131. General College Physics I

**Social science distribution courses** explore human behavior at the individual, group, and structural levels, as well as the interplay of these factors. Courses will make use of social and/or behavioral science methods, both quantitative and qualitative. Students who successfully complete this requirement will have demonstrated the ability to:

* Engage various elements of the exploration of human social interactions, institutions and behaviors.
* Appreciate the products of the study of human social interactions, institutions and behaviors.
* Think biblically about the process and products of the study of human social interactions, institutions and behaviors.

**Social Science Distribution Requirement approved courses:**
- ECO 201. Principles of Macroeconomics
- ECO 202. Principles of Microeconomics
- FIN 210. Personal Finance
- PSY 100. General Psychology
- PSY 303. Developmental Psychology
- SOC 141. Principles of Sociology
- SOC 341. The Family
Courses Satisfying Two Requirements: To encourage breadth in the overall academic programs, a course in a student’s major department will normally not be allowed to satisfy a core distribution requirement. However, courses that are not "prefixed" in the major department, but are nonetheless required "supporting courses" for the major program may be used to satisfy core distribution requirements while also satisfying major program requirements. Also, it is permissible to use a course to satisfy a core distribution requirement and meet the requirements of a minor or a second major when the core of the first major is already satisfied.

Examples: In the art major, a course with an ART-prefix could not be used to satisfy the fine arts distribution requirement. In the biology major, supporting course requirements include chemistry (CHE) lab courses. These CHE lab courses would count toward fulfilling the natural science lab distribution requirement for a student majoring in biology, whereas BIO lab courses would not.

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.

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, obtain a Declaration of Major Form from the Office of Records.

Students must take at least 12 units of their major and at least six units of their minor at Covenant. 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.

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<tr>
<th>Major Programs</th>
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<tr>
<td>Applied Music</td>
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<td>Biblical and Theological Studies</td>
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<td>Biology</td>
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<td>Business</td>
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<td>Chemistry</td>
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<td>Community Development</td>
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<td>Elementary Education: Early Childhood and Middle Grades</td>
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<td>English, and English Secondary Education</td>
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<td>History, and History Secondary Education</td>
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<td>Information and Computer Sciences</td>
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<td>Interdisciplinary Studies</td>
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<td>Mathematics, and Mathematics Secondary Education</td>
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<td>Music</td>
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<td>Natural Science, and Natural Science Broad Fields</td>
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<td>Secondary Education</td>
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<td>Organizational Management*</td>
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<td>Philosophy</td>
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<td>Philosophy and Religion</td>
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<td>Physics</td>
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<td>Psychology</td>
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<td>Sociology</td>
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* A field experience program only
Special Programs

Pre-engineering (consult with Professor Broussard)
Pre-law (consult with Professor Follett)
Pre-medical (consult with Professor Morris)
Pre-ministerial (consult with a Biblical Studies professor)
Pre-nursing (consult with Professor Wenger)
Pre-physical therapy (consult with Professor Wenger)

Minor and Concentration Programs

Accounting
Art
Biblical and Theological Studies
Biblical Languages
Biology
Business
Chemistry
Church Music
Coaching
Community Development
Computer Information Systems
Computer Sciences
Economics
Education – Non-Certification
English
Finance
French
German
History
Interpersonal Counseling
Mathematics
Missions
Music
Organ
Philosophy
Philosophy and Religion
Physical Education – Science Track
Physical Education – Sports Management Track
Physics
Piano
Psychology
Psychology – Clinical
Psychology – Experimental
Sociology
Spanish
Sports Ministry
Theatre
Voice
Youth Ministry

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.

Students must have at least 60 semester hours of transferable college credit to enter the program. Course work in this major constitutes another 45 hours. The 45 semester-credit curriculum is taught in a series of courses taken consecutively. Additional credits may be earned through CLEP, correspondence courses, military experience, 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.

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 Organizational Management 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 Business, and Basic Health Sciences. Please see Business, Natural Science, and Pre-nursing sections.

Core Curriculum for Associates Degrees

Biblical and Theological Foundations
BIB 111. Old Testament Introduction..........................3

Basic Literacies
ENG 111. English Composition........................................3
(Exemption permitted with credit from AP language/composition.)
Mathematics .................................................................3
(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.)
PE 151. Concepts in PE ..................................................2
PE 152. Personal Aerobics ..............................................1

Culture Engagement
COR 100. The Christian Mind .........................................2
COR 225 & 226. Cultural Heritage of the West I, II ..........6
HIS 325. Twentieth-Century World History ..................3

Exploratory Stewardship of Opportunities
See the Core and Distribution Requirements section for descriptions of requirements and lists of courses. Courses from a major department can not fulfill both a major requirement and a distribution requirement.
Fine Arts Distribution Requirement .........................3
Natural Science Lab Distribution Requirement ..............4
Social Science Distribution Requirement ....................3
Total AA Core Curriculum Requirements ..................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. Early in the fall semester, entering freshmen 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 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 take place on 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:

Program 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 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 Australia 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 internship in an international business in Shanghai. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an and Xiamen. This interdisciplinary, cross cultural program enables students to deal with this increasingly important part of the world in an informed, Christ centered way. Students earn 16-17 semester hours of credit.

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

Middle East Studies Program (MESP) The Middle East Studies Program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ centered manner. Students earn 16 semester hours of credit.
Oxford Summer Programme (OSP) This is a program of the Council for Christian Colleges & Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West, and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs.

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 the 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 (USP) 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.

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.

Army ROTC Program

Covenant students may participate in the Army ROTC program at the University of Tennessee at Chattanooga (UTC), enrolling for college credit and transferring those credits back to Covenant. The students will need to provide transportation to the UTC campus for course work.

The ROTC Military Science and Leadership Program is a deliberate, continuous, sequential, and progressive process, based on Army values, that develops Soldiers into competent and confident leaders. As the Army’s largest pre-commissioning source, ROTC lays the leadership foundation for thousands of cadets across hundreds of university campuses. ROTC is a leadership development program.
The ROTC program is composed of two levels as listed below:

- **Basic courses** (Military Science I and II) are composed of the first four semesters of military science courses. *No active duty commitment is required of students taking the basic course.*
- **Advanced courses** (Military Science III and IV) are composed of the last four semesters of military science courses and a six-week summer camp at an army installation at the end of the junior year. The student successfully completing the advanced courses with a grade of “C” or better will, upon graduation, be commissioned a Second Lieutenant in the U.S. Army.

Contact the Office of Records with any additional questions. Course descriptions of all courses are available on the UTC website ([www.utc.edu](http://www.utc.edu)).

### 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 will 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” will be replaced with an “F” and financial aid eligibility will 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 programs. 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, and hours apply as earned toward graduation requirements.

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 programs.

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 programs.

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 programs.

All withdrawal requests must be processed through the instructor. Before the last two-week period, instructors will 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 will 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 maximum of 12 units toward graduation on a pass-fail basis in non-core courses and courses not required in the student’s major or 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 view 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 requires a release from the student or must comply with the Family Educational Rights and Privacy Act of 1974. If a student has a hold (e.g. outstanding balance), the student is blocked from viewing grades or requesting transcripts until the hold has been cleared.

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 arrangements with reasonable time deadlines but is not obligated to do so. The student will be assessed the then-current tuition rate after consultation with the Registrar.
Proficiency in Writing

Instructors in all departments of Covenant expect the written work of students to be in clear and correct English and to show competence in the organization and development of ideas. Any student turning in material that is unsatisfactory in its writing to any faculty member in any course will be referred to the chairman of the English department for corrective work.

Classification of Students

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

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

Academic Probation

Students may be placed on academic probation as a result of two actions. New students may be admitted on academic probation based on lower high school performance or test scores. Continuing students with an overall institutional grade point 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>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 institutional 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 institutional GPA below 1.60 will be placed on academic suspension. This designation is evident on Banner and students will be notified by email. 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 based on the 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 or email, and in writing, of the action of the appeal committee. If an appeal is granted, the student is permitted to re-enroll on academic 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 appeal 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.

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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

Students on academic probation are ineligible for participation in extracurricular activities such as drama, intercollegiate athletics, hall leadership roles, and student government. Eligibility for these activities may be reevaluated during the course of the semester based on the student’s performance. As an academic institution, we are glad that we can offer co-curricular activities that allow students to grow spiritually, physically and intellectually, but 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 instructor may 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 instructor. These statements do not constitute an excused absence, but are given to instructors for verification of an absence for emergencies and medically related purposes.

Students should inform their instructors in advance of any school trips which will necessitate absence from class. Instructors will report the interruption of class attendance by any student on academic probation and/or 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 or higher, with no courses incomplete, and with no mark below “C.”

Seniors who have completed a minimum of 60 semester hours of graded coursework at Covenant (not including credits earned through prior learning assessment or courses taken Pass/Fail), have been on the Dean’s List each semester since entering Covenant, or whose institutional grade point average is 3.50 or higher 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.

Graduates who complete a minimum of 60 semester hours of graded coursework at Covenant (not including credits earned through prior learning assessment or courses taken Pass/Fail) with an institutional grade point average of 3.50-3.74 will be graduated cum laude. Those who finish with an institutional grade point average of 3.75-3.89 will be graduated magna cum laude. Those who finish with an institutional grade point average of 3.90 or higher will be graduated summa cum laude. Classes taken after graduation
will impact the institutional grade point average but will not alter the academic honors designation awarded at graduation. Students who have completed 50-59 hours at Covenant with an institutional grade point average of 3.75 or higher will be graduated “With Distinction.” These honors designations are printed in the Commencement program and displayed on the student’s academic transcript.

**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 add and withdraw courses and major programs, and otherwise alter the content of the curriculum announced here. Many courses listed in the catalog are offered on alternate years. The schedule of classes in any given semester will be available on Banner prior to registration. Students are aided in their academic pursuits by a variety of resources including faculty advisors, the Banner Web Degree Evaluation system, and the Office of Records. Students are encouraged to work with their faculty advisor and other resources to outline a curricular schedule, by term, that will plan the completion of the core, major and elective hours required to earn the minimum of 126 hours required for a bachelor’s degree. Students are ultimately responsible for following academic policies and procedures, meeting college deadlines, monitoring progress to meet degree requirements, and knowing and completing all the requirements of the program in which they are enrolled (see department sections).

**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. The ‘S’ and ‘W’ beside the course title in a major department (e.g. Requirements for the Major in Visual Arts) indicates that the course satisfies the ‘speech intensive’ and the ‘writing intensive’ components of the core curriculum for that major.

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 111. Old Testament Introduction</td>
<td>3</td>
</tr>
<tr>
<td>(see Biblical and Theological Studies)</td>
<td></td>
</tr>
<tr>
<td>BIB 142. New Testament Introduction</td>
<td>3</td>
</tr>
<tr>
<td>(see Biblical and Theological Studies)</td>
<td></td>
</tr>
<tr>
<td>COR 100. The Christian Mind: A Covenant Perspective</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

- Bachelor of Arts Academic Programs
- Numbering of Courses
- Disclaimer
- Core and General Education Courses
- Typical Freshman Year Core Course
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 at Covenant. (see English)

Fine Arts Distribution Requirement.................................3
(see approved courses on page 23)

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 should contact the Foreign Language department to request exemptions.)

Humanities Distribution Requirement................................3
(see approved courses on page 23)

Mathematics ...........................................................................3
(see Mathematics or Math Placement Exam)

Natural Science Lab Distribution Requirement..................4
(see approved courses on page 23)

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 Distribution Requirement..........................3
(see approved courses on page 23)

Typical Sophomore Year Core Courses

Sophomore year classes below and other freshman 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.

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)

Senior Integration Paper 492 ‘S’......................................2
(see course descriptions in particular major fields and page 25)

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. In addition to regular class expectations, students will be required to meet regularly with an Academic Support Coach to work on implementing class objectives.
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
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 film, music or theatre is required to fulfill the fine arts distribution requirement.

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 234 or 250 and two from ART 220, 222, 223 or 270.
Students are required to take foundation courses as prerequisites for several of the following studio courses. 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.
Students may take two courses 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 ................................ 3/3
ART 322/422. Painting II/III ........................................ 3/3
ART 334/434. Ceramics II/III ....................................... 3/3
ART 350/450. Sculpture II/III ...................................... 3/3
ART 370/470. Communication Design II/III ............. 3/3
ART 299/399. Special Studies ..................................... 3/3

Art History (9 credits):
ART 301. Art History I ‘W’ ............................................. 3
ART 302. Art History II ‘W’ .......................................... 3
ART 410. Art and Criticism 1970 to the Present ‘W’ .... 3

Senior Requirement (3 credits):
ART 491, 492. Senior Seminar and Project ‘S’ .......... 3
Total hours for the major ........................................... 39
Total degree hours ..................................................... 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 hours for the minor........................................... 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, will 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 in Art
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 within 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 to individual development and subject determined by the student. Prerequisite: ART 222 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. ‘W’

491, 492. Senior Seminar and Project
Topics will include discussions about contemporary problems in visual arts with an emphasis on preparation for the 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. ‘S’

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 hearts, renews their minds, 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 professions. 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
- Philosophy and Religion (with the Philosophy Department)

Minors:
- Biblical and Theological Studies
- Biblical Languages
- Missions
- Youth Ministry

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 exception that either GRE 175.-176. Elementary Greek I, II or HEB 191.-192. Elementary Hebrew I, II are required to fulfill the foreign language requirement.

Core requirements ....................................................... 58
Electives ...................................................................... 32

Major and Supporting Course Requirements
BIB 201. Current Issues in Biblical Studies ‘W’ ............ 3
BIB 372. Hermeneutics .............................................. 3
BIB 492. Senior Integration Paper ‘S’ .......................... 3
Church History Course: BIB 383. History of the Christian Church, or MIS 301. History of Missions ............. 3
Ethics Course: BIB 371. Christian Ethics, or BIB 322. Deuteronomy .................................................. 3

Missions Course: BIB 376. Outreach to Contemporary Culture, or MIS 202. Theology of Missions, or
MIS 203. Missionary Methods .................................... 3
New Testament Upper Division Book Study (e.g. BIB 346, 349) ......................................................... 3
Old Testament Upper Division Book Study (e.g. BIB 322, 327) ......................................................... 3
Upper Division BTS Dept. Elective ............................. 6
Upper Division Theology Course ** ................................ 6
Total hours for the major .............................................. 36
Total degree hours ..................................................... 126

** Theology electives include all the upper division courses listed under Theological Studies (Systematic and Historical) as well as World Religions and Alternative Religious Movements.

Pre-seminarians are strongly urged to take the following additional courses:
ENG 304. Advanced Composition ............................... 2
A second year of Greek .............................................. 6
A philosophy course .................................................. 3
Appropriate courses in psychology and/or sociology ...... 6

Biblical and Theological Studies Major with Concentration in Missions

The core and distribution requirements for a major in Biblical and Theological Studies with a Concentration in Missions are those listed for baccalaureate degrees on page 22, with the exception that the foreign language requirement may be fulfilled with either a biblical or modern foreign language.

Core requirements ....................................................... 58
Electives ...................................................................... 29

Major and Supporting Course Requirements
BIB 201. Current Issues in Biblical Studies ‘W’ ............ 3
BIB 372. Hermeneutics .............................................. 3
BIB 376. Outreach to Contemporary Culture ‘S’ ........ 3
BIB 492. Senior Integration Paper ............................ 3
CDV 210. Theory of Community Development .......... 3
CDV 300. Living and Working in Multicultural Context 3
MIS 202. Theology of Missions ................................. 3
MIS 203. Missionary Methods and Problems ............. 3
MIS 301. History of Missions ................................. 3
MIS 302 World Religions or MIS 303 Alternative Religious Movements .................. 3
New Testament or Old Testament Upper Division
Book Study .................................................................3

Upper Division Elective from among the following:
Introduction to Islam, or
MIS 401. Missions Seminar, or
MIS 404. Missions Practicum or
SOC 229. Cultural Anthropology, or
SOC 341. The Family ..................................................3

Upper Division Theology Elective ..................................3
Total hours for the major ..............................................39
Total degree hours .....................................................126

Requirements for Major in 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 exception that a course in history or literature is required to fulfill the humanities distribution requirement.

Core requirements .....................................................58
Electives .................................................................29 or 30

Major and Supporting Course

Requirements
BIB 487. Modern Theology ‘W’ ........................................3
BIB 492, or PHI 492. Senior Integration Paper ................. 3 or 2
MIS 302. World Religions ..............................................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
Philosophy electives: any philosophy courses ................6
Religion electives: philosophical electives that are
BIB courses * (see list below) ......................................6
Philosophical electives * (see list below) .........................3
Total hours for the major ..............................................39 or 38
Total degree hours .....................................................126

* Philosophical electives:
   Any PHI course and
BIB 372, BIB 376, BIB 373, BIB 383, BIB 387, BIB 487, BIB 495, BIO 315, ECO 430, EDU 370, ENG 380,
HIS 300, HIS 305, IDS 310, IDS 335, ICS 350, MAT 290 MAT 360, MAT 410, MAT 470, MIS 302, MUS 372, PHY 351, PSY 306, PSY 360, SOC 342, SOC 402

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 hours for the minor ..............................................12

Requirements for Minor in Biblical Languages
GRE 175-176. Elementary Greek I, II ............................8
BIB 377-378. Intermediate Greek I, II ............................6
HEB 191-192. Elementary Hebrew I, II ..........................8
Supervised Reading in Greek or Hebrew text ..................1-3
Total hours for the minor ..............................................23

Requirements for Minor in Missions
MIS 202. Theology of Missions, or
   MIS 203. Missionary Methods ....................................3
MIS 302. World Religions or
   MIS 303. Alternative Religious Movements ................3
Missions elective .......................................................3
Upper Division department elective .............................3
Total hours for the minor ..............................................12

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 376. Outreach to Contemporary Culture, or
BIB 371. Christian Ethics, or BIB 372. Hermeneutics; or
SOC. 249. Interpersonal Communication, or
SOC 341. The Family, or SOC 347. Relational Counseling; ................................................3
Total hours for the minor ..............................................15
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 who complete a Bible major at Covenant College may receive up to 30 hours of advanced standing towards the M.A.T.S. degree at Covenant Seminary. (See the Seminary’s Catalog or Website for further information.)
* Students must earn a grade of “B-” or better in each specific Covenant College course listed above, as well as a cumulative GPA of 3.0 for all courses in the Bible major and Missions minor (if applicable).
* Students seeking advanced standing should contact the Seminary Registrar before enrolling. Students must formally request that the Registrar’s Office evaluate their transcripts for advanced standing.

Biblical Studies Courses

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

111. Old Testament Introduction
This course introduces the basic theological themes, chronological framework, and literary character of the Old Testament with a focus on Genesis – Kings. It aims to provide: 1) the foundations for theological interpretation of the Old Testament, giving special attention to the covenantal framework for redemptive history; and 2) an introduction to critical theories concerning the authorship, canonicity, integrity and dating of the documents. Three units.

142. New Testament Introduction
The course will deal with 1) questions of introduction (authorship, canon, inspiration, integrity of the documents, dating, etc); 2) beginning hermeneutics; 3) inter-testamental history as a background to the New Testament, as well as 4) a study of the historical framework of the New Testament as a whole and key theological concepts. Three units.

201. Current Issues in Biblical Studies
An introduction to the current state of scholarship in Old Testament and New Testament studies. Students will be exposed to a wide variety of theories and methods which characterize the discipline of Biblical Studies and learn how to evaluate and apply these methods with the goal of a faithful interpretation of the Scriptures. The course will focus on: 1) the intellectual environment out of which the theories arose, 2) their philosophical and theological presuppositions, 3) the strengths and weaknesses of each approach, 4) the application of the theories to Biblical texts, and 5) a critique or constructive proposal for continued use. The course is designed as a ‘W’ course that focuses on writing in the field of biblical studies and the accepted methods of argument, style, and citation. Three Units. ‘W’

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 & Theological Studies faculty as need and interest arise. Credit to be determined. Prerequisites: BIB 111 and 142.

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. Prerequisites: BIB 111 and 142 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. Prerequisites: BIB 111 and 142, concurrently with 277 or 278. Three units.

329. Prophets of Israel
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. Prerequisites: BIB 111 and 142 concurrently with 277 or 278. 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. Prerequisites: BIB 111 and 142, concurrently with BIB 277 or 278. Three units.

348. Pauline Epistles
A study of the background and the theology of the Pauline Epistles. Lectures will examine both the individual books in the Pauline corpus, introductory questions about the letters of Paul and the structure of Pauline theology. Prerequisites: BIB 111 and 142 concurrently with BIB 277 or 278. 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. Prerequisites: BIB 111 and 142; concurrently with BIB 277 or 278. Three units.

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

358. 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: Prerequisites: BIB 111 and 142; concurrently with BIB 277 or 278. 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.

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. Prerequisites: BIB 372 and one OT book study or instructor’s permission. Three units.

492. Senior Integration Paper in Biblical Studies
This course guides a student through the researching of a topic from the wide field of studies taught within the department. This paper, which is an important graduation requirement, is intended to exhibit the student’s ability to write in an integrative fashion, i.e. bringing Biblical teaching to bear on all the other things we study. An oral presentation of the research undertaken will crown the semester. Three units. ‘S’

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. Prerequisites: 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. Prerequisites: BIB 111 and 142.

280. Theology and Ministry Conference
This course requires the student to attend an extended conference, approved by faculty, on issues in theology and/or Christian ministry. The student will be required to do guided reading in advance of the conference and to prepare a reflection paper following. The course may be repeated to a maximum of three conferences on theology or ministry. Normally, a Covenant BTS faculty member will also attend the conference. Prerequisite: BIB 277 or 278 completed or in progress. One unit.
371. Christian Ethics
This course will outline a biblical framework for approaching ethical questions. We will examine various ethical methodologies, how the Church has addressed ethical questions at different times in history, and how contemporary Christians can develop a relevant approach to current ethical concerns. This class includes a general overview of how to use the Bible in ethics, including an extended discussion on the Ten Commandments. Prerequisites: BIB 277 and 278. Three units.

373. Christology
In this course the person and work of Christ are examined in far greater depth than is possible in Doctrine 1. We explore the quest for the historical Jesus Christ and the Old Testament, and how Christology should influence all of our thinking. Early church fathers and contemporary biblical and theological scholars who reflect on core Christological questions are read. Additionally, guest speakers address such issues as Jesus in art, music, and film. Prerequisites: BIB 277 and 278. Three units.

376. 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 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. Prerequisites: BIB 277 and 278. Three units.

386. 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. Prerequisites: BIB 277 and 278. Also listed as HIS 339. Three units.

387. John Calvin and the Reformed Tradition
An examination of the career of John Calvin (1509-64), the development of the Institutes of the Christian Religion from 1536 to 1559 and the unfolding of the Reformed tradition to the year 1700. Prerequisites: BIB 277 and 278. Three units.

388. Awakenings in Christian History
The course aims to investigate the way in which the Christian church has passed through declines and advances. The declines have often ended and advances come through powerful resurgences and awakenings. We will aim to identify these movements, their frequency, their leaders and principles illustrated by their recurrence. We will also attempt to evaluate reports of such awakenings in our time. Prerequisites: BIB 277 and 278. Three Units.

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

399. Independent Study
See page 32 for requirements. Prerequisites: 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. Prerequisites: BIB 277 and 278. Three units.

Missions Courses

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. Prerequisites: BIB 111 and 142. Three units.
203. Missionary Methods and Problems
Methods of conducting the missionary effort in foreign countries will be studied in relation to such matters as communications, elenctics, identification, unacceptable accommodation, the support and government of local churches, the problem of church and state, and various types of missionary endeavors. Prerequisites: BIB 111 and 142. 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. Prerequisites: BIB 277, and with BIB 278 at least concurrently if not completed. 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 Witness, Mormon, Christian Science) as well as more recent ones (e.g. New Age Movement, Apocalyptic Cults). These cults are evaluated from the Protestant, evangelical view. Prerequisites: BIB 277 and 278. Three units.

401. Missions Seminar
A course designed to engage in intensive study of one of the areas of missiology such as church growth, missionary anthropology, worldviews, ecumenism, history of missions or theology of missions. Study papers and discussions will form the basis for evaluation. Prerequisites: BIB 277, 278 and MIS 202. Three units.

404. 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 observation of local youth ministries helps students to identify levels of relationships, styles, 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. Prerequisites: BIB 211 and 212. Three units.

214. Team Relational Youth Ministry Practicum II
Prerequisites: BIB 211, 212, and 213. Three units.

• May also be taken as a correspondence course.

Biology

Department Goals
All truly Christian education must have as its ultimate purpose the enhancement and further unfolding of each student’s ability to accomplish his or her “chief end” of “glorifying God and enjoying Him forever.” Our college purpose statement describes this as striving “to discern and unfold the implications of His preeminence in all things.” Our department seeks to discern and unfold the implications of Christ’s preeminence in biology. Toward this end we offer a curriculum that is consciously designed to enable and encourage fellow believers in the tasks of discerning, unfolding, glorifying and enjoying.
For General Education
To help students develop an understanding of living organisms that will enable them:
- to perceive the order and design therein and to revere more highly the God who created life;
- to appreciate life and become better stewards of nature;
- to make intelligent decisions on contemporary issues such as creation and evolution, genetic manipulation, in vitro fertilization techniques, and fetal research.

For the Major Field
- to provide more thorough development of the goals for general education;
- to familiarize students with the modern concepts of biology;
- to help students learn a context and be able to incorporate new information into it;
- to prepare students for satisfying areas of service including secondary school teaching, various environmental options, and additional training in medical studies or graduate school.

Requirements for Major in Biology
The core and distribution requirements for a major in biology are those listed for baccalaureate degrees on page 22 with the exception that a non-biology lab course is required to fulfill the natural science lab requirement, and is already required for the major.

Normally, a minimum combined SAT score of 1100 (sum of the critical reading and math section scores), or composite ACT score of 24 is required for biology majors. Students with lower test scores should consult the biology department chair. 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. All biology majors are normally required to take either the subject GRE, MCAT, DAT, VCAT, or equivalent as a graduation requirement.

Core requirements .......................................................... 54
Electives ......................................................................... 9-2

Bio-Medical Option
A minimum combined SAT score of 1200 (sum of the critical reading and math section scores), or composite ACT score of 27 at the time of acceptance into Covenant College is strongly recommended for the bio-medical option.

BIO 111-112. General Biology I, II .................................... 8
BIO 242-243. Cellular and Molecular Biology I, II ‘W’ ..... 8
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 MAT 142. Pre-Calculus. If a math placement level of 4 or higher is received, then one additional math course is required (e.g. Calculus I, Elementary Statistical Methods) .......... 4
PHY 131-132. General College Physics I, II ..................... 8
Total hours for the major ........................................... 66 or 70
Degree Total.............................................................. 126

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 ‘W’ ................................................. 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 MAT 142. Pre-Calculus. If a math placement level of 4 or higher is received, then one additional math course is required (e.g. Calculus I, Elementary Statistical Methods) .......... 4
PHY 131-132. General College Physics I, II ..................... 8
Total hours for the major ........................................... 66 or 70
Degree Total.............................................................. 126

* These requirements may include enough units in chemistry for a chemistry minor. If an additional minor is desired, the total number of units taken may exceed the 126 needed for graduation.
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 ‘W’ ........................................... 4
BIO 490. Biology Seminar – two semesters ‘S’ .............. 1,1
BIO 492-493. Senior Integration Paper ....................... 2,1
Biography 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
STA 251. Elementary Statistical Methods ..................... 4

Summer(s) at AuSable Institute
(3 courses) ........................................................ 12
Total hours for the major ....................................... 63-65
Degree Total ....................................................... 126

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 I, II ........................... 8
Biology electives .................................................... 8
Total hours for the minor ....................................... 20

Biology Courses
111-112. General Biology I, II
Basic principles of biology at molecular, cellular, organ system, organic 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: a minimum combined SAT score of 1100 (sum of the critical reading and math section scores), or composite ACT score of 24, or permission of instructor. 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 student 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). Prerequisites: 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 additional paper. Three Units.

320. Comparative Anatomy
Classification and comparison of typical chordate animals with emphasis on the vertebrates. Prerequisites: 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. Prerequisites: BIO 111-112 or equivalent. Three hours lecture. Three hours laboratory. Laboratory fee: $25. Four units.

322. Developmental Biology
Experimental and descriptive aspects of animal development, with emphasis on vertebrates. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: BIO 111-112 or permission of instructor. Laboratory fee: $25. May also be taken at AuSable Institute. Four units.

340. Microbiology
The course studies life histories, morphology, physiology, identification, culture techniques, environmental microbiology, control, pathology and immunity. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. ‘S’

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

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.

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 the exception that the social science requirement (3 hours) will be fulfilled through economics, and mathematics (3 hours) will be fulfilled with Finite Math, which has a prerequisite. Both of these courses are incorporated into the Common Business Core.

Core requirements .......................................................... 52
Electives .......................................................... 17
Major and Supporting Course Requirements

Upper Division Major Requirements
BUS 310. Business Research Paper ‘S’ ‘W’ ......................... 1
BUS 320. Human Resource Management ......................... 3
BUS 345. Business Law ........................................... 3
BUS 350. Business Ethics Seminar ................................ 3
BUS 400. Strategic Management ‘S’ ‘W’ ......................... 3
BUS 492. Senior Integration Paper in Business .................. 2
FIN 340. Principles of Finance .................................... 3
MKT 300. Principles of Marketing ................................. 3
Twelve upper division units 300-400 level, accounting, business, finance, marketing, approved economics or ICS courses ........................................ 12
Upper division major subtotal ...................................... 33
Total hours for the major ........................................... 57
Total degree hours ................................................... 126

Requirements for Concentrations and Minors

Minor in Business
ACC 201. Principles of Accounting I ............................... 3
ACC 202. Principles of Accounting II or upper-division business elective .................................................. 3
BUS 250. Principles of Management .............................. 3
BUS 345. Business Law ............................................. 3
ECO 202. Principles of Microeconomics ......................... 4
MKT 300. Principles of Marketing ................................. 3
Total hours for the minor ............................................ 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 hours for the concentration ................................ 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 hours for the concentration ................................ 15

Please consult course descriptions regarding prerequisites.

Requirements for Associate of Arts Degree in Business

Core Requirements
(for details see page 27)
BIB 111. Old Testament Introduction ............................ 3
COR 100. The Christian Mind ....................................... 2
COR 225-226. Cultural Heritage of the West I, II ............. 6
ENG 111. English Composition .................................... 3
HIS 315. Twentieth-Century World History ..................... 3
MAT 144. Finite Mathematics ...................................... 4
PE 151. Concepts in Physical Education ......................... 2
PE 152. Personal Aerobics and General Fitness ............... 1
Fine Arts Distribution Requirement ............................. 3
Natural Science Lab Distribution Requirement ................. 4
Social Science Distribution Requirement ....................... 3
Core subtotal ....................................................... 37

Area of Concentration
ACC 201. Principles of Accounting I ............................... 3
ACC 202. Principles of Accounting II ............................. 3
BUS 250. Principles of Management .............................. 3
BUS 310. Business Research Paper ‘S’ ‘W’ ....................... 1
BUS 345. Business Law ............................................. 3
ECO 201. Principles of Macroeconomics ......................... 3
ECO 202. Principles of Microeconomics ......................... 4
FIN 340. Principles of Finance ..................................... 3
MKT 300. Principles of Marketing ................................. 3
One upper division units 300-400 level, accounting, business, finance, marketing, approved economics or ICS courses ........................................ 3
Concentration subtotal ............................................. 29
Total AA degree hours ............................................ 66
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. Prerequisites: 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: Common Business Core. 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. Prerequisites: Common Business Core. 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. Prerequisite: Common Business Core. 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: Common Business Core. 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: Common Business Core; ACC 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. Prerequisite: Common Business Core.

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

250. Principles of Management
Covers the concepts, issues, terminology, and practices of contemporary management. Contributions from organizational experience, theory, and research are examined as they relate to planning, organizing, leading, and controlling business outcomes. Prerequisites: ENG 111; Sophomore standing. Three units.

310. Business Research Paper
This course is for business majors only. 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 chosen business topic. Prerequisites: Common Business Core, Junior standing. One unit. ‘S’ ‘W’

320. Human Resource Management
Emphasizes the strategic importance of human resource practices to successful achievement of organizational goals. Contemporary practices in staffing, training, organizational development, compensation, and employee relations are examined in light of the latest theory and research. Prerequisite: Common Business Core. 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: Common Business Core. Three units. ‘W’

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: Common Business Core. 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. 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 250 or permission of instructor. Three units.

335. 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. Prerequisite: BUS 330. Three credits.

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

350. Business Ethics Seminar
Conceptual ethical frameworks will be discussed and critically evaluated in light of a Christian worldview. Contemporary and seminal articles about business ethics issues will be discussed and debated. Students will conduct research and present on a contemporary business ethics success or failure. Prerequisite: Common Business Core. 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. Prerequisites: BUS 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 250; 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. Prerequisites: BUS major, Common Business Core. 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 worldview. The study will result in a written thesis. Prerequisites: BUS 350, Senior standing. Two units. ‘S’

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: Common Business Core. 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. Prerequisite: FIN340. 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. Prerequisites: ENG 111; Common Business Core.; 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. Prerequisites: 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 exception that mathematics (3 hours) and natural science lab (4 hours) are fulfilled by non-chemistry courses that are included in the chemistry major requirements.

Entering freshmen who plan to major in chemistry should plan to take MAT 145. Calculus I the first year. Placement in Calculus is based on a strong high school math background (through trigonometry) which is evidenced by an SAT math score of 600 or ACT math of 25. Students who do not place into Calculus should 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.

The department assesses its program in part through the administration of nationally-standardized examinations as final examinations in each of its courses or course sequences. Students who complete chemistry courses at other institutions should have their scores on the appropriate Examinations Institute of the American Chemical Society test transmitted to the chemistry department. Otherwise the examination must be taken at Covenant. A score of 50 percentile or above is expected if a transferred course is to satisfy a program requirement which specifies a particular chemistry course.

Core requirements .................................................. 51
Electives ................................................................. 13

Chemistry Major and Supporting Course Requirements

General Professional Option
CHE 121-122. General Chemistry I, II .................................. 8
CHE 225. Analytical Chemistry ......................................... 4
CHE 323-324. Organic Chemistry I, II ................................. 8
CHE 326. Instrumental Analysis ........................................ 4
CHE 425-426. Physical Chemistry I, II ................................ 8
CHE 491. Meta-chemistry and the SIP ‘S’ ............................ 2
CHE 492. Senior Integration Paper .................................... 2
Chemistry electives - If a minor is desired, electives may be reduced to 3 units. .................................................. 6
MAT 145-146. Calculus I, II ............................................. 8
MAT 247. Calculus III .................................................... 4
PHY 231-232. General Physics ‘W’ ..................................... 8
Total hours for the major ............................................... 62
Total degree hours ....................................................... 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
CHE 121-122. General Chemistry I, II ................................. 8
Chemistry electives (CHE 225 or above) .................................. 12
Total hours for the minor ...................................................... 20
At least 12 of these 20 units must be completed at Covenant.

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 MAT 141 or math placement level 3 or higher. 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. Prerequisites: CHE 121, 122. Two hours lecture. Six hours laboratory. Laboratory fee: $20. Four units.

323. Organic Chemistry I
A study of the chemistry of hydrocarbons, alkyl halides, alcohols, and ethers. Molecular structure, stereochemistry, methods of preparation, physical properties, and reactions are covered. Infrared and nuclear magnetic resonance spectroscopy are introduced. Reaction mechanisms are stressed. Prerequisite: CHE 122 or a grade of “B” or better in CHE 104. Three hours lecture. Three hours laboratory. Laboratory fee: $20. Four units.

324. Organic Chemistry II
A continuation of the study of organic compounds. Families covered include aromatic hydrocarbons, phenols, aryl halides, aldehydes, ketones, carboxylic acids and their derivatives, amines, carbohydrates, lipids, amino acids, proteins, and nucleic acids. Prerequisite: CHE 323. Three hours lecture. Three hours laboratory. Laboratory fee $20. Four units.

326. Instrumental Analysis
Principles of design and operation of modern instrumentation in chemistry. Consideration of methods common in chemical research as well as in applied sciences such as environmental monitoring and medicine. Techniques include: optical spectrosopies, magnetic resonance, mass spectrometry, instrumental chromatographies, and dynamic electrochemistry, introduction to digital signal processing and laboratory automation. Prerequisites: 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. Prerequisites: 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 25. Prerequisite: CHE 491 or PHY 491 or BIO 491 or PHI 283. Two units.

Church Music
See Music.

Coaching
See Physical Education.

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 core and distribution requirements for a major in community development are those listed for a baccalaureate degree on page 22, with the exception that a course in finance, psychology or sociology is required to fulfill the social science distribution requirement.

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).

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 ‘W’ ...................................... 4
ECO 202. Principles of Microeconomics ...................... 4
ECO 420. U.S. Urban Poverty ................................ 3
HIS 349. American Urban History .......................... 3

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

One of the following:
MIS 202. Theology of Missions, or
MIS 203. Missionary Methods and Problems ................ 3

One of the following:
SOC 250. Introduction to Social Work ...................... 3
Domestic Foundations Track subtotal ......................... 33

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 ‘W’ ...................................... 4
ECO 202. Principles of Microeconomics ...................... 4
ECO 410. Third World Economic Development ............ 3
HIS 328. Developing World Since 1945 ...................... 3

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

One of the following:
MIS 202. Theology of Missions, or
MIS 203. Missionary Methods and Problems ................ 3
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.

CDV students are required to apply for and be accepted into the internship class (CDV 480-481) at least 12 months before the internship begins. This application will include recommendations from the Priesthill Center, Student Development, faculty, and pastor regarding students’ behavioral, emotional, spiritual, social, academic, and physical readiness for an intensive cross-cultural internship. Students will also be reassessed immediately prior to the internship. Additionally, the department can determine the student is not suitable for the internship at any time in this process.

Choose one of the following:
CDV 480. U.S. Research Internship in Community Development, or CDV 481. International Research Internship in Community Development................................. 3
Research Internships subtotal......................................... 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
Senior Synthesis subtotal........................................... 6
Total hours for the major............................................. 51
Total degree hours.................................................... 126

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 250. Principles of Management, or
BUS 330. Entrepreneurship, or
BUS 333. Small Business Management, or
ECO 405. Money and Banking ...................................3
Economic Development Sector subtotal......................9

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

Child and Family Development Sector (10 Credits)
PSY 303. Developmental Psychology..........................4
SOC 250. Introduction to Social Work**........................3
One of the following:
EDU 222. Educational Psychology, or
PSY 347/SOC 347. Relational Counseling, or
SOC 341. The Family ................................................3
Child and Family Development Sector subtotal........10

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

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
SOC 229. Cultural Anthropology................................2
International Foundations Track subtotal..................33

One of the following:
EDU 222. Educational Psychology, or
MIS 301. History of Missions, or
MIS 302. World Religion, or
SOC 229. Cultural Anthropology................................2
International Foundations Track subtotal..................33

Total hours for the major............................................. 51
Total degree hours.................................................... 126
Requirements for Minor in Community Development

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
MIS 202. Theology of Missions......................................................... 3
Total hours for the minor ......................................................... 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, or
ECO 448. International Microenterprise Development
Total hours for the minor ......................................................... 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. Prerequisites: Open to Freshmen and Sophomores, IDS (CDV concentration), or Missions concentration students only. 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. Prerequisite: 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 U.S. 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 U.S. and around the world. Prerequisites: CDV 210, CDV majors/minors, IDS (CDV concentration), or Missions concentration students only. 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. Prerequisites: CDV 210, CDV majors/minors, or IDS (CDV concentration) students only. 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. Prerequisites: 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 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. Prerequisites: 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. Prerequisites: CDV 480 or CDV 481 and senior-level standing. Three units.

492. Senior Integration Paper in Community Development
See page 25. ‘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. Prerequisites: MAT 141; ECO 202 for ECO/CDV and BUS majors/minors. 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: STA 251, ECO 201 and 202. Three units.

466. Econometrics II
A sequel to Econometrics I, this course introduces students to more advanced topics in statistical analysis and guides them through a major empirical research project. Topics covered will include: misspecification, 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

I. The following programs lead to Georgia teacher certification:

A. Elementary Education Major
   Early Childhood (grades P-5) certification
   Middle Grades (grades 4-8) certification
B. 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)
   *See certification requirements under each major.
C. Post-Baccalaureate Program. A program leading to teacher certification for individuals who already possess a baccalaureate degree.

These programs were re-approved by the Georgia Professional Standards Commission (PSC) in December 2004. Upon completion of any of these programs, including passage of content assessments, graduates are eligible to receive a clear renewable professional certificate, valid for five years.

II. The following programs lead to Association of Christian Schools International (ACSI) teacher certification:

All of the above PSC programs.

In addition, ACSI teacher certification will soon be offered in other content areas. Contact the Education Department for details.

These programs were approved by ACSI in March 2007. Upon completion of any of these programs, including passage of content assessments, graduates are eligible to receive a renewable ACSI certificate at either the elementary (K-8) or secondary (7-12) level, valid for five years.

Non-Certification Programs

Non-Certification Education Minor
Non-Certification Education Major/Minor for International Students

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@covenanet.edu
www.covenant.edu/academics/grad

Teacher Education Program

Conceptual Framework

The purpose of the Teacher Education Program at Covenant College is to prepare competent and compassionate teachers who practice their profession according to biblical guidelines in diverse educational settings. 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.

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**Certification Programs of Study**

Covenant’s programs of study that lead to certification in the state of Georgia are based on our Conceptual Framework. 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. Any student who receives Georgia certification will also be eligible to receive ACSI certification.

**Elementary Education Major: Early Childhood (Grades P-5)**

Students who complete the Elementary Education: Early Childhood Program and pass the relevant GACE tests 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.

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

Students who complete the Elementary Education: Middle Grades Program and pass the relevant GACE tests 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 tests 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 a baccalaureate 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.

**Prior to Teacher Education Approval**

Prior to Teacher Education Program approval, a student who is pursing 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

**Schedule for Completion of the Teacher Education Program (TEP)**

**Note:** The Georgia Professional Standards Commission requires that all TEP students pass the Georgia Assessments for the Certification of Educators™ (GACE™) at both entry to and exit from the program. At entry to the TEP, a student must pass the GACE Basic Skills Assessments. (See Gate 1 below.) At exit from the TEP, a student must pass the relevant GACE Content Assessments. (See Gate 3 below.)

**Gate 1: Approval to Teacher Education Program (Freshman or Sophomore year)**

- Pass the GACE Basic Skills Assessments or be exempt on the basis of SAT/ACT scores. (An SAT exemption requires a minimum composite score, critical reading 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 Assessments as early in their freshman year as possible, or even during the summer before enrolling in college. See www.gace.chemas.edu to register.

- Complete EDU 215. Technology for Educators with a grade of C- or better.
- 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. (EDU 222 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 one education course was taken to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.
- Ask a second professor (for secondary methods) to complete and submit the Professor Evaluation of Student Teacher Candidate form on your behalf.
- Complete a background check. Practicum students in Hamilton County are required to be fingerprinted and have a background check. Since all seniors in the TEP have an initial field placement in the fall (either for Elem. Ed. Senior Block or for Secondary Methods) in an urban Hamilton County school, it is mandatory that each student be fingerprinted sometime during the junior year. Hamilton County has outlined a very specific procedure that must be followed. Information about this procedure will be emailed to each student in January of the junior year. This requirement must be completed by March 30.
- Complete at least 58 semester units of credit.
- Maintain a cumulative institutional GPA of 2.50 or better.
- Receive official notice of initial approval to student teach.

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 content assessments relevant to your certification area. See www.gace.chemas.edu to register.
- Take the GACE content assessments 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 Professional Portfolio for a progress check to the professor of EDU 480 (for elementary education students) or of EDU 340 (for secondary education students).
- 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 final approval to student teach.

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

- Submit a photocopy of your GACE Examinee Score Report to Administrative Assistant of the Education Department.
- Submit completed Georgia Certification Application to Administrative Assistant of the Education Department before the end of the final semester.
- Submit a completed ACSI certification application if ACSI certification is also desired.
- Submit a self-evaluation of both student teaching practicums to College Supervisor.
- Confirm that all other Placement File materials have been submitted.
- One month prior to graduation, submit the completed 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 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 completion of the Professional Portfolio is a requirement for the successful completion of the Covenant College Teacher Education Program.

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 is considered 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 residences 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.

The professional semester consists of two different student teaching practicums to allow for a more varied and total practicum experience. 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.

Student Teaching at a Distance
If a student wishes to student teach at a distance for the second practicum, arrangements must be worked out with the prior approval of the Education Department. Applications for a Long Distance Practicum are available on request from the Education Office. This application must be submitted to the Education Office 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 initial 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 wishes to be considered for an exception to this policy (i.e., if a student wishes to student teach at a distance for both practicums), 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 initial clear renewable 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 assessments. In addition, employment by a school or school system may include and be contingent upon a background check.

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.
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 exams, all students with a secondary education minor must take the Major Field Achievement Test in their major subject area.

Requirements for ACSI Teacher Certification

Any student who receives Georgia teacher certification for one of the PSC programs will also be eligible to receive ACSI teacher certification at either the elementary (K-8) or secondary (7-12) level.

In addition, ACSI teacher certification will soon be offered in other content areas. Contact the Education Department for details.

Transfer Students

Transfer students must take the following courses at Covenant College, even if comparable courses could be 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 domestic 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.

Teacher Placement Service

A variety of services are offered to TEP students by the Teacher Placement Service. Services include assisting students in assembling a permanent credentials file, providing an annual teacher recruitment event, maintaining an electronic listing of teacher vacancies, and posting an electronic Directory of Teacher Education Graduates. Graduates receive a lifetime membership to this service.

Course Requirements for PSC Certification Programs

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

General Education Core

BIB 111. Old Testament Introduction ......................... 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 325. Global Trends for the Twenty-First Century .... 3
COR 337. Intercultural Experience .......................... 1
COR 340. Christ and Culture Seminar ........................ 1
ENG 111. English Composition ............................... 3

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

HIS 325. Twentieth-Century World History ................. 3
PE 151. Concepts in Physical Education .................... 2
PE 152. Personal Aerobics and General Fitness ............ 1
Fine Arts Distribution Requirement .......................... 3

(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)

Foreign Language .............................................. 8
Proficiency in one year of an elementary-level foreign language. (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.)

Natural Science Lab Distribution Requirement ............. 4
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)

General education core subtotal ............................. 49
Teaching Field

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.)

ENG 235. Introduction to Linguistics................................3

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 335. Physical Education in the Early Grades...............2

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..................................................39

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 ‘W’.................................................................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 EDU 222. Educational Psychology.).........................................4

Professional education subtotal......................................39

Total degree hours.....................................................127

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

BIB 111. Old Testament Introduction...............................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 325. Global Trends for the Twenty-First Century.........3

COR 337. Intercultural Experience................................1

ENG 340. Christ and Culture Seminar.............................1

ENG 111. English Composition.......................................3

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

HIS 325. Twentieth-Century World History.........................3

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

(unless exempt from the College core math requirement.)

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

PE 151. Concepts in Physical Education............................2

PE 152. Personal Aerobics and General Fitness..................1

Fine Arts Distribution Requirement................................3

(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)

Foreign Language.......................................................8

Proficiency in one year of an elementary-level foreign language. (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.)

NSC 115. Science in Perspective or NSC 105. Problems of Physical Science.................................4

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

Social Science Distribution Requirement (Recommended: PSY 303. Developmental Psychology)..........................3

General education core subtotal.................................55

70
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
EDU 367. Literature for Children in the Middle Grades ..............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 ‘W’ ..............................................................3
EDU 411. Educational Assessment: Middle Grades and
Secondary .................................................................1
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

Total degree hours .........................................................127-128

Note: Some teaching field concentration courses count towards
general education requirements or general teaching field
requirements.

Secondary Education Minor, (6-12) Certification

- English
- History
- Mathematics
- Natural Science Broad Fields

See certification requirements under each major.

Course Requirements for ACSI Certification Programs

Course requirements for current ACSI certification programs are the same as for PSC certification programs.

In addition, ACSI teacher certification will soon be offered in other content areas. Contact the Education Department for details.

Course Requirements for Non-Certification Education Programs

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

Total hours for the minor ..............................................15

Note: It is always advisable to take EDU 221 first and EDU
222 second. After that, students with a Non-Certification
Education Minor are exempt from the usual course
prerequisites for education courses. At pre-registration time,
the faculty advisor should email the Records Office, draw
attention to the minor being pursued, and request a Banner
override to enable pre-registration for the education
course(s) desired.
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.

Education Courses

Because of separate programs for early grades and middle grades certification, courses have been designed to meet the special needs and interests of either early grades or middle grades. In some cases only one section of such courses will be taught with both early and middle grades teachers included; assignments and tasks will differ according to the certification level.

215. Technology for Educators
This course prepares students to integrate technologies in teaching, learning, assessment, and the school curriculum. Students develop competence in planning and designing learning environments and experiences that use technologies, and in using technologies in professional growth and productivity. The course addresses social, ethical, legal and human issues, and assists students in developing a Christian perspective on the use of technology. Prerequisite: none. 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 may take this course 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 (behaviourism 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 may take this course 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: EDU 222 and TEP approval. Offered in the spring 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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 in local schools. Prerequisites: EDU 222 and TEP approval. Two units.

340. Curriculum and Methods in the Secondary School
A course designed to help pre-service secondary teachers develop and practice the abilities and 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 state and national standards. A thirty hour fieldwork experience in a local school also aids in preparation for the student teaching experience. This course is normally taken in the semester before student teaching. Prerequisites: EDU 222, TEP approval, and senior standing. $10 fee. Four units.
345. Art for Children 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. $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. Prerequisites: EDU 222 and TEP approval. 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. 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 one unit.) Prerequisites: EDU 222 and TEP approval. $5 fee. Three units. ‘W’

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. Prerequisites: 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 elementary schools. Topics include the role of assessment, the development of traditional, performance, and product assessments, grading and reporting, and standardized assessments. Taken in Senior Block. Prerequisites: 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 middle and secondary schools. Topics include the role of assessment, the development of traditional, performance, and product assessments, grading and reporting, and standardized assessments. This course is normally taken concurrently with EDU 340. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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 Practicum I and II. Pass/fail grading only. 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 Introduction .................................................. 3
The Christian Mind .......................................................... 2
English Composition (unless exempt) .................................. 3
Introduction to Teaching ................................................. 3
Math for Educators I ...................................................... 3
Concepts in Physical Education ........................................ 2

**Spring**
New Testament Introduction ............................................. 3
Math for Educators II ................................................... 3
Developmental Psychology ............................................... 4
Personal Aerobics and General Fitness .............................. 1
Technology for Educators ............................................... 3

**Sophomore**

**Fall**
Christian Doctrine I ...................................................... 3
Cultural Heritage of West I ............................................ 3
Educational Psychology .................................................. 3
Natural Science Lab course ............................................. 4
Foreign Language (unless exempt) .................................... 4

**Spring**
Christian Doctrine II ..................................................... 3
Cultural Heritage of West II .......................................... 3
Fine Arts course .......................................................... 3
Foreign Language (unless exempt) .................................... 4
Intro. to Linguistics ....................................................... 3

**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

75
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
Educational Assessment ..............................................1
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 Introduction .........................................3
The Christian Mind ...................................................3
English Composition (unless exempt) .........................2
Introduction to Teaching .........................................3
Math for Educators I (unless exempt) .........................3 (or 4)
Concepts in Physical Education .........................2

Spring
New Testament Introduction ........................................3
Social Science course .............................................3
Science in Perspective or Problems of Physical Science ..4
Personal Aerobics and General Fitness .......................1
Technology for Educators .......................................3
Concentration course ............................................3

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

Spring
Christian Doctrine II ..............................................3
Cultural Heritage of West II ....................................3
Fine Arts course ..................................................3
Foreign Language (unless exempt) ............................4
Nature & Needs of the Early Adolescent Learner ........3
Inter-cultural Experience ......................................0-3
Concentration course ............................................3

Junior
Fall
Twentieth Century World History ...................................3
Teaching in a Pluralistic Society ..................................3
History and Philosophy of American Education ..........3
Education of Exceptional Children ............................3
Concentration course ............................................3

Spring
Global Trends ..........................................................3
Christ and Culture Seminar .....................................1
Teaching Reading in the Middle Grades (if Language Arts
concentration) or other concentration course ..........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
Essentials of Instruction in the Middle Grades ..........3

Senior
Fall
Middle Grades Content and Skills ..............................3
Educational Assessment .........................................1
Concentration course ............................................3
Concentration course ............................................3
Concentration course ............................................3
Senior Integration Paper .........................................2

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. The program prepares students for study in the areas of mechanical, electrical, chemical, and industrial engineering, along with their associated sub-disciplines. Please note that architecture is not an area of engineering and as such is not part of the dual degree program. 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 a SAT score of at least 1100 (critical reading plus math only) and a minimum SAT math score of 600 or ACT math score of 25 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: Engineering while completing a Bachelor of Science in a variety of disciplines of engineering or mathematics. Admittance to or completion of the pre-engineering program at Covenant College does not automatically guarantee admission to the approved engineering school. Each student must meet the transfer student admission requirements of the approved institution.

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 pre-engineering studies are outlined below. 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. A GPA of 3.0 for all courses as well as math, science, and engineering courses must be maintained to improve consideration of acceptance into engineering programs.

BIB 111. Old Testament Introduction .................................. 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 325. Global Trends for the Twenty-First Century ............. 3
COR 337. Intercultural Experience .................................... 1
COR 340. Christ and Culture Seminar .................................. 1
ECO 201 or 202. Macro or Microeconomics ........................... 3
ENG 111. English Composition ....................................... 3
ENG 114. Introduction to Literature .................................... 3
(ENG 111 and 114 will satisfy the English Composition I, II requirement at GA Tech.)
PE 151. Concepts in Physical Education ................................ 2
PE 152. Personal Aerobics and General Fitness ........................ 1
See the Core and Distribution Requirements section for descriptions of requirements and lists of courses.
Fine Arts Distribution Requirement .................................. 3
Foreign Language ..................................................................... 8
Proficiency in one year of an elementary-level foreign language.
History: U.S. History Elective; HIS 111D, 112D or 316 to fulfill a history component at GA Tech. ................. 3
Humanities Distribution Requirement .................................. 3
Social Science Distribution Requirement ............................... 3
Core requirements .................................................................. 57

Major and Supporting Course Requirements

CHE 121-122. General Chemistry ......................................... 8
ENG 252. Speech ‘S’ ......................................................... 2
ICS 130. Computer Programming Methodology .................... 4
MAT 145-146. Calculus I, II ............................................... 8
MAT 247. Calculus III ....................................................... 4
MAT 258. Differential Equations ......................................... 4
MAT 310. Linear Algebra .................................................. 3
PHY 231-232. General Physics ‘W’ ....................................... 8
PHY 233. Optics and Modern Physics ................................... 4
PHY 321. Statics ............................................................. 3
PHY 322. Dynamics ......................................................... 3
PHY 492. Senior Integration Paper ....................................... 2
Total hours for the major .................................................... 53
Total degree hours ............................................................... 110

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

ENG 114. Introduction to Literature ............................................. 3
ENG 203 or 204. American Literature ......................................... 3
ENG 210. Classical Literature ..................................................... 3
ENG 211. European Literature in English Translation ............. 3
ENG 220. Modern and Contemporary Drama ........................... 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 or music is required to fulfill the fine arts distribution requirement, and a course in history or philosophy is required to fulfill the humanities distribution requirement.

Core requirements ................................................................. 58
Electives .............................................................................. 32

Major and Supporting Course Requirements (36-unit Major)

ENG 201. Introduction to Literary Studies ‘W’ ......................... 3
ENG 203. American Literature Beginnings to 1865 or ENG 204. American Literature 1865 to 1965 or ENG 272. The American Novel .................................................. 3
ENG 235. Introduction to Linguistics or ENG 236. Grammar for Teachers ................................................. 3
Any combination of writing classes totaling: .......................... 4
ENG 245. Journalism (2 hours), or ENG 302. Creative Writing (2 hours), or ENG 304. Advanced Composition (2 hours), or ENG 305. Practicum in Teaching Writing (2 hours) or

*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.
ENG 307. Writing in Hypertext (2 hours), or
ENG 446. Practicum in Journalism (1-3 hours)
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
Total hours for the major ................................................................. 36
Total degree hours ........................................................................... 126

**For English majors with a minor, no elective hours are required. 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 hours), or
ENG 302. Creative Writing (2 hours), or
ENG 304. Advanced Composition (3 hours), or
ENG 305. Practicum in Teaching Writing (2 hours), or
ENG 307. Writing in Hypertext (2 hours), or
ENG 446. Practicum in Journalism (1-3 hours)
Literature or linguistic electives ...................................................... 9
Total hours for the minor ................................................................. 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 should also refer to the Education Department’s section of this catalog.

Core Requirements

BIB 111. Old Testament Introduction .............................................. 3
BIB 142. New Testament Introduction .............................................. 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 325. Global Trends for the Twenty-First Century .................. 3
COR 337. Intercultural Experience .................................................. 1
COR 340. Christ and Culture Seminar .......................................... 1
ENG 111. English Composition ...................................................... 3
Must be completed during first year at Covenant.
Exemption permitted with credit from AP language/composition.
HIS 325. Twentieth-Century World History .................................. 3
PE 151. Concepts in Physical Education ......................................... 2
PE 152. Personal Aerobics and General Fitness ............................ 1
Fine Arts Distribution Requirement .............................................. 3
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)
Foreign Language ................................................................. 8
Proficiency in one year of an elementary-level foreign language.
(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.)
Mathematics ................................................................. 3
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.
Natural Science Lab Distribution Requirement ............................ 4
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)
Social Science Distribution Requirement .................................... 3
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)
General education core subtotal ................................................. 55

Teaching Field

ENG 266. Reading Film ................................................................. 3
ENG 201. Introduction to Literary Studies ‘W’ .............................. 3
ENG 203. or 204. American Literature or ENG 272. The American Novel .... 3
ENG 236. Grammar for Teachers ................................................. 3
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
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 ‘S’ ............................. 3
ENG 418. Shakespeare .................................................... 3
ENG 491. Senior Integration Paper: Research .................... 1
ENG 492. Senior Integration Paper .................................. 2
Teaching field subtotal .................................................... 35

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 & 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
Total degree hours .......................................................... 132

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

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 history or philosophy is required to fulfill the core humanities, and a course in art or music is required to fulfill the core fine arts.

Core requirements ......................................................... 58
Electives ....................................................................... 19-22

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 302 plus permission of the Covenant Drama Instructor.)

ENG 201. Introduction to Literary Studies ‘W’ (spring – freshman year) Prerequisite: ENG 111. .............. 3
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). Prerequisite for UTC 100r is COM 302. PLUS permission from the Covenant Drama Instructor.
UTC 151. Play Analysis (fall – junior year) ....................... 3
ENG 220. 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 – sophomore or junior year) Prerequisite: UTC 151. or permission of instructor ......................................................... 3.
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 or junior 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
Prerequisite: ENG 114, 201, 203, 204 or 272; or permission of the instructor.
UTC 457. Conceptual Foundations of the Modern Theatre . 3 (spring – junior or senior year) Prerequisite: permission of instructor).
ENG 492. Senior Integration Paper ................................. 2 (Prerequisite: permission of instructor)
Total hours for the major ............................................... 46-49
Total degree hours .......................................................... 126

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

COM 290. Production Practicum (COM 390. or UTC 100r. may be substituted for one of these) 2 times, various semesters (1x2=2) Prerequisite for UTC100r. is COM 302. plus permission of the Covenant Drama Instructor ...2
ENG 220. Modern and Contemporary Drama .................3
COM 202. Introduction to Theatre...............................3
COM 235. Acting I..................................................4
COM 302. Dramatic Arts and Christian Thought ..........3
ENG 418. Shakespeare ........................................3
Prerequisite: ENG 114, 201, 203, 204 or 272; or permission of the instructor.
Electives: Two courses to be taken from the following: ... 2-7
  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)
  Prerequisites: two semesters of COM 290. + permission of instructor
  COM 397. Voice and Diction (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)
  Prerequisites: UTC 151 or permission of instructor
  UTC 257. The Theatre from the Renaissance to the 20th Century (3)
  Prerequisites: UTC 151 or permission of instructor
  UTC 331. Directing I (3)
  Prerequisites: UTC 143, 255, 257, and permission of instructor
  UTC 431. Directing II (3)
  Prerequisites: UTC 331, and permission of instructor
  UTC 457. Conceptual Foundations of Modern Theatre
  (3) Prerequisites: permission of instructor
Total hours for the minor........................................ 20-25

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-requisite of keeping up a weekly in person or electronic “debrief” and prayer session with the Covenant drama professor.

Communication Courses

202. Introduction 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 every semester. 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. Class members are expected to produce a one act or ten minute play, to evaluate their own work and that of others in the class, and to complete various exercises and assignments given throughout the semester. Prerequisites: 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: COM 235. 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. Every other fall. Three units.

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. ‘S’

302. Creative Writing
A course in various forms of non-expository composition, especially poetry. Prerequisites: 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. Prerequisites: recommendation of a faculty member and the permission of the instructor. Spring semester. Two units.

307. Writing in Hypertext
In this course, students will explore hypertext theory and acquire basic web design skills to convert print-based papers and essays into hypertext, producing effective, useable, attractive web-based documents. Prerequisites: Eng 111, and at least one literature course which required a research paper. 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. Prerequisites: 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. 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. American Literature: 1865 to 1965
This course will broaden students’ knowledge of American poetry and prose when it became one of the most important literary traditions of the world. Particular attention will be paid to the rise of literary modernism, imagism in poetry, and realism and naturalism in fiction. Connections with themes established in the earlier period will be explored. Three units.

210. Classical Literature
A study of ancient Greek and Roman literature in English translation with emphasis on the epic and the drama. Attention will be given to the development of Greek and Roman thought. Three units.

211. European Literature in English Translation
The study of works from European literature since the classical era. The focus may be on a single major author (e.g., Dante, Cervantes, Goethe), on a national literature (French, Russian, etc.), on a particular form of literature (drama, novel, romance, etc.), or on a particular idea (the image of man, concepts of society, etc.). Three units.

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

235. Introduction to Linguistics
An introduction to modern linguistics, particularly generative-transformational grammar. The course will focus on the nature of language and the major components of a grammar: phonology, morphology and syntax. Much time will be devoted to analysis of languages. Three units.

236. Grammar for Teachers
This course will focus exclusively on current theories of the syntax of English. Students will acquire specific knowledge of two or three current explanations of English syntax. They will apply these competing theories to different teaching situations, learning how to choose which theories would best meet the needs of students at different ages. Three units.
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, Ellison. 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. 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: 1865-1965
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.

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
399. Independent Study
Designed for the student who has demonstrated potential ability for independent study, this course allows him or her to choose and to explore, under the guidance of an instructor, an area of literature or language not fully covered in available courses. Credit to be determined in each case; maximum credit, three units per semester.

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

418. Shakespeare
A study of Shakespeare’s dramatic and literary art. Prerequisite: ENG 114, 201, 202 or permission of the instructor. Three units. ‘S’

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.

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

Proficiency in one year of an elementary-level foreign language is required for the core curriculum. The language requirements for specific major programs should be checked with the department involved. International students for whom English is a second language should contact the Foreign Language department to request exemptions.

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

Finance

See Business.
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 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 202 or equivalent. Laboratory fee $5. Three units.

340. Advanced German Grammar and Composition
A study of fine points of grammar with extensive written practice, including the writing of essays to develop facility in expressing oneself correctly in written form. Prerequisite: GER 202. Three units.

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

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. ‘W’

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’

Greek Courses

175-176. Elementary Greek I, II
An introduction to New Testament Greek with an emphasis on word formation, vocabulary, and basic syntax. The Koine dialect from the New Testament period will be 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.

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. ‘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’

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 with the exception that a course in literature or philosophy is required to fulfill the humanities distribution requirement.

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 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.
Core requirements .......................................................... 58
Electives ............................................................................. 29

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 111. History of the U.S. to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112. History of the U.S. since 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150. Introduction to History ‘W’</td>
<td>3</td>
</tr>
<tr>
<td>HIS 214. Age of Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 399. Historiography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 491. Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HIS 492. Senior Integration Paper ‘S’</td>
<td>3</td>
</tr>
<tr>
<td>One elective from HIS 322, HIS 327, HIS 328, HIS 332, or HIS 372</td>
<td>3</td>
</tr>
<tr>
<td>History Electives ..........................</td>
<td>15</td>
</tr>
<tr>
<td>Total hours for the major .................</td>
<td>39</td>
</tr>
<tr>
<td>Total degree hours.....................</td>
<td>126</td>
</tr>
</tbody>
</table>

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.
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
BIB 111. Old Testament Introduction..............................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 325. Global Trends for the Twenty-First Century........3
COR 337. Intercultural Experience.................................1
COR 340. Christ and Culture Seminar...............................1
ENG 111. English Composition......................................3
Must be completed during first year at Covenant.
Exemption permitted with credit from AP language/ composition.
HIS 325. Twentieth-Century World History.....................3
PE 151. Concepts in Physical Education...........................2
PE 152. Personal Aerobics and General Fitness...............1
Fine Arts Distribution Requirement..............................3
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)
Foreign Language......................................................8
Proficiency in one year of an elementary-level foreign language. (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.)
Humanities Distribution Requirement (other than HIS).......3
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)
Mathematics ...............................................................3
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.
Natural Science Lab Distribution Requirement..................4
(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)
General education core subtotal......................................55

Teaching Field
EDU 330. Social Studies Content and Skills: Middle Grades and Secondary..............................3
HIS 111. United States History to 1877...........................* 3
HIS 112. United States History Since 1877........................ 3
* Either HIS 111 or 112 must include Georgia History
HIS 150. Introduction to History ‘W’.................................3
HIS 213. Formation of Europe to 1550............................3
HIS 214. Age of Europe 1550-1871...............................3
HIS 399. 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..................................................39

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 491. Student Teaching Seminar...............................1
EDU 497-498. Teaching Practicums I & II: Secondary ‘S’ 15
Professional education subtotal......................................42
Total degree hours......................................................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. 111D or 112D 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 have 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.

250. The New South
Following the end of the American Civil War virtually every aspect of southern life changed as the region faced not only the impact of the war but the rise of modernity. The New South is a multi-disciplinary study surveying the Southern experience since the mid 1870s through the present. This course emphasizes the historical, sociological, cultural, economic, environmental, political and psychological issues in the study of the South since the last years of Reconstruction. 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.

302. England in the Tudor-Stuart Period, 1485-1688
A survey of the two centuries of English history in which this nation passed through two dynamic 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 or 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 or 325. or permission of the instructor. Three units.

309. Modern Germany
A study of modern Germany since 1815 with emphasis on the twentieth century. Student reports and papers will largely focus on the Nazi era. Considerable effort will be given to discussion and analysis of the “German problem.” Prerequisite: HIS 214 or 325 or permission of the instructor. Three units.

311. History of the Christian Church
A one-semester historical survey of the life and thought of the Christian church in its political and social environment. Attention will be focused on critical periods of the church’s development such as its early formation within the Roman Empire, its role in medieval civilization, the sixteenth century reform, modern revivals, and the like. Course work will stress source reading and short reports. Offered by the Biblical Studies Department as 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 Bauskap, 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.

399. 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.

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’

Political Studies Courses

200. Comparative Politics
An introductory course to comparative politics. Students of comparative politics are confronted with two essential questions: How and why do state structures differ, and how do these differences affect state performance? With an emphasis on the 19th century to the present, this course will examine forces in state formation and change, the effect of actors and institutions on political processes, and differences in governance among states. Students will receive a broad exposure to political themes and phenomena in the states of
Europe and Asia, together with some exposure to trends in Africa and Latin America. Special attention is given to the prominent themes in comparative politics today: Post-Cold War realignment, East-West relations, emerging state powers, democratization, promises and perils in the developing world, terrorism, and Islam. Three units.

Information and Computer Sciences

Department Goals

This is an exciting time to be involved in computer science and information technology. Recent developments coupled with the promise of future advances provide strong motivation for engaging the discipline at all levels.

The Department fully embraces the College purpose of educating with Christ preeminent and bringing all things captive to Him. All disciplines of study are to be engaged including the study of computation in its many forms and computer science more specifically. Every effort is made to have the students in the program relate their computer science content to their Christian worldview.

To ensure a rigorous academic standard in computer science courses, the current joint curricular guidelines of the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronic Engineers (IEEE) are used in the development of those courses and their content. The current standard implemented is that approved in 2001. A new 2007 standard is under development.

The department goals include:
1. the offering of the major in Computer Science;
2. the offering of minors in Computer Science and Computer Information Systems;
3. the offering of department courses needed by other majors to enhance those programs;
4. the offering of a Unix based server for programs requiring this operating and computing environment. This server configuration is a dual AMD 64 bit dual core system supporting Sun Microsystem’s Solaris (Unix) operating system with a substantial disk farm and memory. Majors have access to this server as well as a wealth of other computing tools and resources.

The programs offered provide a balanced consideration of theory and application within the computing sciences. Faculty are genuinely interested in working directly with students to facilitate timely progress in the development of knowledge and skills in the discipline. We invite all who have interest in computer science and related disciplines to inquire.

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.

Core requirements ............................................................. 58
Electives ................................................................................ 24

Major Course Requirements

ICS 130. Computer Programming Methodology ............... 4
ICS 150. Advanced Programming Methodology ................ 4
ICS 230. Data Structures and Algorithms ....................... 4
ICS 250. Introduction to Computer Organization ‘W’ ......... 4
ICS 300. Database Systems ................................................. 4
ICS 325. Operating Systems and Network Programming .... 4
ICS 350. Programming Languages .................................... 4
ICS 375. Software Engineering ............................................ 4
ICS 425. Foundations of Computer Science ‘W’ .............. 4
ICS 492. Senior Integration Seminar and Paper ‘S’ .......... 4
STA 275. Quantitative Methods for Computer Science ..... 4
Total hours for the major ....................................................... 44
Total degree hours............................................................... 126

Requirements for Minor in Computer Science

ICS 130. Computer Programming Methodology ............... 4
ICS 150. Advanced Programming Methodology ................ 4
ICS 230. Data Structures and Algorithms ....................... 4
ICS 300. Database Systems ................................................. 4
ICS 375. Software Engineering ............................................ 4
Total hours for the minor ..................................................... 20

Requirements for Minor in Computer Information Systems

ICS 130. Computer Programming Methodology ............... 4
ICS 240. Information Systems for Management ............... 4
ICS 300. Database Systems ................................................. 4
STA 425. Data Mining ......................................................... 4
Total hours for the minor ..................................................... 16
Information and Computer Sciences Courses

Information Technology Courses (ICS-prefix)

125. Perspectives on Information Technology
An introductory survey of current information technologies and tools. Emphasis will be on fluency – the student’s ability to not only know but also to apply these tools in actual application scenarios. Tools considered will include but will not be limited to tools in the MS Office suite. Students will also address the general content of information technology as well as examine approaches to Christian worldviews regarding technology and the computing sciences. Three units.

130. Computer Programming Methodology
Designed for majors in computer science and minors in computer science and computer information systems. 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. Four units.

150. Advanced Programming Methodology
This course examines programming methods of greater sophistication. Topics include data abstraction, data structures, and simple recursion. Program design issues including commonality and variability analysis, coupling, and cohesion will be examined. Object oriented (OO) techniques such as data hiding and polymorphism will be emphasized. This course provides the necessary foundation for further study in computer science. Prerequisite: ICS 130. Four units.

230. Data Structures and Algorithms
This course provides an in-depth study of data structures and algorithms. Data structure topics include: stacks, lists, queues, trees, and graphs. Algorithms include: various sorts and searches, greed, divide and conquer, Dijkstra, etc. Programming techniques will include multi-way recursion. Big O notation for the analysis of techniques will be emphasized. Prerequisite: ICS 150. 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 computer information systems minors 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.

250. Introduction to Computer Organization
This course is an introduction to computer organization with an emphasis upon viewing the computer in a hierarchical fashion, with virtual machines built on top of the features of lower level virtual machines. There will be an emphasis upon interactions among hardware, software, firmware, and operating systems. The basic organization of a computer; its central processing unit, memory, and input/output devices all tied together by a system bus, will be learned in theory, and that theory will be applied in practice to understanding the more important computer architectures of today. Students will also learn to program in C/C++, with those languages being used as a means of communicating many of the ideas in the course. Prerequisite: ICS 230. Four units. ‘W’

300. Database Systems
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 150. Four units.

325. Operating Systems and Network Programming
This course will look at issues of concurrency including its two best known applications: operating systems and network programming. The course provides an introduction to operating systems, their function, development, structure, and implementation. A general model of operating systems functions and development will be studied. In addition, an introduction to data communication networks, including the Open Systems Interconnection (OSI) model will be provided. Hands on work will include the use of Interprocess Communication methods (IPC), process and thread creation and management, and Remote Procedure Call (RPC). Prerequisite: ICS 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 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 150. Four units.

425. Foundations of Computer Science
Development of the theoretical foundations of programming: algorithms, languages, automata, computability, complexity, data structures; a broad range of fundamental topics are consolidated and extended in preparation for further study. The course includes an introduction to information theory: the understanding of the quantification of data, particularly in regards to its reliability. Implications of these theories will be developed in relation to such topics as artificial intelligence and linguistics. Prerequisite: ICS 230. Four units. ‘W’

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 employment registry. Prerequisites: ICS major and senior standing. Four units. ‘S’

Quantitative Methods Courses (STA-prefix)

STA 251. Elementary Statistical Methods
An introductory course in statistical science 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, the normal distribution, correlational analysis, statistical inference, analysis of variance and the analysis of categories and ranks. Computer applications will be stressed. Prerequisite: MAT 141 or a “C” or better in a higher-level mathematics course or placement level three. Four hours lecture and laboratory. Four units.

STA 275. Quantitative Methods for Computer Science
This course examines the empirical analysis methods associated with computer science. Topics include sets, functions, algorithms, combinations, permutations, probability, and descriptive and inferential statistics. Students will also examine basic simulation methods including the bootstrap and jackknife. Prerequisite: MAT 141 or equivalent. Four units.

STA 364. Special Topics in Advanced Statistical Methods
This course is designed to offer an advanced topic in applied statistical science. Three main topics are offered on a rotating basis: regression analysis, design of experiments and analysis of variance (ANOVA), 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.

STA 425. Data Mining
An examination of the empirical methods used to evaluate and extract information from very large corporate and research databases and data sets. Methods considered will include classification trees, predictive modeling, clustering techniques and anomaly detection. Students will gain experience in actual data mining using SAS Enterprise Miner and other data mining tools. Prerequisites: ICS 230 and STA 275 for ICS majors; permission of instructor for non-majors. Four units.
Interdisciplinary Studies

Goals

For the student wishing to explore more disciplines than would normally be provided by selecting a major and a minor field, the interdisciplinary major gives the option of broader coverage. Interdisciplinary studies employs a holistic approach that consciously applies a methodology from more than one discipline (integration) to examine a person’s work, central theme, issue, problem, topic, or experience. This may give the student a better basis for such careers as advertising, business, law, or the ministry. At the same time, the interdisciplinary major should not be viewed as an escape from choosing a major in a single academic discipline. The student should realize that, though the interdisciplinary major seeks to provide some depth in each of two academic disciplines, it will not give the same in-depth grasp of a discipline that choice of a major in a single field would.

Acceptance into the Major

Each student seeking a major in interdisciplinary studies must complete the application form, which can be obtained from the chairperson of the Interdisciplinary Studies Department. The application form will include a clear statement of the student’s goals and explanation of how those goals will best be fulfilled by an interdisciplinary major.

The student should understand both what an academic discipline is and what the advantages and disadvantages of pursuing an interdisciplinary major are.

An academic discipline is a theoretical study that seeks to analyze a specific aspect of God’s creation or of humankind’s cultural response. It goes beyond merely introductory studies and is separate from those studies that are solely vocational in emphasis and from those that are simply tools to be used for analytical study.

Requirements for Major in Interdisciplinary Studies

The core and distribution requirements for a major in interdisciplinary studies are those listed for baccalaureate degrees on page 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 ........................................... 58
Electives ....................................................... 20
Minimum hours from IDS major and concentrations ... 48
Total degree hours ......................................... 126

Major and Supporting Course Requirements

A combined minimum of 48 units outlined below:

IDS 204. Introduction to Interdisciplinary Studies ‘W’ ..... 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:

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<thead>
<tr>
<th>Accounting</th>
<th>Biblical and Theological Studies</th>
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<tbody>
<tr>
<td>Biology</td>
<td>Business</td>
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<tr>
<td>Chemistry</td>
<td>Community Development</td>
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<tr>
<td>Economics</td>
<td>Education</td>
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<td>English</td>
<td>History</td>
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<td>Interpersonal Counseling</td>
<td>Mathematics</td>
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<td>Missions</td>
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<td>Philosophy</td>
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<td>Psychology</td>
<td>Sociology</td>
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<td>Theatre</td>
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The third discipline may be chosen from the following:

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

Course Requirements for Each Discipline:

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
Total .................................................................... 15
<table>
<thead>
<tr>
<th>Department</th>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Art</strong></td>
<td>ART 301. Art History I ………………………………………….3</td>
<td></td>
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<tr>
<td></td>
<td>ART 302. Art History II ………………………………………….3</td>
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<tr>
<td></td>
<td>Art electives</td>
<td>3</td>
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<tr>
<td></td>
<td>(excluding ART 111. Introduction to Art) ……………………………………6</td>
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<td>Total ………………………………………………………………………………</td>
<td>12</td>
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<tr>
<td><strong>Biblical and Theological Studies</strong></td>
<td>BIB 372. Hermeneutics ………………………………………….3</td>
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<td></td>
<td>BIB 371. Ethics or Bible “book study” course ……………………………………3</td>
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<tr>
<td></td>
<td>Missions elective</td>
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<td></td>
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<tr>
<td><strong>Biology</strong></td>
<td>BIO 111. General Biology I ………………………………………….4</td>
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<tr>
<td></td>
<td>BIO 112. General biology II ……………………………………………………4</td>
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<td>Biology elective</td>
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<tr>
<td><strong>Business</strong></td>
<td>BUS 250. Principles of Management ………………………………………….3</td>
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<tr>
<td></td>
<td>Business electives (BUS. prefix courses only) ……………………………….9</td>
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<td></td>
<td>Total ………………………………………………………………………………</td>
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<tr>
<td><strong>Chemistry</strong></td>
<td>CHE 121. General Chemistry I …………………………………………………4</td>
<td></td>
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<tr>
<td></td>
<td>CHE 122. General Chemistry II …………………………………………………4</td>
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<td></td>
<td>Chemistry electives (CHE 225 or above) ………………………………………8</td>
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<td><strong>Community Development</strong></td>
<td>CDV 210. Theory of Community Development …………………………………….3</td>
<td></td>
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<tr>
<td></td>
<td>CDV 310. Community Development Principles and Issues ………………………3</td>
<td></td>
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<tr>
<td></td>
<td>HIS 328. Developing World Since 1945 or HIS 352. History and Culture of African-Americans since 1865 …………………………………3</td>
<td></td>
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<td></td>
<td>MIS 202. Theology of Missions …………………………………………………3</td>
<td></td>
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<td>Total ………………………………………………………………………………</td>
<td>12</td>
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<tr>
<td><strong>Economics</strong></td>
<td>ECO 201. Principles of Macroeconomics ……………………………………….3</td>
<td></td>
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<tr>
<td></td>
<td>ECO 202. Principles of Microeconomics ………………………………………..4</td>
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<td></td>
<td>Economic electives</td>
<td>6</td>
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<td></td>
<td>Total ………………………………………………………………………………</td>
<td>13</td>
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<tr>
<td><strong>Education</strong></td>
<td>EDU 221. Introduction to Teaching ……………………………………………3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU 222. Educational Psychology ……………………………………………3</td>
<td></td>
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<tr>
<td></td>
<td>EDU 370. History and Philosophy of American Education …………………….3</td>
<td></td>
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<tr>
<td></td>
<td>Education elective</td>
<td>3</td>
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<td></td>
<td>Total ………………………………………………………………………………</td>
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<tr>
<td><strong>English</strong></td>
<td>ENG 201. Introduction to Literary Studies ……………………………………3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English electives</td>
<td>2</td>
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<td>(department will direct the student concerning final 9 units) ……….</td>
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<td>Total ………………………………………………………………………………</td>
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<tr>
<td><strong>French</strong></td>
<td>FRE 201. Intermediate French I ……………………………………………….3</td>
<td></td>
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<tr>
<td></td>
<td>FRE 202. Intermediate French II ………………………………………………3</td>
<td></td>
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<td></td>
<td>Upper division French electives ……………………………………………6</td>
<td></td>
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<td>Total ………………………………………………………………………………</td>
<td>12</td>
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<tr>
<td><strong>German</strong></td>
<td>GER 201. Intermediate German I ……………………………………………….3</td>
<td></td>
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<tr>
<td></td>
<td>GER 202. Intermediate German II ………………………………………………3</td>
<td></td>
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<td></td>
<td>Upper division German electives ……………………………………………6</td>
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<td>Total ………………………………………………………………………………</td>
<td>12</td>
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<tr>
<td><strong>History</strong></td>
<td>HIS 112. History of the U.S. Since 1877 ………………………………………3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 214. Age of Europe 1550-1871 ……………………………………………3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper division history electives ……………………………………………6</td>
<td></td>
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<td>Total ………………………………………………………………………………</td>
<td>12</td>
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<tr>
<td><strong>Interpersonal Counseling</strong></td>
<td>(may choose either Interpersonal Counseling or Sociology as a concentration; SOC141 a is prerequisite)</td>
<td></td>
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<tr>
<td></td>
<td>SOC 444. Sociology Practicum …………………………………………………3</td>
<td></td>
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<tr>
<td></td>
<td>Four of the five courses listed below: ………………………………………</td>
<td></td>
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<tr>
<td></td>
<td>SOC 249. Interpersonal Communication …………………………………………3</td>
<td></td>
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<tr>
<td></td>
<td>SOC 250. Introduction to Social Work …………………………………………..3</td>
<td></td>
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<td></td>
<td>SOC 341. The Family ………………………………………………………………3</td>
<td></td>
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<td></td>
<td>SOC 347. Relational Counseling …………………………………………………3</td>
<td></td>
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<td></td>
<td>SOC 348. Marriage and Family Counseling …………………………………….3</td>
<td></td>
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<tr>
<td></td>
<td>Total ………………………………………………………………………………</td>
<td>15</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>MAT 145. Calculus I ……………………………………………………………….4</td>
<td></td>
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<tr>
<td></td>
<td>MAT 146. Calculus II ………………………………………………………………4</td>
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<td></td>
<td>MAT 247. Calculus III ……………………………………………………………4</td>
<td></td>
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<td></td>
<td>MAT 258. Differential Equations ………………………………………………..4</td>
<td></td>
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<td>(if calculus was taken in high school or at another institution, then Calculus I would not be required)</td>
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<td>Total ………………………………………………………………………………</td>
<td>16</td>
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<tr>
<td><strong>Missions</strong></td>
<td>MIS 202. Theology of Missions …………………………………………………3</td>
<td></td>
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<td></td>
<td>MIS 302. World Religions or MIS 303. Alternative Religious Movements …</td>
<td></td>
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<tr>
<td></td>
<td>Biblical Studies elective ……………………………………………………..3</td>
<td></td>
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<td>Missions elective</td>
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<td>Total ………………………………………………………………………………</td>
<td>12</td>
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Music
MUS 161. Introduction to Musical Structure ........................................3
(if exempted by exam, replace 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 concentration ..........3
Additional applied music and ensemble credits beyond
the required may not be used to fulfill music electives.
Total .........................................................................................17

Philosophy
PHI 101. Introduction to Philosophy ........................................3
History of Philosophy: two of the following
PHI 201. Classical to Renaissance, or
PHI 202. Modern to 19th Century, or
PHI 253. Contemporary Analytic Philosophy .........................6
Philosophy elective ..................................................................3
Total .........................................................................................12

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

Psychology
PSY 100. General Psychology or PSY 101. Advanced
General Psychology ......................................................... 4 or 2
PSY 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)
SOC 141. Principles of Sociology ...........................................3
Sociology electives (consult Sociology Dept.) ....................2
Total .........................................................................................12

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

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

Interdisciplinary Studies
Courses

202. Popular Culture
This course is designed to help students understand the
cultural ideas that shape their lives and influence their
actions. Attention is focused on the music, people, and
events that have played a major role in American culture
since 1950. Time will also be spent critiquing popular media
like movies, music, news, and MTV. The goal is to give
students the necessary tools for living a life of full-ordred
obedience to Jesus Christ. As society moves into the twenty-
fourth 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 on 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 an elective 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. The student 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 an elective 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 Augustine 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 32 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 25.

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. Required of freshman Maclellan Scholars, fall semester. Three units.

WIC Lecture Course.
Freshman Scholars are required to enroll in the special one-unit intensive course (usually taught over three days), typically in the spring semester, taught by the visiting WIC lecturer. Scholars should take this requirement into account when planning spring course loads. Unlike other MSP courses, the WIC class may be taken for zero units to avoid the additional tuition charge for a course overload in excess of 18 hours. Pass/fail grading only. One unit.

MSP 253. Leadership in Context
A reading and discussion course that explores the cultural and interpersonal dynamics that provide a context for living and leading in the modern world. The course considers ways in which context and issues of contemporary culture shape the leader-follower relationship, as it likewise examines relevant aspects of interpersonal communication needed for responsive leadership. Students will also be introduced to some pertinent issues in leadership as a field of social research and scholarship. The course will conclude with the conception, organization, planning, and implementation of a class project that will draw on key insights and skills developed in both this class and MSP 143. Required of sophomore Maclellan Scholars, fall semester. Prerequisite: MSP 143. Three units.

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 approval of the Director of the Maclellan Scholars Program and supervision by a faculty member. To be completed by the end of the junior year. Prerequisite: MSP 253. One unit. Pass/fail grading only.

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.

Interpersonal Counseling
See Sociology.

Law
See Pre-Law Studies.

Marketing
See Business.
Mathematics

Mathematics is a discipline with ancient origins in early Greek thought, and has been the indispensable language and tool of science. In our major program and in our service to other departments, the mathematics department at Covenant College seeks to provide solid grounding in the discipline of mathematics as well as providing a greater appreciation for logic and precise language. In our major program we seek to prepare students for graduate school, technical jobs or for teaching in secondary school. In our service programs we aim to prepare pre-engineering students for the dual degree program and to prepare students majoring in other disciplines which require mathematics. We also hope to impart:

1. an appreciation for the wisdom of God as it is manifested in the logic and orderliness of His creation,
2. an appreciation for the goodness of God in both structuring much of creation to be amenable to mathematical description and in structuring our thought processes to be able to understand the mathematics that describe the creation,
3. an appreciation of absolute truth in the limited context of a mathematical system and at the limited understanding of fallen man.

Requirements for a Major in Mathematics

The core requirements are the same as those listed for baccalaureate degrees (see page 22) with the exception that a course other than PHI 357. Formal Logic must be completed to fulfill the humanities distribution requirement. Mathematics courses required for the major will also satisfy the mathematics core requirement.

Core requirements .................................................. 55
Electives ..................................................................... 22

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 258. Differential Equations ............................... 4
MAT 290. Proofs and Exposition ‘W’ .......................... 4
MAT 310. Linear Algebra ........................................... 3
MAT 350. Modern Algebra ......................................... 3
MAT 460. Real Analysis ........................................... 3
MAT 492. Senior Integration Paper ‘S’ .......................... 2
PHI 357. Formal Logic ............................................ 3
Total hours for the major ............................................ 49
Total degree hours ..................................................... 126

Requirements for Minor in Mathematics

MAT 145-146. Calculus I, II ........................................ 8
MAT 247. Calculus III ............................................. 4
MAT 258. 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 hours for the minor ........................................ 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

BIB 111. Old Testament Introduction .......................... 3
BIB 142. New Testament Introduction ........................ 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 325. Global Trends for the Twenty-First Century .... 3
COR 337. Intercultural Experience ............................... 1
COR 340. Christ and Culture Seminar .......................... 1
ENG 111. English Composition .................................... 3

Exemption permitted with credit from AP language/composition.

HIS 325. Twentieth-Century World History .................. 3
PE 151. Concepts in Physical Education ........................ 2
PE 152. Personal Aerobics and General Fitness .............. 1
Fine Arts Distribution Requirement ............................. 3

(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)
Foreign Language.................................................................8
  Proficiency in one year of an elementary-level foreign
  language. (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.)
Humanities Distribution Requirement................................3
  (See the Core and Distribution Requirements section on
  page 24 for a list of approved courses.)
Natural Science Lab Distribution Requirement .....................4
  (See the Core and Distribution Requirements section on
  page 24 for a list of approved courses.)
Social Science Distribution Requirement................................3
  (See the Core and Distribution Requirements section on
  page 24 for a list of approved courses.)
General education core subtotal.......................................55

Teaching Field
ICS 210. Computer Programming Methodology ..................4
MAT 145-146. Calculus I, II..............................................8
MAT 247. Calculus with Analytic Geometry III ..................4
MAT 258. Differential Equations......................................4
MAT 310. Linear Algebra................................................3
MAT 350. Modern Algebra.............................................3
MAT 360. Modern Geometry I.........................................3
MAT 361. Modern Geometry II.......................................3
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 ‘W’................................................................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
  Total degree hours....................................................135

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. Intermediate Algebra
A review of elementary and intermediate algebra designed to
assist students in developing the skills necessary for taking
MAT 122. Fundamentals of Mathematics or MAT 141.
College Algebra. Prerequisite: placement level 0 (zero). Four
units institutional credit (institutional credit is not applicable
to the 126 units required for graduation). Only offered on a
credit/no credit basis.

111-112. Mathematics for Elementary Teachers: I, II
These courses are a two-course sequence of mathematics
courses designed to fulfill the general education core
mathematics requirement for students preparing to be early
grade teachers and candidates for teaching mathematics in
the middle grades. It is designed to provide the mathematical
content needed to enable them to teach mathematics at their
level of instruction as described by the National Council of
Teachers of Mathematics in Principles and Standards for
School Mathematics (2000). Prerequisite: MAT 040 or
placement level 2; open only to majors in elementary
education. MAT 111 is 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. Prerequisite: MAT 040 or
placement level 1; not open to students with credit for any
mathematics course (or equivalent) numbered 142 or higher
unless special permission is granted by the instructor. Three
units.
141. College Algebra
The course will cover complex numbers, solution of equations and inequalities, techniques of graphing, and the study of various functions: linear, quadratic, polynomial, rational, exponential, and logarithmic. Designed for those who have had two years of high school algebra, but need more depth in algebraic topics to prepare for enrollment in MAT 142, 144 or STA 251. Prerequisite: MAT 040 or placement level 2; not open to students with credit for any mathematics course (or equivalent) numbered 142 or higher unless special permission is granted by the instructor. Four units.

142. Pre-Calculus Mathematics
The course will cover analytical trigonometry, systems of equations, matrices and determinants, linear programming, solution of polynomial equations, conic sections, mathematical induction, the binomial theorem, permutations and combinations, and introductory probability. Designed to meet the requirements of various major programs (including biology, business and elementary education/middle grades certification), and to provide preparation for the calculus sequence. Prerequisite: MAT 141 or placement level 3; not open to students with credit for any mathematics course (or equivalent) numbered 145 or higher unless special permission is granted by the instructor. Four units.

144. Finite Mathematics
The course will cover systems of linear equations, matrices, linear programming, mathematics of finance and elementary differential and integral calculus. Emphasis will be placed on applications to finance and management problems. Prerequisite: MAT 141 or placement level 3. Four units.

145-146. Calculus I, II
The course will cover analytic geometry, functions and limits, the derivative and its applications, antiderivatives, indefinite integrals, transcendental functions, the definite integral and its application, methods of integration, polar coordinates and infinite series. These courses are prerequisites to all courses numbered above 200. Prerequisite: MAT 142 or placement level 4 for MAT 145; MAT 145 or placement level 5 for MAT 146. Four units each.

247. Calculus III
A continuation of MAT 145-146. The course will cover vectors, parametric equations, solid analytic geometry, partial differentiation, multiple integration, line and surface integrals. Prerequisite: MAT 146. Four units.

250. Probability
An introduction to the theory of probability. The course will cover combinatorics, laws of probability, discrete and continuous random variables and distributions, expectation, variance, and if time permits, other topics. Prerequisite: MAT 146. Three units.

258. Differential Equations
The course will cover 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 146. Four units.

270. Discrete Mathematics
The course will cover 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. Prerequisite: MAT 145. 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. Prerequisite: MAT 146. Three units. ‘S’ ‘W’

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.

350. Modern Algebra
The course will cover integral domains, rings, fields, groups, elementary number theory, and other selected topics. Prerequisite: MAT 290 or permission of instructor for Math Edu majors. Three units.

360-361. 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 290 or permission of instructor for Math Edu majors for MAT 360; MAT 360 for MAT 361. Three units each.

410. Mathematical Logic
The course will cover 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. Prerequisite: MAT 290. Three units.

410. Mathematical Logic
The course will cover 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. Prerequisite: MAT 290. Three units.

410. Mathematical Logic
The course will cover 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. Prerequisite: MAT 290. Three units.

460. Real Analysis
The course will cover 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. Prerequisite: MAT 290 and 258. Three units.

460. Real Analysis
The course will cover 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. Prerequisite: MAT 290 and 258. Three units.

460. Real Analysis
The course will cover 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. Prerequisite: MAT 290 and 258. 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. Prerequisite: MAT 290. 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. Prerequisite: MAT 290. 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. Prerequisite: MAT 290. 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 290. Four units per semester. ‘S’ ‘W’

480. Advanced Topics in Mathematics
Topics are considered in number theory, operations research, mathematical statistics, or advanced calculus, depending on student demand. Prerequisite: MAT 290. Four units per semester. ‘S’ ‘W’

480. Advanced Topics in Mathematics
Topics are considered in number theory, operations research, mathematical statistics, or advanced calculus, depending on student demand. Prerequisite: MAT 290. Four units per semester. ‘S’ ‘W’

492. Senior Integration Paper
See page 25. ‘S’

492. Senior Integration Paper
See page 25. ‘S’

492. Senior Integration Paper
See page 25. ‘S’

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 are 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, film or theatre is required to fulfill the fine arts distribution requirement.

Core requirements.......................................................... 58
Electives.............................................................................. 20

**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
Ensemble: 4 semesters.................................................... 4
MUS 111. Performance Seminar: 8 semesters............... 0
MUS 200. Piano Proficiency (non-keyboard majors) ..... 0
Music electives to complete 48 hours for the major. One 300-400 level music course required. Three additional elective hours in applied music permissible, and three additional elective hours in ensemble permissible. ........ 9
Total hours for the major............................................... 48
Total degree hours.......................................................... 126

**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 hours for the minor............................................... 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 Requirements**

BIB 111. Old Testament Introduction................................ 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 325. Global Trends for the 21st Century................... 3
COR 337. Intercultural Experience .................................. 1
MUS 39. Instrument Concentration

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

**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 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:
MUS 362. Counterpoint, or
MUS 363. Form and Analysis, or
MUS 461. Orchestration ............................................3
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
MUS 200. Piano Proficiency (non-keyboard majors) ...........0
Completion of Concentration Requirements Below ..........24
Total hours for the major ...........................................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
MUS Electives ..........................................................11
Total hours for the concentration ...............................24

**Organ Concentration Required Courses**

MUS 376. Hymnology ..............................................3
MUS 462. Keyboard Harmony .....................................3
MUS 300. Ensemble (8 semesters) .................................8
MUS Electives ..........................................................10
Total hours for the concentration ...............................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
MUS 486. Advanced Conducting .................................2
MUS Electives ..........................................................11
Total hours for the concentration ...............................24

**Voice Concentration Required Courses**

MUS 252. Foreign Diction for Singers ............................3
MUS 351. Vocal Pedagogy .........................................3
MUS 381. Vocal Ensemble (8 semesters) ......................8
MUS Electives ..........................................................10
Total hours for the concentration ...............................24

**Church Music Concentration Required Courses**

MUS 376. Hymnology ..............................................3
MUS 351. Vocal Pedagogy .........................................3
MUS 381. Advanced Conducting ..................................2
Senior Ensemble: 6 semesters ..................................6
Internship: 2 semesters ..........................................6
MUS Electives ..........................................................4
Total hours for the concentration ...............................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. Materials fee $10 per semester. Zero units.

**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**
The study and performance of standard choral literature. Three hours rehearsal weekly. Members are selected by audition. Materials fee $10 per semester. May be repeated for credit. One unit each.

**195. Madrigal Singers-196. Chamber Singers**
The study and performance of standard choral literature appropriate for small voice groups. Three hours rehearsal weekly. Members are selected by audition. Materials fee $10 per semester. May be repeated for credit. One unit.

**197-198. Covenant Singers**
The study and performance of diverse repertory including traditional, contemporary, ethnic and world music. Three hours rehearsal weekly. Members are selected by audition. Materials fee $10 per semester. May be repeated for credit. One unit each.

**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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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
The study and performance of diverse styles of jazz and improvisational methods, voicings and jazz repertory. Three hours rehearsal weekly. Members are selected by audition. Materials fee $10 per semester. May be repeated for credit. One unit each.

291-292. Symphonic Wind Ensemble
The study and performance of standard literature for symphonic band and wind ensemble. Three hours rehearsal weekly. Members are selected by audition. Materials fee $10 per semester. May be repeated for credit. One unit each.

293-294. Chamber Orchestra
The study and performance of standard symphonic literature. Three hours rehearsal weekly. Members are selected by audition. Materials fee $10 per semester. May be repeated for credit. One unit each.

295-296. Brass Choir
The study and performance of brass choir literature from the 16th Century to the present. Three hours rehearsal weekly. Members are selected by audition. Materials fee $10 per semester. May be repeated for credit. One unit each.

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 each.

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 each.

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, resonation, articulation, the speaking voice and coordination. Students are introduced to the diagnostic perspective that answers the questions, "What is wrong with the sound that I hear?" “What do I think is causing it?” “What would I do about it if I were the teacher?” Prerequisite: MUS 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. Requires extensive listening and study of musical 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. Requires readings, listening and score study. Prerequisites: 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. Requires readings, listening and score study. Prerequisites: 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. Three hours rehearsal weekly. Members are selected by audition. Materials fee $10 per semester. 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 32 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 each.

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. Prerequisites: 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 piano or permission of the instructor. 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. Requires 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. Prerequisites: MUS 162 and upper-level standing in private piano instruction or permission of the instructor. Three units.

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

491. 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 in Music
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 units.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Music Major/Minor</th>
<th>Non-music major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 units</td>
<td>2 units</td>
</tr>
<tr>
<td>1st year</td>
<td>101, 102, 107, 108</td>
<td>103, 104</td>
</tr>
<tr>
<td>2nd year</td>
<td>201, 202, 207, 208</td>
<td>203, 204</td>
</tr>
<tr>
<td>3rd year</td>
<td>301, 302, 307, 308</td>
<td>303, 304</td>
</tr>
<tr>
<td>4th year</td>
<td>401, 402, 407, 408</td>
<td>403, 404</td>
</tr>
<tr>
<td>Fee</td>
<td>$250.00</td>
<td>$500.00</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 degree in basic health sciences are those listed for associate degrees on page 27, with the exception that a mathematics (3 hours) and natural science lab course (4 hours) is not required since they are included in the concentration.

Core Requirements

BIB 111. Old Testament Introduction .......................... 3
COR 100. The Christian Mind .................................. 2
COR 225-226. Cultural Heritage of the West I, II ............ 6
ENG 111. English Composition .................................. 3

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

HIS 325. Twentieth-Century World History .................. 3
PE 151. Concepts in Physical Education .......................... 2
PE 152. Personal Aerobics and General Fitness .............. 1

See the Core and Distribution Requirements section for descriptions of requirements and lists of courses. Courses from a major department can not fulfill both a concentration requirement and a distribution requirement.

Fine Arts Distribution Requirement ................................ 3
Social Science Distribution Requirement .......................... 3
Core requirements subtotal .................................... 29

Total degree hours ........................................ 65

Area of Concentration

BIO 111-112. General Biology I, II .............................. 8
CHE 121-122. General Chemistry I, II ......................... 8
MAT 141. College Algebra ...................................... 4
MAT 142. Pre-Calculus or STA 251. Elementary Statistical Methods .................................. 4
Additional Science ............................................... 4
Elective Units ..................................................... 8

Concentration requirements subtotal ....................... 36

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

BIB 111. Old Testament Introduction .......................... 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 325. Global Trends for the Twenty-First Century .... 3
COR 337. Intercultural Experience .............................. 1
COR 340. Christ and Culture Seminar .......................... 1
ENG 111. English Composition .................................. 3

Must be completed during first year at Covenant.

Exemption permitted with credit from AP language/composition.

HIS 325. Twentieth-Century World History .................. 3
PE 151. Concepts in PE ......................................... 2
PE 152. Personal Aerobics ...................................... 1

Fine Arts Distribution Requirement .............................. 3

(See the Core and Distribution Requirements section on page 24 for a list of approved courses.)

* Students should consult the catalogs of particular institutions offering baccalaureate degrees in professions in order to select appropriate social science, science, and elective courses. Depending on the program desired, students might select such courses as the following: Social Science: General Psychology, Developmental Psychology, Principles of Sociology, Sociology of Health, American Government, U.S. History. Science: General Physics, Microbiology, Genetics, Anatomy and Physiology, Organic Chemistry, Analytical Chemistry.
Foreign Language.......................................................... 8
  Proficiency in one year of an elementary-level foreign
  language. (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.)
Humanities Distribution Requirement..............................3
  (See the Core and Distribution Requirements section on
  page 24 for a list of approved courses.)
Social Science Distribution Requirement..........................3
  (See the Core and Distribution Requirements section on
  page 24 for a list of approved courses.)
  General education core subtotal.................................51

Teaching Field
Choose one of the following options:

Biology Option
BIO 111-112. General Biology I, II................................8
BIO 220-221. Human Anatomy and Physiology or
  BIO 320-321. Comparative Anatomy and Comparative
  Animal Physiology.........................................................8
BIO 315. Macroevolution and Microevolution or
  BIO 413. Genetics ..........................................................3 or 4
BIO 360. Ecology ............................................................4
BIO 492. Senior Integration Paper .......................................2
CHE 121-122. General Chemistry .......................................8
MAT 142. Pre-Calculus Math ..............................................4
NSC 108. Problems of Geological Science ..........................4
NSC 112. Astronomy .......................................................4
PHY 131. General College Physics I .....................................4
  Total Biology Option subtotal ...........................................49-50

Chemistry Option
BIO 111. General Biology I ...............................................4
BIO 112. General Biology II or
  NSC 112. Astronomy .....................................................4
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
MAT 142. Pre-Calculus Math ..............................................4
NSC 108. Problems of Geological Science ..........................4
PHY 131-132. General College Physics I, II ..........................8
  Total Chemistry Option subtotal ......................................50

Physics Option
BIO 111. General Biology I ...............................................4
CHE 121. General Chemistry I ............................................4
CHE 122. General Chemistry II or
  BIO 112. General Biology II ...........................................4
MAT 145-146. Calculus I, II ................................................8
MAT 247. Calculus III .......................................................4
  NSC 108. Problems of Geological Science ..........................4
  NSC 112. Astronomy .....................................................4
  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 I ...........................................3
  PHY 492. Senior Integration Paper .....................................2
  Total Physics Option subtotal ...........................................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 ‗W‘ ............................................................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
  Total degree hours for Biology Option .........................142-143
  Total degree hours for Chemistry Option .......................143
  Total degree hours for Physics Option .........................148
(Total hours will vary depending on need to take
  mathematics prerequisites.)
Also, COR 337. Intercultural Experience may be taken for 0-
  3 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 will be studied. Human nature issues including sociobiology and related evolutionary explanations for human behavior, morality and religion will also be examined. 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. Four units.

107. Concepts in Human Heredity
An introduction to key concepts in human genetics, with emphasis on the molecular mechanisms of information flow in cells, the impact of genes on phenotype, human genetic disease and population genetics. A long-term quantitative analysis of inheritance patterns in fruit flies, and molecular analysis of human genes are included as major components of the course laboratory. Three hours lecture. Three hours laboratory. Laboratory fee: $15. Four units.

108. Problems of Geological Science
An examination of the history of uniformitarianism and its impact on modern geology with an analysis of its consistency in relation to the scientific method. Alternative theories of the development of landforms will be considered. Laboratory will include work with geological specimens. Three hours lecture. Two hours laboratory. Laboratory fee: $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. The course 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; or 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 25. Two units.

Nursing
See Pre-nursing Program.
Organ
See Music.

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 exception that a course in history or literature is required to fulfill the humanities distribution requirement. It is recommended that a philosophy major take PHI 102. Introduction to Logic/Critical Thinking as one of their earliest philosophy elective courses.

Core requirements .................................................. 58  
Electives .............................................................. 30

Philosophy Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 101.</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 201.</td>
<td>Classical to Renaissance, or</td>
<td>3</td>
</tr>
<tr>
<td>PHI 202.</td>
<td>Modern to 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>PHI 253.</td>
<td>Contemporary Analytic Philosophy, or</td>
<td>3</td>
</tr>
<tr>
<td>PHI 254.</td>
<td>20th Century Continental Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements for the Minor in Philosophy

PHI 101. Introduction to Philosophy ........................................ 3

History of Philosophy:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 201.</td>
<td>Classical to Renaissance, or</td>
<td>3</td>
</tr>
<tr>
<td>PHI 202.</td>
<td>Modern to 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>PHI 253.</td>
<td>Contemporary Analytic Philosophy, or</td>
<td>3</td>
</tr>
<tr>
<td>PHI 254.</td>
<td>20th Century Continental Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Philosophical elective * (see list below) .................................. 3

Total hours for the minor ..................................................... 18

Requirements for the Major in Philosophy and Religion

The core and distribution requirements for a major in Philosophy and Religion are those listed for baccalaureate degrees on page 22, with the exception that a course in history or literature is required to fulfill the core humanities requirement.

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 units. 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 .................................................. 58  
Electives .............................................................. 30 or 29

Major and Supporting Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 487.</td>
<td>Modern Theology ‘W’</td>
<td>3</td>
</tr>
<tr>
<td>MIS 302.</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>PHI 101.</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>
| History of Philosophy:
| PHI 201.   | Classical to Renaissance or                     | 3     |
| PHI 202.   | Modern to 19th Century                           | 3     |
| PHI 253.   | Contemporary Analytic Philosophy, or             | 3     |
| PHI 254.   | 20th Century Continental Philosophy              | 3     |

115
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
   PHI 202. Modern to 19th Century .................... 3
   PHI 253. Contemporary Analytic Philosophy, or
   PHI 254. 20th-Century Continental Philosophy ........ 3
   Philosophical elective * (see list below) ............. 3
   Philosophy elective: any philosophy course .......... 3
   Religion elective: philosophical electives that are
      BIB courses * (see list below) .................... 6
Total hours for the major .................................. 38 or 39
Total degree hours ........................................ 126

*Philosophical electives:
   Any PHI course and

Requirements for Double Majors

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

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

Philosophy Courses

101. Introduction to Philosophy
An introduction to philosophical thinking, what it is, and what it has to do with human life. The course will emphasize the role of a conceptual framework or world 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’

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

171. Bioethics
An application of moral theory to decision-making regarding health care. The course will focus on developing the ability to exercise discernment when dealing with complex choices and the capacity to communicate moral insights in a way likely to help others. Influential recent works on medical-ethical issues will be discussed, and students will regularly practice making decisions as part of an Ethics Committee. Open to Pre-med majors without prerequisite; 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. Prerequisites: PHI 101 prerequisite and at least one course. PHI 200-249 recommended (but not required with permission of the instructor). Three units.

272. Social Ethics
Assuming something of the background of Ethics 203, this course will examine the ethical implications of the Cultural Mandate of Genesis 1:28. The course will present a biblical-theological basis for culture and cultural expressions. The course will examine the moral consequences of this basis in such areas of Christian concerns as politics, economics, art, education, the environment, medical issues and other relevant current trends in terms of Christian moral responsibility. Prerequisite: PHI 101 or permission from the instructor. Three units.

281. Philosophy of Art
The clarification of terms and a discussion of proposed criteria for aesthetic judgments. Major works will be read and discussed. Prerequisite: PHI 101 or permission from the instructor. Three units.

283. Philosophy of Science
A study of the nature, scope and limitations of scientific method and explanation with some attention being given to scientific concepts such as causality, space, and time. Some inquiry will be made into the relationship between science and human values. Prerequisite: PHI 101 or permission from the instructor. Three units.

301. Philosophical and Biblical Ethics
A study of philosophical and Christian ethics. The course will emphasize what it means to seek to justify a moral norm, and various approaches to such justification will be examined. The course will also focus on the distinctives of Christian ethics from a philosophical perspective. The Ten Commandments and their implications for personal and social ethics will be studied in detail. Issues such as abortion, economic justice, the role of the state, medical ethics, sexual morality and the arts will be examined in the light of the commandments and biblical principles. The purpose of this course will be not only to provide information about the field of ethics, but to assist the student in making responsible moral choices informed by biblical truth. Prerequisite: PHI 101 or permission from the instructor. Three units.

302. Metaphysics
An examination of the classical metaphysical problems such as the nature of reality, minds and bodies, personal identity, free will and determinism, causality, time and the nature of God. Attention will be given to the question of whether or not there is metaphysical knowledge. Prerequisite: PHI 101 or permission from the instructor. Three units. ‘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 the study of anti-theistic theories. Prerequisites: 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. Prerequisites: 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. 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. One unit per 40 hours of work, up to three units. ‘W’

492. Senior Integration Paper Seminar
Twice-weekly meetings to discuss the integration of philosophical work and Christian faith, strategies for pursuing the Philosophy Senior Integration Project, and conversations about 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. ‘S’

Physical Education

Department Goals
Covenant’s physical education department provides students 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 minors prepare students to work in leadership positions in coaching and sports management. Courses provide an understanding of nutritional aspects of good health as well as a thorough study of contemporary issues in health and fitness. The department also emphasizes the value of lifestyle activities, cardiovascular fitness, muscle integrity, and lifetime recreational sports for all.

Requirements for Minor in Physical Education – Science Track

PE 211. Introduction to Health, Physical Education, and Sport ’W’ ............................................. 3
PE 313. Critical Health Issues ’S’ ............................................. 3
PE 328. First Aid/Prevention and Care of Athletic Injuries .... 3
PE 337 or 338. Individual and Team Sports I or II ‘S’........ 3
PE 431. Kinesiology......................................................... 3
PE 433. Physiology of Exercise ....................................... 3
Total hours for the minor............................................ 18

Requirements for Minor in Physical Education – Sports Management Track

PE 211. Introduction to Health, Physical Education, and Sport ‘W’ ............................................. 3
PE 313. Critical Health Issues ‘S’ ............................................. 3
PE 332. Management in Health and Physical Education, or
PE 405. Management in Sport ............................................. 3
PE 337 or 338. Individual and Team Sports I or II ‘S’........ 3
PE 406. Sport Law and Ethics ........................................... 3
PE 407. Psychology and Sociology of Sport ...................... 3
Total hours for the minor............................................ 18
Requirements for Minor in Sport Ministry

BIB 211. Introduction to Relational Youth Ministry .......... 3
BIB 376. Outreach to Contemporary Culture ............... 3
PE 250. Foundations of Sport Ministry ....................... 3
PE 450. Structure and Methods of Sport Ministry ........... 3
PE 483. Sport Ministry Internship ................................ 3
SOC 249. Interpersonal Communication ...................... 3
Total hours for the minor ........................................... 18

Requirements for Minor in Coaching

PE 328. First Aid/Prevention and Care of Athletic Injuries .... 3
PE 337 or 338. Individual and Team Sports I or II ‘S’ ....... 3
PE 405. Management of Sport .................................... 3
PE 407. Psychology and Sociology of Sport .................. 3
PE 431. Kinesiology or PE 433. Physiology of Exercise ....... 3
PE 460. Principles of Coaching .................................. 3
Total hours for the minor ........................................... 18

Physical Education Courses

130-149. Individual and Team Sports
130. Tennis ......................................................... 1
131. Weight Training/Aerobics ................................... 1-2
132. Folk and Square Dance .................................... 1
133. Softball/Touch Football .................................... 1
134. Swimming .................................................... 1
135. Volleyball ...................................................... 1
136. Basketball ..................................................... 1
140. Racquetball .................................................. 1
141. Wilderness skills:
   a. White water Canoeing .................................... 1
   b. Backpacking .................................................. 1
   c. Rock Climbing ............................................ 1
   d. Orienteering .................................................. 1
142. Golf .................................................................. 1
145. Varsity Sport ................................................... 1
   (Prerequisite: one year of varsity experience)
146. Bowling ......................................................... 1
147. Advanced Soccer ............................................. 1
148. Intermediate Tennis ......................................... 1
149. Badminton ..................................................... 1

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

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

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. Prerequisites: PE 151 and one year of varsity sport experience or approval of the head of the Physical Education department. One unit.

211. Introduction to Health, Physical Education and Sport
Introductory study of the historical and philosophical development of health, physical education, and sport with emphasis on the current trends and leaders. The intramural program and athletics and their relationship to physical education as a discipline are studied, along with current research material in physical education. Three units. ‘W’

212. Methods, Materials and Measurement in Physical Education
This course studies the 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. An emphasis will be placed on tests, measurements and field experience in teaching grades 9-12. Three units.

250. Foundations of Sport Ministry
This course provides an overview of all sport related ministries for those who are interested in the vocation of sport ministry. Examples will be presented as to how sport ministry can be used as a discipleship and evangelical tool. In addition to classroom examples, opportunities will be provided for site-based sport ministry observations. The course will explore specific career directions and strengths and weaknesses of various sport ministries. 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.

332. Management in Health and Physical Education
This course provides a basic overview and survey of management concepts and guidelines associated with health and physical education. Decision making, leadership training, effective communication, planning, organizing, controlling, time management, budget, and finance will all be studied. Prerequisite: Approval of instructor. 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
This course studies the 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
This course studies the 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.

405. Management in Sport
This course studies management principles, information retrieval and processing, public relations, personnel direction, faculty development, financial administration as they relate to sports, athletics, and leisure services. Prerequisite: Approval of instructor. Three units.

406. Sport Law and Ethics
This course presents a comprehensive overview of ethics and the law as they apply to sport. Fundamental legal and ethical principals that most directly affect the actions and activities of sports professionals will be presented by selected case studies. Prerequisite: Approval of instructor. Three units.

407. Sociology and Psychology of Sport
Emphasis upon exercise science and leisure sports as socio-cultural psycho-cultural force: psychological and sociological concepts applied to human performance in exercise and sport. Prerequisite: Approval of instructor. Three units.

431. Kinesiology
A 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.

450. Structure and Methods of Sport Ministry
This course instructs the details of conceptualizing and carrying out specific sport ministry events. The techniques and methods for maximizing ministry opportunities will be studied and modeled. Methods, activities, programs and the accompanying techniques will be investigated to foster effective and efficient evangelical sport ministry events. Prerequisite: PE 250. Three units.

460. Principles of Coaching
This course examines the philosophical and sociological basis for leadership in sports including: leadership theory, administrative practice and organizational problems in athletics. A 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. Students experience planning, implementing and directing YMCA programs through exposure to all facets of the organization and operation program. Prerequisite: approval of department head. Three units.

483 Sport Ministry Internship
This course provides students the opportunity to apply the theory and techniques learned in the classroom with the needs that exist domestically and internationally in various sport situations. Prerequisites: PE 250 and PE 450. Three units.
492. Senior Integration Paper in Physical Education
See page 25.

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), with the exception that mathematics and natural science lab courses are satisfied with non-department courses required for the major. While not required, it is recommended that either PHI 101. Introduction to Philosophy or PHI 283. Philosophy of Science would be taken to satisfy the humanities distribution requirement.

Core requirements ........................................ 51
Electives ..................................................... 6

**Major and Supporting Course Requirements**

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<th>Course</th>
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<tr>
<td>Chemistry or Biology electives</td>
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<tr>
<td>ICS 130. Computer Programming Methodology</td>
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<tr>
<td>MAT 145-146. Calculus I, II</td>
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<td>MAT 247. Calculus III</td>
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<td>MAT 258. Differential Equations</td>
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<td>MAT 310. Linear Algebra</td>
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<tr>
<td>PHY 231-232. General Physics I, II ‘W’</td>
<td>8</td>
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<tr>
<td>PHY 233. Optics and Modern Physics</td>
<td>4</td>
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<tr>
<td>PHY 321. Statics</td>
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<tr>
<td>PHY 322. Dynamics</td>
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<tr>
<td>PHY 341. Electromagnetism I</td>
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<tr>
<td>PHY 351-352. Quantum Mechanics I, II</td>
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<tr>
<td>PHY 450. Advanced Physics Lab</td>
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<td>PHY 490. Science Seminar ‘S’</td>
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<td>PHY 491. Perspectives on Science</td>
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<td>PHY 492. Senior Integration Paper</td>
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**Requirements for Minor in Physics**

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<th>Course</th>
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<tr>
<td>PHY 231-232. General Physics I, II</td>
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<tr>
<td>PHY 233. Optics and Modern Physics</td>
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<td>PHY 491. Perspectives on Science</td>
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<td>Physics electives</td>
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<tr>
<td>Total hours for the minor</td>
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</table>
Physics Courses

131-132. General College Physics I, II
This is 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 each.

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. ‘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, co-requisite: MAT 247 or permission of the instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $15. Four units. ‘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 = mc², the historical developments of quantum theory, the Schroedinger 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. Prerequisites: PHY 232, MAT 247 or the permission of the instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $15. Four units. ‘W’

321. Statics
A study of 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. Prerequisites: PHY 231 and MAT 146. Three units.

322. Dynamics
A study of 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. Prerequisites: 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. Co-requisite: 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
A study of 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 232 or permission of the instructor. Three units each semester.

405. Mathematical Methods of Physics
A study of 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 258. Four units.

410. Solid State Physics
This course examines 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 are examined possibly including: coupled oscillations, calculus of variations, generalized coordinates, Lagrangian and Hamiltonian dynamics, rigid-body motion, and/or motion in non-inertial reference frames. Prerequisites: PHY 321-322 or permission of the instructor. Three units.

431-432. Special Topics in Physics
A concentration in selected fields of study in physics. Prerequisite: senior standing. Three or four units each.

441. Statistical Mechanics
A study of the basic concepts and techniques in the statistical mechanical description of thermodynamics. Prerequisites: PHY 231-233 and ICS 130. Three units.

450. Advanced Physics Lab
Students complete an individual research project conducted and reported under supervision of a faculty member. Six hours laboratory. Laboratory fee: $15. Three units.

480. Science Seminar
See PHY 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 are required to take the course one time for credit to satisfy the ‘S’ 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
This course studies the historical, philosophical and theological considerations on science. This includes an examination of major shifts in scientific thinking from the Early Modern period to the present with critique from a Christian perspective. Prerequisites: PHY 231-233 and senior standing. Two units.

492. Senior Integration Paper in Physics
See page 25.

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 traditionally included, 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 at Richard.Follett@covenant.edu for further information.

Pre-Engineering
See Engineering.
Pre-Medical Studies

To be accepted into any of the biology majors requires a minimum combined SAT score of 1100 (sum of the critical reading and math sections), or composite ACT score of 24 at the time of acceptance into Covenant College. However, it is strongly recommended that to pursue a pre-medical program a minimum combined SAT score of 1200, or composite ACT score of 27 is needed.

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 at Tim.Morris@covenant.edu 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

BIO 111-112. General Biology I, II ..................... 2 semesters
BIO 413. Genetics .......................................... 1 semester
CHE 121-122. General Chemistry I, II ............. 2 semesters
CHE 323-324. Organic Chemistry I, II ............ 2 semesters
CHE 423. Biochemistry ................................... 1 semester
MAT 142. Pre-Calculus Mathematics and
    MAT 145. Calculus I .................................... 2 semesters
PHY 131-132. General College Physics I, II ...... 2 semesters

See the Biology section for more details on the course offerings.

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. an 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. Old Testament Introduction ........................................... 3
- BIB 277-278. Christian Doctrine I, II ............................................. 6
- COR 100. Christian Mind ............................................................... 2
- COR 225-226. Cultural Heritage of the West I, II ................................ 6
- COR 325. Global Trends for 21st Century ........................................ 3
- COR 337. Intercultural Experience ................................................... 1
- COR 340. Christ and Culture Seminar .............................................. 1
- ENG 111. English Composition ...................................................... 3
- Fine Arts Distribution Requirement .............................................. 3
- Foreign Language I, II ................................................................. 8
- HIS 325. Twentieth Century World History ..................................... 3
- Humanities Distribution Requirement .......................................... 3
- MAT 141. College Algebra ............................................................ 4
- Total core hours ............................................................................... 49

**Major and Supporting Course Requirements**

- BIO 219. Nutrition ........................................................................... 3
- BIO 220-221. Human Anatomy and Physiology I, II ‘W’ **3
- BIO 240. Microbiology .................................................................. 4
- BIO 492-493. Senior Integration Paper I, II ..................................... 2, 1
- CHE 103-104. Introductory Chemistry I, II ..................................... 8
- ENG 252. Speech ‘S’ ....................................................................... 2
- NSC 301. Christian Issues in Nursing ............................................. 2
- PSY 100. General Psychology ......................................................... 4
- PSY 303. Developmental Psychology ............................................. 4
- STA 251. Elementary Statistical Methods ....................................... 4
- Total natural science hours ............................................................ 42

**Nursing Courses from CSTCC**

- 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 ....................................................... 2
- Total nursing hours ......................................................................... 34

Total upper division elective hours ............................................. 5
Total degree hours .......................................................................... 130
(A 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 of Emory University, Atlanta, Georgia; and with Trinity Christian College, Palos Heights, Illinois. Other universities have also accepted our students after their two years of preparation at Covenant. By satisfactorily completing two years in the pre-nursing curriculum at Covenant, the student may apply for admission on the junior level to a school of nursing for completion of the Bachelor of Science degree in Nursing. Covenant’s pre-nursing curriculum is planned as much as possible on an individual basis to meet the prerequisites of the selected school of nursing; therefore, it is helpful if incoming freshmen provide their advisor with catalogs from one or two nursing schools that they might wish to attend. If an associates degree from Covenant College is desired before transferring, the student should follow the requirements below.
Requirements for Associate of Arts Degree in Basic Health Sciences

Pre-Nursing Curriculum
BIB 111. Old Testament Introduction .......................... 3
BIB 277-278. Christian Doctrine I, II (audit) ................. 0
BIO 111-112. 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 225-226. Cultural Heritage of the West I, II ...... 6
ENG 111. English Composition ................................ 3
MAT 141. College Algebra or
   STA 251. Elementary Statistical Methods ................. 4
PE 151. Concepts in Physical Education ...................... 2
PE 152. Personal Aerobics and General Fitness ............ 1
PSY 100. General Psychology .................................... 4
PSY 303. Developmental Psychology .......................... 4
SOC 141. Principles of Sociology or
   SOC 341. Family .............................................. 3
Fine Arts Distribution Requirement ........................... 3
General elective courses required by the selected nursing school such as nutrition, critical health issues, history and social sciences .......................................................... 7
Total degree hours ................................................................ 65

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 an SAT score of 1100 or better (sum of the critical reading and math section scores).

Requirements for BA/MSN Dual Degree Program

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<th>Course</th>
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<td>BIB 142. New Testament Introduction</td>
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<td>BIB 277-278. Christian Doctrine I, II</td>
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<tr>
<td>BIO 220-221. Human Anatomy and Physiology I, II</td>
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<tr>
<td>BIO 240. Microbiology</td>
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<tr>
<td>BIO 219. Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 492. Senior Integration Project</td>
<td>2</td>
</tr>
<tr>
<td>CHE 103-104. Introductory Chemistry I, II</td>
<td>8</td>
</tr>
<tr>
<td>COR 100. The Christian Mind</td>
<td>2</td>
</tr>
<tr>
<td>COR 225-226. Cultural Heritage of the West I, II</td>
<td>6</td>
</tr>
<tr>
<td>ENG 111. English Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 114. Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 252. Speech “S”</td>
<td>2</td>
</tr>
<tr>
<td>HIS 325. Twentieth Century World History</td>
<td>3</td>
</tr>
<tr>
<td>PE 151. Concepts in Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>PE 152. Personal Aerobics and General Fitness</td>
<td>1</td>
</tr>
<tr>
<td>PSY 100. General Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220. Christian Issues in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 303. Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 344. Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>STA 251. Elementary Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>Fine Arts Distribution Requirement</td>
<td>3</td>
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<tr>
<td>Foreign Language I, II</td>
<td>8</td>
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<tr>
<td>Social Science Elective</td>
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<tr>
<td>Total hours before transferring</td>
<td>97</td>
</tr>
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</table>

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.
Requirements for Major in Natural Science: Pre-physical Therapy

The core and distribution requirements are those listed for baccalaureate degrees on page 22, with the exception that mathematics and natural science lab courses are satisfied with non-department courses required for the major. 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 .......................................................... 51
Electives ................................................................. 8-10

Major and Supporting Course Requirements

BIO 111-112. General Biology I, II .................................. 8
BIO 220-221. Human Anatomy and Physiology I, II ‘W’...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
   (BIO 493 recommended ........................................1)
CHE 121-122. General Chemistry I, II .........................8
MAT 142. Pre-Calculus Mathematics ..........................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
Sociology elective ......................................................3
STA 251. Elementary Statistical Methods .................4
Elective (sociology of health, nutrition, microbiology) ....3-4
Total hours for the major ..............................................65-67
Total degree hours ....................................................126

For the Major Field

For students majoring in psychology, the goals of the psychology department are:

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

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.

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:
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, with the exception that a course in economics, finance or sociology is required to fulfill the social science distribution requirement.

Core Requirements ........................................ 58
Electives .................................................. 27-30

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 261. Introduction to Research Methods ‘W’ .......... 4
PSY 306. Cognitive Psychology, or
PSY 346. Behavior Therapy .......................... 3-4
PSY 344. Abnormal Psychology .......................... 4
PSY 492. Senior Integration Paper in Psychology ‘S’ .... 2
Psychology electives (300 level or above) ......... 14
STA 251. Elementary Statistical Methods ............ 4
Total hours for the major ............................ 38-41
Total degree hours .......................................... 126

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, with the exception that a course in economics, finance or sociology is required to fulfill the social science distribution requirement.

Core Requirements ........................................ 58
Electives .................................................. 19-22

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 261. Introduction to Research Methods ‘W’ .......... 4
PSY 306. Cognitive Psychology, or
PSY 346. Behavior Therapy .......................... 3-4
PSY 344. Abnormal Psychology .......................... 4
PSY 373. Physiological Psychology .................. 4
PSY 440. Independent Research ....................... 6
PSY 492. Senior Integration Paper in Psychology ‘S’ .... 2
Psychology electives (300 level or above) ......... 12
STA 251. Elementary Statistical Methods ........................................ 4
Total hours for the major ......................................................... 46-49
Degree total ................................................................. 126

Requirements for Minor in Psychology
PSY 100 or 101. General Psychology ................................. 4 or 2
PSY 220. Christian Issues in Psychology .............................. 3
Psychology electives ............................................................... 15
Total hours for the minor .................................................. 20-22

Other courses fulfilling upper-division Psychology Electives
SOC 244. Social Psychology .................................................. 3
SOC 342. Sociology of Religion .............................................. 3
SOC 347. Relational Counseling .............................................. 3
SOC 348. Marriage and Family Counseling ............................. 3

Psychology Courses

Survey Courses

100. General Psychology
A course with 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 Course

261. Introduction to Research Methods
This course introduces the student to the process and methods of research in the social sciences. Required of all majors in psychology. Topics considered include science and the scientific approach, problems and hypotheses, variable definition, research designs, types of research and methods of observation and data collection. The student formulates a research proposal and carries out the research, reporting the results in a research manuscript prepared in a form acceptable for publication. Prerequisites: PSY 100 or 101; STA 251. 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 are offered. Topics previously offered include Christian counseling, sleep and dreaming, death and dying, and religious behavior. The particular topic offered is based upon student interest and demand. Prerequisite: permission of the instructor. Repeatable. One to four units.

301. Psychology Tour (summer only)
This is an intense three-week experience in which a small group of students from various Christian colleges travels to prominent research centers, laboratories, hospitals and universities to examine ideas and theories in the presence of both Christian and secular persons most influential in psychology today. Prerequisites: PSY 100 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. Prerequisites: PSY 261; STA 251. 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.

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. Prerequisites: PSY 331. Four units.

346. Behavior Therapy
This course examines the clinical therapeutic techniques of behavior change which have been developed from learning theories and associated psychological research. Operant, classical, social learning and cognitive theories of learning are examined and their related techniques of therapy analyzed. Process and outcome studies are reviewed. The course considers the religious, ethical and social issues involved in the application of the behavior therapies. A project of self-change, in which students apply techniques of change to their own behavior, is required. Prerequisite: PSY 344. Three hours lecture plus laboratory. Laboratory fee: $25. Four units.

349. Professional Issues in Clinical Psychology
This seminar considers the American Psychological Association’s published Ethical Principles of Psychologists and the practical application of these standards in real-life situations, paying close attention to the conflicts which arise between the “Principles” and Christian ethics, and the complexities of practicing in a diverse social context. The seminar considers issues of importance to practitioners: e.g., contemporary treatment techniques in clinical psychology, practice in the managed care environment, pharmacotherapy in psychological practice, church-based Christian counseling, and others. Prerequisites: PSY 344, and 345 or 346. Three hours seminar. 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

353. Psychological Assessment
A comprehensive survey of the construction and use of psychological tests. Topics considered include functions and origins of psychological testing, the nature and use of psychological tests, the interpretation of test scores, reliability and validity, item analysis, the measurement of intelligence, aptitude and achievement tests, vocational and personality tests, attitude and interest inventories, projective techniques and the social implications of test results. Periodic laboratory experiences will be offered. Prerequisites: PSY 100 or 101; STA 251 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
The goals of the sociology department for general education students are:

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 the baccalaureate degrees on page 22, with the exception that a course in economics, finance or psychology is required to fulfill the social science distribution requirement.

Core requirements .......................................................... 58
Electives .......................................................... 36

Major and Supporting Course Requirements

SOC 141. Principles of Sociology ........................................ 3
SOC 361. Methods of Social Research ‘W’ ...................... 4
SOC 402. Contemporary Social Thought ....................... 3
SOC 490. Senior Integration Seminar in Sociology ‘S’ ..... 3
SOC electives (at least one course from each area below: Social Interaction, Social Concerns, and Social Institutions) ........................................... 15
STA 251. Elementary Statistical Methods ..................... 4
Total hours for the major ............................................. 32
Total degree hours ...................................................... 126
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

The core and distribution requirements for a major in sociology are those listed for the baccalaureate degrees on page 22, with the exception that a course in economics, finance or psychology is required to fulfill the social science distribution requirement.

Core requirements ......................................................... 58
Electives ........................................................................ 36

Major and Supporting Course Requirements

SOC 141. Principles of Sociology ................................. 3
SOC 361. Methods of Social Research ‘W’ ..................... 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 (3 hours each):
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
STA 251. Elementary Statistical Methods .................... 4
Total hours for the major ........................................... 32
Total degree hours ....................................................... 126

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 hours for the minor ............................................. 12

Requirements for Minor in Interpersonal Counseling

SOC 444. Sociology Practicum ..................................... 3
Four of the following (3 hours each):
SOC 249. Interpersonal Communication, or
SOC 250. Introduction to Social Work, or
SOC 341. The Family, or
SOC 347. Relational Counseling, or
SOC 348. Marriage and Family Counseling ............... 12
Total hours for the minor ............................................. 15

Other course fulfilling Sociology Electives

IDS 315. Religions and Social Theory of 19th Century Europe ......................................................... 3

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.

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.

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 each.

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
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
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. Prerequisites: SOC 341, 347. Three units.

361. Methods of Social Research
An examination of valid data, evaluation, and techniques in practical research situations. Prerequisites: SOC 141; STA 251. Four units. ‘W’

399. Independent Study
A study of selected topics in sociology or anthropology.

402. Contemporary Social Thought
A study of the development of social theory in recent Western history. Theorists in the nineteenth century who receive special emphasis include Durkheim, Marx and Weber. In the twentieth century, attention is given to Sumner, Parks, Cooley, Mead, Parsons and Merton. Prerequisites: SOC 361; STA 251. Three units.
444. Practicum in Sociology
An opportunity for the student to work in a community agency bridging the gap between classroom learning and the needs and opportunities that exist within society. Prerequisites: SOC 141 and nine other units in sociology. 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. Prerequisites: SOC 361 and 402; STA 251. Three units. ‘S’

Spanish
See Foreign Language.

Sports Ministry
See Physical Education.

Statistics
See Information and Computer Sciences.

Theatre
See English.

Voice
See Music.

Youth Ministries
See Biblical and Theological Studies.

Bachelor of Science Adult Degree Completion Programs

Early Childhood Education (BSECE)

History of the BSECE (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 people who are working in instructional roles in schools (e.g., paraprofessionals, other employed instructional support personnel, or classroom teachers) a structured way to earn both a baccalaureate degree and a Georgia teaching certificate in early childhood education (P-5). The program was reviewed by the Georgia Professional Standards Commission in April 2004. The program was granted official approval by the Professional Standards Commission in December 2004.

The program was also approved by the Association of Christian Schools International (ACSI) in March 2007. Upon completion of this program, including passage of content assessments, graduates are eligible to receive a renewable ACSI certificate at the elementary (K-8) level, valid for five years.

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 in the final semester consists of one seven-week placement and one five-week placement, one in grades P-3 and one in grades 4-5. The placements must be in different schools.

The student teacher will have the full teaching load for at least three weeks of the seven-week placement and for at least two weeks of the five-week placement.

The seven-week placement will usually be in the classroom of employment, providing the student is employed in a self-contained K-5 classroom. If a student’s classroom of employment is a state-approved PK program, that student will complete the shorter five-week practicum in their classroom of employment and the longer seven-week placement elsewhere. If a student’s classroom of employment is a PK program that is not state-approved, that student will need to leave his/her classroom of employment for the entire 12 weeks.

**Teacher Education Program Conceptual Framework**

The purpose of the Teacher Education Program at Covenant College is to prepare competent and compassionate teachers who practice their profession according to biblical guidelines in diverse educational settings. 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.

**Schedule for Completion of BSECE Program**

**Gate 1 : BSECE Requirements for Admission to Covenant College**

- Be at least 23 years of age.
- Be currently employed full-time in an instructional role in grades P-5.
- Have at least one year’s previous experience working in an instructional role in a school setting.
- Achieve a combined SAT score of at least 1000 (sum of the critical reading and math section scores), or an ACT composite score of at least 21. (Note: Slightly lower scores may be accepted for admission to the College.)
- 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 ................................................. 136
Plus additional elective credits ......................... 34

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

Note: It is highly recommended that these 58 credits be completed before entering the program. However, occasionally, a student will be allowed to begin the first semester if still lacking up to six credits.

☐ 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 a Letter of Cooperation signed by the student, the student’s supervising principal (or director) and by the school district superintendent, if the school falls under the jurisdiction of a public school district.
☐ Submit the essay requested in the application materials, according to the instructions given.

BSECE TRANSFER OF CREDIT

General Guidelines:
Acceptable credits for transfer include the following:
• Coursework from regionally accredited colleges
• CLEP credit (See page 16 in this catalog for information on credit that Covenant College awards based on CLEP tests.)
• 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: BSECE Requirements for Admission to Teacher Education Program (TEP)

Note: The Georgia Professional Standards Commission requires that all TEP students pass the Georgia Assessments for the Certification of Educators™ (GACE™) at both entry to and exit from the program. At entry to the TEP, a student must pass the GACE Basic Skills Assessments. (See information that follows.) At exit from the TEP, a student must pass the relevant GACE Content Assessments. (See Gate 4 below.)

Also note: Students become eligible for approval to the TEP at the conclusion of the first five BSECE courses. TEP approval by the Teacher Application Committee is required in order to enroll in the second through fourth BSECE semesters.

☐ Pass the GACE Basic Skills Assessments, or be exempt with an acceptable score on the SAT or the ACT. An SAT exemption requires a minimum composite score (critical reading 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. (Note: No exceptions will be made at this time. This is the final deadline for achieving passing scores on the GACE Basic Skills Assessments – or to be exempt based on SAT or ACT scores. This is a Georgia requirement.)
☐ Satisfactorily complete the required 58 semester hours of transfer credit.
☐ Submit a completed Teacher Education Program Application. This will be done during Induction Week.
☐ Achieve a minimum institutional GPA of 2.5 in the first five BSECE courses.
☐ Receive satisfactory Disposition Evaluations for the first five BSECE courses.
☐ Receive notice of approval to the TEP from the Teacher Application Committee.

Gate 3: 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.
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 at that time.

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 a teacher or principal who supervises your work in your school to complete and submit the Teacher/Principal 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 4: Final Approval for Student Teaching

Near the beginning of the third BSECE semester, submit your Professional Portfolio for a progress check to the BSECE Advisor.

Near the end of the third BSECE semester, register to take the GACE Early Childhood Education tests at the beginning of the fourth and final BSECE semester.

Complete all education courses in the first three semesters 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 5: Student Teaching and Exit from Program

Take the GACE Early Childhood Education tests at the beginning of the fourth and final semester.

Submit a photocopy of your GACE Examinee Score Report to the Administrative Assistant of the Education Department.

Submit a completed Georgia Certification Application to the Administrative Assistant of the Education Department.

Submit a completed ACSI certification application if ACSI certification is also desired.

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 Professional Portfolio to the College Supervisor of your second student teaching practicum.

Complete a Survey of Graduating Seniors during the final class of EDU 489. 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 completion of the Professional Portfolio is a requirement for the successful completion of the Teacher Education Program.

Teacher Placement Service

A variety of services are offered to TEP students by the Teacher Placement Service. Services include assisting students in assembling a permanent credentials file, providing an annual teacher recruitment event, maintaining an electronic listing of teacher vacancies, and posting an electronic Directory of Teacher Education Graduates. Graduates receive a lifetime membership to this service.

Course Requirements for a BS Degree in Early Childhood Education

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 252. Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111. English Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 303. Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (3 semester hours must be in art, literature, or music)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social / Behavioral Science</td>
<td>9</td>
</tr>
</tbody>
</table>

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 310. Professional Development Experience I ............. 0
EDU 311. Professional Development Experience II ............ 0
EDU 312. Professional Development Experience III .......... 0
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

Degree total ................................................................. 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. 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.

310. Professional Development Experience I
311. Professional Development Experience II
312. Professional Development Experience III

BSECE courses require fewer hours of seat time than traditional undergraduate college courses require due to the assumption that the student’s daily work in an instructional setting within a school makes a significant contribution to the education of the student. This course is designed to provide focused fieldwork related to each BSECE course in order to extend and integrate in-class instruction with field experiences. Focused field experiences will provide BSECE students the opportunity to learn what it means to apply their faith to various classroom situations. The fieldwork assignments will be in grades PK-K, 1-3, and 4-5 in diverse school/student settings. EDU 310 is taken during the first semester of BSECE, EDU 311 during the second semester, and EDU 312 during the third semester. Each course is zero-credit and taken as pass/fail. A passing grade in each course is required for completion of the BSECE program.

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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. Pass/fail grading only. 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.

Example Two Year Program: BSECE
(builds on two years of previous college course work)

Semester One:
- Foundations of Education.................................................. 4
- Literature for Children in the Early Grades.......................... 3
- Educational Psychology .................................................... 3
- Teaching in a Pluralistic Society ......................................... 3
- Education of Exceptional Children .................................... 3
- Professional Development Experience I.............................. 0

Semester Two:
- Teaching Science in the Early Grades ................................ 3
- Teaching Reading in the Early Grades ................................ 3
- Math Content and Skills in the Early Grades ...................... 3
- Essentials of Instruction in the Early Grades ...................... 3
- Christian Doctrine .......................................................... 3
- Educational Assessment .................................................. 1
- Professional Development Experience II........................... 0

Semester Three:
- History and Philosophy of American Education ............... 3
- Technology for Educators .............................................. 3
- Language Arts Content and Skills in the Early Grades ....... 2
- Assessing and Correcting Reading Difficulties ................. 2
- Organization and Management in the Early Grades ......... 2
- Social Studies Content and Skills in the Early Grades ...... 3
- Biblical Literature .......................................................... 3
- Professional Development Experience III ....................... 0
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 for those who have at least 60 semester hours of transferable college credit, approximately five years of working experience, and are currently working in some organizational setting which allows for field application of course work. The program affords students a unique opportunity to complete a bachelor’s degree with an academic schedule that accommodates 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. Students must have completed a minimum of 60 semester hours of undergraduate college credit with a minimum GPA of 2.00. No credit will be awarded for courses with grades below “C-” or for duplicate or remedial courses. The 60 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>
<tr>
<td>Total credits</td>
<td>26</td>
</tr>
<tr>
<td>Plus additional elective credits</td>
<td>34</td>
</tr>
<tr>
<td>Total credits required to enter program</td>
<td>60</td>
</tr>
</tbody>
</table>

On occasion, a student may also be allowed to enter the program with minimal deficiencies in the other general education requirements listed above (excluding English Composition) or in the number of credits required to enter the program. Students must fulfill all general education requirements prior to graduation. Specific deficiencies will be described to the prospective student at the time of acceptance into the program. Students are advised not to take more than one additional course at a time while enrolled in the program.

4. All students must submit an official transcript from 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. All students must submit an entrance essay and have it approved.

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 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 during three semesters. All Major Field Requirements are required for the program and no substitutions or exemptions are permitted.
General Education (Core)

Requirements

BIB 251. Biblical Literature ..................................................... 3
BIB 253. Spirituality in the Workplace ...................................... 3
ENG 111. English Composition ............................................... 3
ENG 252. Speech (waiver offered – no credit) ......................... 3
Humanities (3 semester hours must be in art, literature, or music) ................................................................. 2
ICS 121. Computer Science (waiver offered – no credit) ........ 3
Mathematics ........................................................................... 3
Social / Behavioral Science .................................................... 3
             General Education Core subtotal * ................................ 32

* Note: 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 ................................................................. 55

Major Field Requirements

IDS 461. Applied Research Methods I ........................................ 3
IDS 471. Applied Research Methods II ....................................... 3
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
Total hours for the major ..................................................... 39
Total degree hours .............................................................. 126

To be eligible for academic honors, a student must complete a minimum of 60 semester hours at Covenant College.

Organizational Management Courses

Semester I

BIB 253. Spirituality in the Workplace
This course will explore the biblical concept of the Kingdom of God for the purpose of formulating a Christian worldview and a vision for transforming the world in which the student lives. Emphasis is placed upon living Christian faith and pursuing the Kingdom of God in the workplace. Three credits/five sessions.

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 sessions.

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 sessions.

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 sessions.

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 sessions.

Semester II

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 sessions.

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/five sessions.

**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 sessions.

**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 sessions.

**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 sessions.

**Semester III**

**IDS 471. Applied Research Methods II**
This course requires students to complete and submit the comprehensive research paper begun 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 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 sessions.

**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 sessions.

**MGT 490. Strategic Management I: Concepts**
This course examines the role of management in strategy formulation, implementation, and evaluation. This course is designed to provide Organizational Management students with their first look at the “big picture” of organizational planning. The purpose of strategic management is intended to create and extend sustainable competitive advantage. MGT 490 focuses on the concepts and tools necessary for successful strategic management. Three credits/five sessions.

**MGT 495. Strategic Management II: Applications**
This course examines the role of management in strategy formulation, implementation, and evaluation. MGT 495 is designed to provide Organizational Management students with practice in using strategic management through analyzing business cases and managing a simulated business. Both the business case analysis and the business simulation will focus on using strategic management concepts and tools to create and extend sustainable competitive advantage. Prerequisite: MGT 490. Strategic Management I: Concepts. Three credits/five sessions.

**Elective Courses**
These elective courses are not open to students in Covenant’s traditional programs. Contact the Quest office for more information.

**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 sessions.

**IDS 202. Popular Culture**
This course is designed to help students understand the cultural ideas that shape their lives and influence their actions. Attention is focused on the music, people, and events that have played a major role in American culture since 1950. Time will also be spent critiquing popular media like movies, music, news, and MTV. The goal is to give students the necessary tools for living a life of full-orbed obedience to Jesus Christ. As society moves into the twenty-first century, today’s college students will assume leadership positions in families, churches, government, and careers. This course is designed to help prepare students to serve effectively by understanding the spirits of the age and how they seek students’ allegiance. Three credits/eight sessions.
MAT 132. Concepts in Mathematics for Organizational Management Students
The course may 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. Three credits/eight sessions.

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 sessions.

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 sessions.

MGT 435. Conflict Management I: Survey
This course contains an 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
This course includes 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: MGT 435. Conflict Management I: Survey. Three credits/five sessions.

MGT 437. Conflict Management III: Application
This course continues the development of basic skills in mediation, with an emphasis on helping others respond to conflict in ways informed by a Christian worldview. Prerequisite: MGT 436. Conflict Management II: Skills. Three credits/five sessions.

MGT 446. Managing Improvement
This course focuses on the knowledge and development of an effective improvement model required to lead and manage change in an organizational setting. Process improvement is both a science and an art, and the course will blend components of each of these two aspects. Students will learn how to collect and analyze data necessary to develop, test, and implement change. Methods to enhance creativity in problem solving will be presented. Broader issues relating to transforming the culture to promote an environment of improvement will also be explored. Students are expected to demonstrate basic process improvement skills through a professional presentation of an improvement application. Three credits/five sessions.

MUS 170. Music Appreciation
This course is designed as an introductory study of the basic written and aural elements of music terminology and theory as well as an exploratory survey of the diverse aspects of musical style and elements of music within historical and cultural contexts. The musical survey of repertory includes examples from western art music, nonwestern musical culture, Christian hymnody and contemporary musical styles. Three credits/eight sessions.

PE 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 credits/six sessions.

PSY 302. Psychology of Workplace Stress
This course explores the problem of stress in the workplace. Topics include theories of stress, definition and identification of workplace stressors, consequences of workplace stress to individuals and organizations, and individual and organizational strategies for prevention and management of workplace stress. This course integrates psychological theories of stress and stress management with practical analyses of students’ own coping strategies and their organization’s climate relative to stress. Three credits/eight 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 Admissions and Enrollment Management (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
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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
Associate Professor of Art (2004)
M.F.A., University of Michigan
B.A., Hillsdale College

CHIARELLI, Antonio
Professor of Sociology (2007)
Ph.D. and M.A., Northwestern University
B.A., Macalester College

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

COCHRAN, Diana D.
Assistant Professor of Modern Languages (2003)
M.A., Reformed Theological Seminary
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CORBETT, Stephen A.
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D.A., Middle Tennessee State University
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DAVIS, William
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Ph.D. and M.A., University of Notre Dame
M.A., Westminster Theological Seminary
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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.
Dean of Social Science and the Master of Education program, and 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
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Ph.D., Cambridge University
Th.M. and M.Div., Covenant Theological Seminary
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Ph.D. and M.Phil., Yale University
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Ph.D. and M.A., Boston University
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Ph.D., University of South Carolina
M.Ed. (2), Converse College
M.A. and B.A. Birmingham University

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M.Ed., Slippery Rock University
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HESSELINK, Paul K.
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Research, Instruction and Special Collections Librarian (2003)
M.St., University of Oxford
M.A., University of Arizona
M.A., University of Nebraska
B.A., New Mexico State University

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M.Div., Westminster Theological Seminary
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M.S.T., Middle Tennessee State University
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Professors Emeriti

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CLUMPNER, Joseph
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DAMERON, Raymond H.
Physics (1964)
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FENNEMA, John E.
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M.A., Reformed Theological Seminary
M.A., Florida Atlantic University
B.A., Calvin College

HEDDENDORF, Russell H.
Sociology (1982)
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M.A., Columbia University
B.A., Queens College

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

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

LOTHERS, John E.
Biology (1966)
Ph.D., University of Kansas
M.S., Kansas State University
B.S., Oklahoma State University
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.

College Hymn

All For Jesus

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

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

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

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

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

Amen.