2013-2014 Undergraduate Catalog

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Our Mission

The mission of Covenant College is to explore and express the preeminence of Jesus Christ in all things. We educate Christians to engage culture and cultures, to examine and unfold creation, and to pursue biblical justice and mercy in community. With the student-faculty relationship and strong teaching and scholarship at the foundation, our Christ-centered community seeks to help students mature in three primary areas:

- Identity in Christ
- Biblical frame of reference
- Service that is Christ-like

We offer the world biblically grounded men and women equipped to live out extraordinary callings in ordinary places.

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 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.
**Bachelor of Arts Programs and Course Descriptions**

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**Bachelor of Science Program and Course Descriptions**

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Important Dates

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

December 1  Room and Schedule Deposit due for spring applicants

December 1  *Macellan, Wilberforce, Leadership, Donaldson Memorial Science, Community Development/Economics, Emerging Artist, Future Teachers, Business, Church Involvement Scholarship, and Computer Science Scholarship applications deadline. Admission file must also be complete.

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

January-May  Room and Schedule Deposit due based on date of acceptance and financial aid award. Pre-registration order for the fall and next spring semesters are determined by the deposit date.

March 1  Priority deadline for limited grant funds. Please complete the FAFSA annually.

March/April  Room and Schedule Deposit for current students due before pre-registering for the fall term. (refundable as a payment to the student account before June 1; see Refund section)

May  Pre-registration, housing, and other forms are completed online by deposited new students.

June  Financial Aid Files should be complete, including verification.

July  Housing assignments made

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

Calendar

Fall Semester 2013

August 23-28  New student orientation

August 27  Residence halls open for returning students; meal plan begins Tuesday 8/27 at 5:00 p.m.

August 29  First day of classes and registration. Opening Convocation 11:00 a.m

August 30  Last day to register without incurring a late registration fee.

September 5  Last day to make schedule changes without incurring a fee

September 12  Last day to add a course and last day to drop a course without assignment of a “W” if still a full-time student

September 17  Constitution Day Speaker – (all classes meet according to normal schedule)

September 25  Day of Prayer – No day classes, night classes meet beginning after 5:00 p.m.

October 3-5  Campus Preview Weekend

October 9-11  Board of Trustees meeting

October 11-12  Homecoming Weekend

October 19-22  Fall break

Oct 25-Nov 11  Pre-registration for spring semester

October 31  Last day to change to or from Pass/Fail, or drop a class with an automatic “W.” After this date a “W” or “F” will be assigned to a dropped class by the instructor. Last day to withdraw from Covenant with a partial refund.

November 26  Last day to drop a class

Nov 27-Dec 2  Thanksgiving break

December 11  Last day of classes

December 12-13  Reading/Snow Days – may be used for class meetings depending upon prior college closings

December 16-19  Final examinations; meal plan concludes Thursday 12/19, 7:00p.m.

December 20  Residence halls close 12:00 noon

Academic Year Definition

Covenant schedules with a semester calendar system, where each semester is a minimum of 15 weeks for purposes of billing and payment periods, based on the credit hours registered for each term. The academic year for all undergraduate programs includes the fall and spring semesters running from August – May.
Spring Semester 2014

January 11-13 New student orientation
January 12 Residence halls open for returning students at 2:00 p.m.; meal plan begins Monday 1/13 at 7:00 a.m.
January 14 First day of classes and registration.
January 15 Last day to register without incurring a late registration fee
January 21 Last day to make schedule changes without incurring a fee.
January 28 Last day to add a course and last day to drop a course without assignment of a “W” if still a full-time student.
January 30-Feb 1 Scholarship Weekend
February 11 Day of Prayer – No day classes, night classes meet beginning after 5:00 p.m.
February 21-22 Parents Weekend
March 1 Priority deadline for all financial aid paperwork (FAFSA). Submit 14-15 FAFSA application online to meet priority deadline.
March 8-16 Spring Break. Meal plan resumes Monday, 3/17 at 7:00 a.m.
March 17 Classes resume; Room & Schedule Deposit for Fall 2014 due. Deposit required before pre-registration for fall.
March 20-21 Board of Trustees meeting – dates to be finalized by the Board.
March 21 Pre-registration for fall semester begins; room/schedule deposit due before pre-registering; refundable before June 1. Graduation Application for December 2014 and May 2015 graduates are due before they are permitted to pre-register.
March 25 Last day to change to or from Pass/Fail, or drop a class with an automatic “W.” After this date a “W” or “F” will be assigned a dropped class by the instructor. Last day to withdraw from Covenant with a partial tuition refund.
March 27-29 Campus Preview Weekend

April 8 Last day to drop a class
April 8 Assessment Day – no day classes; night classes meet beginning after 5:00 p.m. Students required to participate for accreditation review.
April 18-21 Easter Break - no classes on Good Friday or Monday; meal plans resumes Monday 4/21 at 5:00 p.m.
April 29 Last day of classes
April 30 – May 1 Reading/Snow Days– chief academic officer will approve class meetings if weather related closings.
May 2-7 Final examinations
May 10 Commencement 10:00 a.m.; meal plan ends at 1:30 p.m. Residence halls close at 5:00 p.m.

May Term 2014

May 12 First day of classes
May 30 Last day of classes

April 8

February 11

May 2-7

April 29

March 17

March 20-21

March 30-31

April 18-21

April 30 – May 1

May 10

March 1

March 8-16

March 21
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.

Students

Students 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.

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.

Accreditation and State Authorization

Covenant College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Covenant College.

NOTICE: Covenant College operates in compliance with the official complaint policy of the Southern Association of Colleges and Schools Commission on Colleges 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.

Since Covenant College operates under the authority of the State of Georgia, complaints may be filed with the Office of the State Inspector General via http://oig.georgia.gov/webform/oig-complaint-form. The Office of the State Inspector General may also be reached at 2 Martin Luther King Jr. Drive S.W., 1102 West Tower, Atlanta, Georgia 30334; by email at inspector.general@oig.ga.gov; or by calling 404-656-7924, 866-HELP OIG (toll-free), or 866-435-7644 (toll-free).

Policy on Nondiscrimination

Covenant College does not discriminate on the basis of race, color, national origin, age or disability in its educational programs or activities, including admission and employment. It does not discriminate on the basis of gender in the educational programs or activities it operates, including admission and employment, except as required by the ordination policies of the Presbyterian Church in America (a corporation).

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).

Although most administrative information in this catalog applies to all programs of Covenant College, the majority of the content in this undergraduate catalog applies to the traditional undergraduate programs. The non-traditional Bachelor of Science in Early Childhood Education (BSECE), and, the Master of Arts in Teaching and the Master of Education handbooks contain the policies and procedures of these programs, and are available from the Education departments.

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. If the account balance is not paid in full, a finance charge will be assessed at the end of each month on the
Room and Board
All freshmen, sophomores, and juniors must live in the residence halls unless specifically excused by the Housing Committee. 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 as noted with the college calendar. 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
2012-2013 Traditional Undergraduate Tuition and Fees Rates
Tuition - per term (12-18 hours).................................................$14,150
Tuition - per term (1-11 hours) - per hour $1,180
Any web-based classes would be billed at 1-11 rate.
Tuition - per term (19+ hours) - per hour $780
Tuition - May Term - per hour $400
Application fee (per completed application) ..............$35
Room and Schedule Deposit (new student and fall)........$300
New Student Orientation Fee (first term only)...........$360
Student Fee (per term if greater than 6 hrs)..............$400
Technology Fee (per term if 6 or less hours)..............$83

Residential Fees - Room, Board & Laundry
5-person room (per term)....................................................$3,750
4-person room (per term)....................................................$3,925
3-person room (per term)....................................................$4,100
2-person room (per term)....................................................$4,265
1-person room (per term)....................................................$4,440
Apartments (per resident; 3-4 residents per apartment)$1,415
(Board plan is not included in Apartment price and may be purchased separately)

Non-Board Dining Plans
65 Meal Plan (per term)......................................................$545
130 Meal Plan (per term).....................................................$930
Full Meal Plan (per term)....................................................$1,940
For assistance or more information see the ScotsCard Services Office: www.covenant.edu/scotscard

Other Fees
Late registration.................................................................$100
Course change fee – per course change..........................$15
Graduation fee (assessed upon earning 90 hours, paid once).........................................................$125
Health insurance fee, See Student Development (required for non-U.S. citizens)
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 available online at scots.covenant.edu under Safety and Security. Course fees in various areas .............see course descriptions

In addition to the above fees, the student may also want to consider estimated semester expenses for books and supplies ($550), transportation ($400), and personal expenses ($400) to determine a total budget for each 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 lessons required for a major or minor:
One 25 minute lesson weekly, per term .......................$330
One 50 minute lesson weekly, per term .....................$660
Private instruction not required for a major or minor:
One 25 minute lesson weekly, per term .......................$430
One 50 minute lesson weekly, per term .....................$755
Accompanist fee: .................................................................$125 or 250
Consult the Music Department.

unpaid balance. To avoid late payments, students should check their account balance on-line. Accounts must be fully paid each semester before a student can register for a subsequent semester, view grades or receive a transcript. Students with prior semester account balances on January 2nd and August 1st may be removed from their residence hall assignment and their class schedule for the subsequent semester. Account balances with no payment activity for more than three months may be sent to a collection agency and the collection fee added to the balance.

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

Withdrawal Refund Policies

Semester Expenses and Financial Aid
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, adjustments may result from the refund of expenses and the reduction of financial aid. The federal Title IV pro rata percentage will determine the refund or reduction based on the amount of time spent in academic attendance and has no relationship to the student’s incurred institutional charges. This pro rata percentage is used to determine the percentage adjustment 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 expenses and financial aid for the term as 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, 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, or receives all F’s or Incomplete grades for a semester, faculty will be contacted to determine the last date of academically-related activity and establish if the student unofficially withdrew. 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) 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 expenses compared to Title IV funds when there are differences between the date the withdrawal was initiated compared to when the student completed the process and vacates campus.

This refund policy is in compliance with the Federal Department of Education Title IV requirements. All financial aid reductions 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, and Bachelor of Science Early Childhood Education), the federal Title IV pro rata percentage is used. This percentage provides for a pro rata refund or reduction during the first 60 percent of the term. No refund or reduction 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. A student who is dismissed for disciplinary reasons should refer to the section on Involuntary Withdrawal or Suspension below.

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 refund of tuition as well as reduction of financial aid. If the student was billed for tuition of $10,000 and received financial aid of $6,000, the tuition refund would be $8,000 and the reduction of financial aid 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.

$10,000 Tuition Charges less $8,000 refund
($10,000 x .80) = $2,000 Adjusted Tuition Charge
$6,000 Financial Aid less $4,800 reduction
($6,000 x .80) = $1,200 Adjusted Available Aid
$ 800 Remaining Tuition Charge

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

Room and Board
During the first seven calendar days of the term, an 88 percent refund of room and board fees will be returned. Room 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.

Room and Schedule Deposit
The room and schedule deposit for a continuing student is required before pre-registering for fall classes, and is refundable before June 1 with the approval of the Office of Records. Any refund approved will be transferred as a payment to the student account. Should the payment create a credit balance on the student account, the student may request a credit balance refund check be issued.
Involuntary Withdrawal or Suspension

A student who is dismissed for disciplinary reasons will still receive a pro rata percentage reduction of financial aid consistent with federal regulation noted above. Tuition charges will be refunded at a rate of one half the financial aid pro rata percentage. Conditions for which a student may be suspended are outlined under Academic Suspension and in the Student Handbook regarding the Standards of Conduct.

Example: Following the example under Semester Tuition above, a student who is involuntarily withdrawn on the 20th day would receive an 80 percent pro rata reduction in financial aid, and a 40 percent refund of tuition (one half the financial aid percentage). Tuition charges would be refunded $4,000 and financial aid would still be reduced by $4,800. This will leave a $4,800 tuition charge that is still the responsibility of the student. Other charges will apply as stated in this section on refunds.

\[ \text{Adjusted Available Aid} = \text{Adjusted Tuition Charge} \]

\[ \text{Adjusted Tuition Charge} = \text{Tuition Charges} - \text{Financial Aid} \]

\[ \text{Adjusted Tuition Charge} = 10,000 - 4,000 \]

\[ \text{Adjusted Tuition Charge} = 6,000 \]

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 room and schedule deposit for the returning semester which will then apply as a payment toward that term. An room and schedule 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.
consistent with writing skills on essays/testimony and SAT/ACT standardized test scores). As application materials are received, the Admission Committee may decide that the following additional information will be required before the final evaluation:

- Graded academic paper from within the last year
- Admission Interview

Covenant College reserves the right to take action on any application at any point during the application process. All inquiries or application materials should be sent to: Covenant College, 14049 Scenic Highway, Lookout Mountain, GA 30750, 706.820.0893 (fax) or admissions@covenant.edu (email).

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. There are guidelines for homeschooled students available on our website at www.covenant.edu/homeschool.

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) Test may also be admitted.

Admission of Transfer Students

A transfer student has previously attended any college or another postsecondary institution since high school graduation, other than a summer term immediately after graduation and just prior to enrolling at Covenant. Transfer applicants are considered in light of the average academic profile of incoming freshman, as well as academic performance in any college-level coursework. An official transcript must be submitted for each institution attended by the 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 regionally 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 regionally accredited two-year program or other approved programs.

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, course syllabus, or transfer articulation agreement with other regionally accredited bachelor degree programs to determine if a course is transferable and/or 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 GPA 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

International students must complete items listed in the Application for Admission. Once an international candidate is accepted to the college, he or she must submit an International Student Certification of Finances Form. We cannot issue an I-20 to proceed with a candidate’s visa application without a guarantee of finances. International students are required to show proof of health insurance. For
more information concerning insurance, please contact the Priests Hill Health and Counseling Center.

International candidates whose native language is not English and who cannot take the SAT or ACT should take the Test of English as a Foreign Language (TOEFL) and present a minimum score of 540 (paper-based exam) or 207 (computer-based exam) or 76 (internet-based exam). Information about the TOEFL may be obtained from the Educational Testing Service, Box 899, Princeton, NJ 08540, USA or www.ets.org/toefl.

Readmission

When a matriculated student withdraws from the College for one semester and desires to return, the student should contact the Office of Records. These students must submit an Application for Re-entering students and provide a transcript for any college coursework taken in their absence from Covenant. Upon acceptance, the $300 room and schedule deposit is required.

When a matriculated student withdraws from the College for two or more semesters and desires to return, the student should contact the Office of Admissions. These students must submit an Application for Re-entering Students Form, a Re-entering Student Reference Form, Privacy Release Form and a brief testimony about their walk with Christ since leaving Covenant. If the student has attended another college since leaving Covenant, a transcript of all courses taken must be submitted. Upon acceptance, the $300 room and schedule 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 Admissions 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 their first semester in the fall (or 14 hours if their first semester is in the spring). The candidate will also be required to enroll in the one-hour course GE 131 College Life.

Academic Probation: The candidate is accepted as a degree-seeking student but is restricted to a maximum of 15 hours their first semester in the fall (or 14 hours if their first semester is in the spring), along with other restrictions outlined in the Academic Probation section on page 37. The candidate will also be required to enroll in the one-hour course GE 131 College Life.

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. Please contact the Office of Records for an application.

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 GPA will determine the enrollment status for subsequent semesters. The institutional GPA 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 Room and Schedule Deposit that will reserve a space on campus and be applied toward first semester expenses. This deposit is refundable up through May 1. 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 an examination in which candidates have already attempted or earned equivalent or higher level 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 must 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. Students who have taken two or more years of French, German, Latin, or Spanish in high school may take a foreign language placement test in order to be placed in the correct level of language study. Mathematics placement levels are initially assigned based on SAT or ACT math scores, but students may improve their placement level by completing the placement exam. Exams will only be 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: complete an Application for Dual Enrollment; 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 seeking enrollment under this program must be actively pursuing a high school diploma and submit a current high school transcript. The candidate must also 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 and Guests

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.

Occasionally, individuals express an interest in visiting a class on a regular basis. Covenant does not have an official “audit” status, but if additional seats are available in a classroom and the structure of the class is appropriate for guests, then instructors have the discretion to permit guests
to visit their class on a regular basis. No college credit or transcript would be available to document attendance for guests. Given the full-time teaching load of instructors, it is more common that instructors do not accept or grade assignments, and guests’ participation may be limited. Restricting the participation of guests is not meant to be disrespectful, but we must be good stewards of our time and our commitment to the degree program students. If the level of involvement available is not fulfilling the educational goals of the guest, then enrolling as a special student for academic credit may be considered.

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 Records 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 traditional and non-traditional undergraduate classroom courses that are already being offered (no independent study), if seats are available in the class following registration. Fellows are limited to two courses per semester and a maximum of 12 hours per year under the Covenant Fellows Program. Fellows will be charged the appropriate tuition rate with an offsetting Covenant Fellows Grant applied to result in the $33 per credit hour charge. These hours may apply toward an additional major or minor, and grades earned in these classes will impact the student’s overall grade point average, but will not alter any academic honors designation determined at graduation.

Registration for more than two courses per semester and a maximum of 12 hours per year, and registration for May term courses, master degree programs, summer or independent study courses will be charged at the respective published student tuition rate. Fellows must pay all other College and course-related fees which would include a technology fee, parking fee ($50-$100 for on-campus classes), purchase texts and other required course materials, complete daily assignments, and take examinations. Covenant Fellows are not eligible for other institutional financial assistance and no refund of tuition is issued from a withdrawal.

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

*Score range: 1-5. Credit awarded for subject examinations only. See page 12 for additional policies.*

<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>3</td>
<td>Art elective. Does not apply toward total # of art major hours</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>8</td>
<td>Core Natural Science Lab Requirement</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>BIO 111-112 Gen Biology I, II (Biology major-consult Dr. Morris. <a href="mailto:morris@covenant.edu">morris@covenant.edu</a>)</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4</td>
<td>4</td>
<td>MAT 145 Calculus I</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>8</td>
<td>MAT 145-146 Calculus I, II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>8</td>
<td>Core Natural Sci Lab: Chem major-see dept</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>3</td>
<td>14</td>
<td>Core Language Distribution Requirement</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4</td>
<td>4</td>
<td>Elective - see COS Dept. if a COS major</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4</td>
<td>3</td>
<td>ECO 201 Principles of Macroeconomics</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4</td>
<td>3</td>
<td>Core Social Science Distribution Requirement</td>
</tr>
<tr>
<td>English Language &amp; Composition</td>
<td>4</td>
<td>3</td>
<td>ENG 111 English Composition</td>
</tr>
<tr>
<td>English Composition &amp; Literature</td>
<td>4</td>
<td>3</td>
<td>English elective. Does not apply toward total # of English major hours.</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4</td>
<td>4</td>
<td>NSC 110 Concepts of Physical Geography</td>
</tr>
<tr>
<td>European History</td>
<td>4</td>
<td>3</td>
<td>HIS 214 Age of Europe. Does not apply toward total # of history major hours</td>
</tr>
<tr>
<td>French Language</td>
<td>3</td>
<td>14</td>
<td>FRE 101-102 Elementary French I,II; FRE 201-202 Intermediate French I,II</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 Dist Reqrmnt. Does not apply toward total # of history or international studies major or political studies minor/concentration hrs. Not exempt from POL 200.</td>
</tr>
<tr>
<td>Government &amp; Politics/US</td>
<td>4</td>
<td>3</td>
<td>Core Social Science Distribution Requirement. Does not apply toward total # of history major or political studies minor/concentration hours.</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>3</td>
<td>14</td>
<td>Core Language Distribution Requirement</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
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<td>14</td>
<td>Core Language Distribution Requirement</td>
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<tr>
<td>Latin Literature</td>
<td>3</td>
<td>14</td>
<td>Core Language-Credit for only one Latin exam</td>
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<tr>
<td>Latin: Virgil</td>
<td>3</td>
<td>14</td>
<td>Core Language-Credit for only one Latin exam</td>
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<td>Music Theory</td>
<td>3</td>
<td>3</td>
<td>MUS 161 Introduction to Musical Structure, Core Fine Arts for non-music majors</td>
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<tr>
<td>Music Theory: Aural Subcategory</td>
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<td>2</td>
<td>MUS 164 Aural Comprehension I</td>
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<tr>
<td>Music Theory: Non-Aural Subcategory</td>
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<td>MUS 162 Elem Concepts of Musical Structure</td>
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<tr>
<td>Physics B</td>
<td>4</td>
<td>8</td>
<td>PHY 131-132 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>PSY100 General Psychology. A Psych major, minor or IDS concentration must still take PSY101 Adv Gen Psych for 2 hrs. Core Social Science Requirement</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3</td>
<td>14</td>
<td>SPA 101-102 Elementary Spanish I, II; SPA 201-202 Intermediate Spanish I, II</td>
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***AP Continue next page***
<table>
<thead>
<tr>
<th>Subject/Test Score</th>
<th>Min. Pass Score</th>
<th>Award Hours</th>
<th>Course Equivalent</th>
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<tr>
<td>French A1</td>
<td>5</td>
<td>14</td>
<td>FRE 202 Inter.Fr.(upper div/case by case basis)</td>
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<td>German A1</td>
<td>5</td>
<td>14</td>
<td>GER 202 Inter.Gr.(upper div/case by case basis)</td>
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<td>Spanish A1</td>
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<td>SPA 202 Inter.Span.(upper div/case by case)</td>
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<td>English B</td>
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<td>ENG 111 English Composition</td>
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<td>French B</td>
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<td>14</td>
<td>FRE 202 Inter.Fr. (upper div/case by case basis)</td>
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<td>German B</td>
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<td>14</td>
<td>GER 202 Inter.Gr.(upper div/case by case basis)</td>
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<td>Spanish B</td>
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<td>SPA 202 Inter.Span.(upper div/case by case)</td>
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<td><strong>Individuals &amp; Societies:</strong></td>
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<tr>
<td>Business and Management</td>
<td>5</td>
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<td>No Equivalent Course</td>
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<td>Geography</td>
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<td>No Equivalent Course</td>
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<td>Economics</td>
<td>5</td>
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<td>ECO 201 Prin of Macroeconomics; See Dept</td>
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<td>History</td>
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<td>9</td>
<td>HIS 3XX Upper division history elective (3hrs), General Elective (6 hrs.)</td>
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<td>PHI 101 Intro to Philosophy</td>
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<td>3</td>
<td>PSY100 Gen Psych. A Psych major, minor or IDS concentn must still take PSY101 Adv Gen Psych for 2 hrs. Core Social Science Dist Reqnt</td>
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<td>Social and Cultural Anthropology</td>
<td>5</td>
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<td>SOC 229 Cultural Anthropology</td>
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<td><strong>Experimental Sciences:</strong></td>
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<td>BIO 111-112 General Biology I, II</td>
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<td>Core Natural Science Lab; Chem major-see dept</td>
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<td>Physics</td>
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<td>Design Technology</td>
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<td><strong>Mathematics &amp; Computer Sci:</strong></td>
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<tr>
<td>Mathematics</td>
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</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. Covenant Code: 6124
See page 12 for additional policies.

<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>College or English Composition</td>
<td></td>
<td></td>
<td>No Credit Awarded</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>Core Humanities Distribution Requirement</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>POL 202 American Govt. Does not apply toward total # of history major or political</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 total # of history</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 total # of history</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 total # of history 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 total # of history major hours.</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>Core Social Science Distribution Requirement</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>PSY100 General Psychology. A Psych major, minor or IDS concentration must still</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>take PSY101 Adv Gen Psych for 2 hrs. 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 Precalculus</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>6</td>
<td>MAT 145-146 Calculus I,II</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>6</td>
<td>General Elective</td>
</tr>
<tr>
<td>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: Humanities, Natural Science, Social Sciences and History
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/financial aid 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, or email with any questions to RecordsOffice@covenant.edu. Covenant College is a participant in the Yellow Ribbon program. For more information regarding all VA benefits, visit www.GIBill.va.gov.

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 year by the Office of Records. Normally, students may receive aid for the entire award year as long as all qualitative and quantitative standards listed below are met. Students may not receive financial aid disbursements after losing eligibility until SAP standards have been met or a waiver has been granted.

Qualitative standards: Normally, students must earn the minimum 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 though D-. Attempted hours are determined by course registration immediately after the last day to add a class, which is two weeks into the term. With a minimum of 126 hours required for a degree from Covenant, students are eligible for financial aid for a maximum of 189 overall attempted hours. Eligibility ends the semester after the student attempts the 189th academic hour.

Students enrolled on Academic Probation are also on Financial Aid Probation and not considered to be making SAP. Students will be required to submit an Academic Assessment and Planning Form to the Appeals Committee to be considered for enrollment and eligibility to receive financial aid for the fall semester. If the appeal is granted and the student enrolls and receives aid for the fall semester, their SAP status will be reviewed prior to spring semester enrollment and disbursement of aid. In all of these cases, the student must work with the Academic Support Office to establish and follow an academic plan and accountability structure to ensure the student is able to make progress toward SAP in order to continue enrollment.

Generally, all attendance periods of the student’s enrollment, even when a student did not receive federal student aid are counted toward the maximum attempted hours. Hours attempted in different degree programs (e.g. non-accredited; technical diploma or certificate programs; remedial courses; change of major) may be excluded from a maximum attempted hours calculation, however, any courses that are accepted toward the current program must be included. 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 to begin the appeal process.
Failing to demonstrate SAP does not preclude enrollment at Covenant College as long as the student is otherwise academically eligible. Students may be permitted to enroll in future terms without aid to raise their total institutional grade point average and/or to earn a sufficient number of hours to be eligible for financial assistance for the next academic term. To reestablish 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, Intercollegiate and Intramural Athletics, Housing, Academic Support, Student Government, Diversity Program, Priesthill Center (Health and Counseling Services), Standards of Conduct enforcement, Practical Service, Safety and Security, and works in association with the Chapel, and the Center for Calling & Career.

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.

Career Development Services/Academic Internships

The Center for Calling & Career 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 personality, 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

This center works directly with students to provide assistance in the following areas:

- Career assessment and seminar, offered during The Christian Mind course – required for all new traditional students.
- Providing support services through resume assistance and Professional Development.
- Exposure to networking events and opportunities for building relationships with alumni who are already experienced in the student’s chosen field of interest.
- Assisting students in locating internship opportunities that connect with the student’s discipline and/or particular areas of interest.

Services are rendered upon request.

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.

Course Load

Regularly enrolled students will normally carry between 12 and 18 credit hours per semester. Students who carry 12 or more hours are considered full-time students. Students will not be allowed to register for more than nineteen hours 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 drop a course or change enrollment from one course to another must consult with their advisor and submit a Schedule Change Form from the Records and Registration webpage to the Office of Records. 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.

Student athletes are required to maintain full-time enrollment with 12 hours or more during a term, and to maintain satisfactory academic progress toward completion of the degree program. Athletes should contact their coach before dropping a class.

Withdrawal from the College
Students desiring to withdraw from Covenant 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 Withdrawal Refund Policies in the General Information section for more information. Students seeking reentry to the college in the future may be required to interview with a staff member and satisfactorily complete necessary enrollment conditions prior to being readmitted.

Privacy Rights of Students
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

(1) The right to inspect and review the student's educational records within 45 days of the day Covenant receives a request for access. A student should submit to the Office of Records or other appropriate official a written request that identifies the records the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s educational records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to request Covenant to amend a record should write the appropriate official clearly identifying the part of the record the student wants changed, and specify why it should be changed. If Covenant decides not to amend the record as requested, Covenant will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before Covenant discloses personally identifiable information from the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. FERPA was designed to transfer parental “rights” to their “adult” child when he or she enrolls in college. The College intends to uphold the letter and the spirit of FERPA 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.

Covenant discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A Covenant official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. A Covenant official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Covenant has contracted as its agent to provide a service instead of using Covenant employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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:

Biographical: Name, address, telephone number, email address, photograph and video.

Enrollment: Dates of attendance, enrollment status, class, previous institution(s) attended, major field of study, awards, honors, degrees conferred (including dates).

Athletic: Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of directory information under FERPA by submitting a written request to withhold disclosure. Contact the Office of Records.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the
College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Please direct any questions regarding privacy rights to the Office of Records at Records@covenant.edu or call 706.419.1134.

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 90,000 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. Discovery of almost all Library resources is available through a single interface, WorldCat® Local, that provides increased exposure to materials held locally and worldwide by other institutions. 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 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. Seniors planning to graduate at the end of the spring semester must complete all transfer or examination credits by April 1. 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. For the traditional undergraduate programs, the uncompleted course may not be the Senior Integration Paper (SIP). A Commencement Participation Petition must be submitted to the Office of Records, to be considered by the Vice President for Academic Affairs.

Graduate School of Education
Master of Arts in Teaching Degree
Students interested in obtaining initial teacher certification to teach in the following fields should complete a BA degree with a major in that field at the undergraduate level, followed by completion of a fifth year in the Master of Arts in Teaching Program. These fields are:

Secondary: grades 6-12
- Biblical Studies
- Biology
- Chemistry
- Economics
- English
- History
- Mathematics
- Physics
- Political Science

All levels: grades P-12
- Art
- French
- German Studies
- Music
- Spanish
- Theatre

See each major section for further information about the MAT program.

For additional information, contact:
mat@covenant.edu
800.677.3626
706.419.1427
www.mat.covenant.edu

Master of Education Degree
The Master of Education degree is offered for school teachers, curriculum directors, and administrators in a K-12 setting with a minimum of one year of school experience and who have ongoing teaching or administrative responsibilities.

Two specializations are offered: Integrated Curriculum and Instruction for classroom teachers or teachers with curricular responsibilities, and Educational Leadership for those who hold, or expect to move into, administrative or supervisory positions. Georgia certification in Educational Leadership is available for non-Georgia students upon completion of the degree. Certification with the Association of Christian Schools International (ACSI) is available for all students upon completion of the degree.

Courses are spread over most of the calendar year, and include three phases: a pre-campus phase, an 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:
med@covenant.edu
800.677.3626
706.419.1406
www.med.covenant.edu
Graduation Requirements for Baccalaureate Degrees (Traditional Undergraduate 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 hours
2. An institutional grade point average of 2.00 or better
3. The fulfillment of all BA core curriculum requirements
4. At least 25 hours 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 hours at Covenant, with the exception that students in residence for three semesters or more may complete nine of the last 32 hours 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

Core Curriculum for Bachelor of Arts Degrees

Biblical and Theological Foundations
BIB 111 Old Testament Introduction.........................3
BIB 142 New Testament Introduction.........................3
BIB 277-278 Christian Doctrine I, II..........................6

Basic Literacies
ENG 111 English Composition................................3
ENG 111 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.(See Foreign Language section – Core 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.
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 in 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 cannot 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. Normally, one semester of the two course sequence of Christian Doctrine I, II and Cultural Heritage of the West I, II are required to be completed at...
Covenant. 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. All Intercultural Experiences must be pre-approved by a faculty member of the Intercultural Competencies Committee.

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.

**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, rather than an in-depth focused studies within one area within a discipline. Below are the four distribution requirements with the courses that can satisfy these components. A distribution course code (i.e. FAR, HUM, LAB, SSC) also appears with the course description.

**Fine Arts (FAR) 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 301 Art History I
- ART 302 Art History II
- ENG 266 Reading Film
- MUS 161 Introduction to Musical Structure
- MUS 171 Introduction to Musical Style
- MUS 245 Introduction to Musical Theatre
- MUS 370 American Music: The Cultural Tapestry
- THT 202 Introduction to Theatre
- THT 235 Acting I
- THT 250 Theatre History I
- THT 251 Theatre History II

**Humanities (HUM) 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:
- ARA 201 or 202 Intermediate Modern Std Arabic **
- BIB 302 History & Expansion of Christianity I
- BIB 303 History & Expansion of Christianity II
- ENG 201 Introduction to Literary Studies
- 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 240 The Inklings
- ENG 275 20th Century African American Literature
- ENG 276 Literature Across Cultures
- FRE 201 or 202 Intermediate French **
- GER 201 or 202 Intermediate German **
- HIS 111 History of the U.S. to 1877
- HIS 112 History of the U.S. since 1877
- HIS 213 Formation of Europe
- HIS 214 Age of Europe
- HIS 225 Gotham: Explorations in Public & Urban History
- HIS 241 American Religious History
- HIS 250 The New South
- HIS 351 History and Culture of African Americans to 1877
- HIS 352 History and Culture of African Americans since 1877
- ISL 220 Introduction to Islam
- LIN 100 Studies in Language
- PHI 101 Introduction to Philosophy
- PHI 102 Introduction to Logic/Critical Thinking
- SPA 201 or 202 Intermediate Spanish **
- THT 220 Contemporary Drama

** ARA/FRE/GER/SPA 201 or 202 One intermediate level language course will satisfy the core humanities, but only if the course was completed at Covenant.

Natural Science Lab (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:
- CHE 103 Introductory Chemistry I
- NSC 105 Physical Science
- NSC 106 Issues in Contemporary Biology
- NSC 107 Concepts in Human Heredity
- NSC 108 Concepts of Geology
- NSC 110 Concepts of Physical Geography
- NSC 112 Astronomy

NSC 115 Science in Perspective
PHY 231 General Physics for Scientists and Engineers I

Social Science (SSC) 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 202 Principles of Microeconomics
- FIN 210 Personal Finance
- LIN 150 Introduction to Linguistics
- POL 105 Introduction to Politics
- POL 200 Comparative Politics
- POL 202 American Government
- POL 210 International Relations
- POL 217 Presidential Politics and Elections
- PSY 100 General Psychology
- PSY 233 Cross-Cultural Psychology
- PSY 303 Developmental Psychology
- SOC 141 Principles of Sociology
- SOC 201 Sociology of Sport
- SOC 229 Cultural Anthropology
- SOC 241 Social Problems
- SOC 244 Social Psychology
- SOC 246 Crime and Delinquency
- 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. An Interdisciplinary Studies major prohibits any major requirement from being used toward a core requirement.

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.

When a student declares a major or minor program, the default catalog term will be the term the student entered Covenant. If there have been significant changes in the core or program requirements since entering Covenant, the term the student declares the major will be used. Academic departments retain the right to make professional judgments regarding program requirements. To add or drop a major or minor, obtain a Change of Academic Program/Advisor Form from the Office of Records or their webpage.

Students must take at least 12 hours of their major and at least six hours of their minor or concentration 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 traditional programs 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 sciences, education and music programs call for careful planning as early as the freshman year in order to assure fulfillment of all requirements and prerequisites. Be sure to see the specific requirements under the appropriate departments. Students planning to have a double major must begin careful planning of their courses in the freshman year in order to avoid later schedule conflicts.

**Major Programs**

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<td>Art</td>
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<td>Biblical and Theological Studies</td>
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<td>Biology</td>
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<td>History</td>
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<td>Interdisciplinary Studies</td>
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<td>International Studies</td>
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<td>Mathematics</td>
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<td>Natural Science – Pre-Engineering and Pre-Nursing</td>
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<td>Philosophy</td>
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<td>Spanish</td>
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**Special Programs**

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<td>Pre-engineering (consult with Professor Stern)</td>
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<td>Pre-law (consult with Professor Follett)</td>
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<td>Pre-medical (consult with Professor Morris)</td>
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<td>Pre-ministerial (consult with a Biblical Studies professor)</td>
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<td>Pre-nursing (consult with Professor Wenger)</td>
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<td>Pre-physical therapy (consult with Professor Wenger)</td>
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*** See next page for Minors and Concentrations***
Minor and Concentration Programs

Accounting
Art
Biblical and Theological Studies
Biblical Languages
Biology
Business
Chemistry
Church Music
Community Development
Computer Sciences
Cyber Security
Economics
Education
English
Finance
French
German
History
Intercultural Studies
Linguistics
Marketing
Mathematics
Missions
Music
Music Education
Music History/Literature
Music Instrumental
Music Theory/Composition
Organ
Philosophy
Philosophy and Religion
Physical Education – Coaching
Physical Education – Sports Management
Physics
Piano
Piano Pedagogy
Political Studies
Psychology
Psychology – Clinical
Psychology – Cultural
Psychology – Experimental
Sociology
Spanish
Theatre
Voice
Youth Ministry

Graduation Requirements for Baccalaureate of Science Degree (Non-Traditional Program)

Students are personally responsible to plan their program 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 specific graduation requirements.

Although most administrative information in this catalog applies to all programs of Covenant College, the majority of the content in this undergraduate catalog applies to the traditional undergraduate programs. The non-traditional programs, which include the Master of Arts in Teaching, the Master of Education, and the Bachelor of Science in Early Childhood Education (BSECE), are described herein. Handbooks containing the policies and procedures of the non-traditional programs are available from the individual departments.

The Bachelor of Science Degree in Early Childhood Education (BSECE)

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 2.50 or better
3. The fulfillment of all core curriculum requirements
4. At least 25 hours in upper-division courses
5. Compliance with all requirements in the major field, and minor fields if pursued
6. No grades below “C-” in the major or the minor
7. The completion of at least 32 semester hours at Covenant
8. Payment of all bills and the return of all equipment and library books
9. Completion of the Major Field Achievement Tests and/or other assessments of institutional effectiveness.

The Bachelor of Science in Early Childhood Education (BSECE) is designed to provide individuals who are working in instructional roles in schools (e.g., paraprofessionals, instructional support personnel, or classroom teachers) a pathway to earn a baccalaureate degree and an initial, clear renewable certificate in Early Childhood Education (P-5) from the Georgia Professional Standards Commission (GaPSC), valid for five years. The
program received approval from the GaPSC in December 2004.

Completing the BSECE program takes approximately 23 months with classes distributed over four semesters. Field experience is a vital part of the program linking college class discussions 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 two placements. The eight-week placement is in a grade chosen from one of the following grade level groupings: K, 1-3, 4-5. The four-week placement is in a grade from an alternate grade level grouping, choosing from: PreK-K, 1-3, 4-5.

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

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 Course Offerings
A limited number of courses are offered during the summer months. A three-week May Term session immediately following Commencement offers students the opportunity of earning three hours of credit in a number of standard classroom courses. Students may also earn credit by working as interns with a variety of organizations locally or in your hometown.

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 hours in order to lighten their loads during the regular semesters. Students from other colleges are also welcome to these special summer courses.

Independent Study
Required core or major courses, either not offered in a given semester or involving a subject not typically offered at Covenant, may be arranged on an independent basis. Such situations may arise when a student receives a low grade in a major or required course, a student changed majors or transfers to Covenant late in his or her college career.

- Such an arrangement must be authorized by the Coordinator of Instruction and the Registrar, and this authorization will ordinarily be granted only when a student needs a course that will not be offered before his or her expected date of graduation. An Independent Study Agreement may be requested from the Office of Records if a course is being considered.
- For an independent study in the major on a subject not otherwise offered at Covenant, the student must have a cumulative grade point average of 3.00 or above. The student must submit to the supervising faculty member an outline and bibliography for the program he or she wishes to study.
- The tuition rate for the respective term will be assessed unless otherwise approved by the Coordinator of Instruction and the Registrar.

Summer independent study courses will runs from the first Monday after spring commencement through August 5 or the first Monday after August 5 if that date is on a weekend. All work for the course must be submitted by the last date of the term, to the instructor, or the Office of Records if the instructor is not available. Final grades for a summer term independent study are to be posted one week before the first day of summer semester classes.

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 hours 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. Some of these programs can be used to fulfill the requirements of the Intercultural Experience (COR337) with the pre-approval of a faculty member of the Intercultural Competencies Committee.

Approved Off-Campus Studies Programs

Students may study off-campus while remaining enrolled as full time students at Covenant by participating in approved off-campus study programs. Receipt of credit is guaranteed with a grade of C- or above and all courses appear as institutional credits on student transcripts. All billing is coordinated through Covenant and students remain eligible for financial aid at the following levels: 100% of normal external aid and 50% of normal institutional aid. This includes any aid awarded by Covenant, including endowed and restricted funds, other than state or federal aid. Current approved programs include student programs offered by the Council of Christian Colleges and Universities (CCCU) and other programs that are selected and approved by academic departments:

**Student Programs of The Council for Christian Colleges and Universities:** [www.bestsemester.com](http://www.bestsemester.com)

The CCCU Student Programs provide excellent opportunities for studying abroad in various locations throughout the world. Domestic “Culture-Shaping Programs” include the American Studies Program, Contemporary Music Center, Los Angeles Film Studies Center, and the Washington Journalism Center. International “Culture-Crossing Programs” include the Australia Studies Centre, China Studies Program, Latin American Studies Program, Middle East Studies Program, Scholars Semester in Oxford, and the Uganda Studies Program.

**Semester in Spain:** [www.semesterinspain.org](http://www.semesterinspain.org)

Semester in Spain is a study abroad program of Trinity Christian College. This Spanish immersion program, located in Seville, Spain, offers Spanish courses on four levels, which serve the needs of most students of Spanish, whether they wish to fulfill a specific course requirement, earn credits toward a degree in Spanish, or simply learn the language. The program combines challenging academic study with opportunities for students to practice what they learn. Programs are available for Fall or Spring Terms.

**Semester in Aix en Provence, France with CEA:**

This semester abroad program is designed for students who are interested in studying French language and culture while experiencing everything Aix-en-Provence has to offer. Students take courses offered through the Institut d'Etudes Françaises Pour Etudiants Etrangers (IEFEE), a center of the University Paul Cézanne Aix-Marseille III dedicated to teaching French. The IEFEE is regarded as one of the best French-language teaching centers in the country. All classes are taught in French and are available to students of various language levels from high beginner to superior. This program is available only in the Spring Semester due to scheduling conflicts with Covenant’s academic calendar.

**Semester in Paris, France with CEA:**

This program, offered jointly by the CEA Global Campus in Paris and the University of Paris IV - Cours de Civilisation Française de la Sorbonne, is designed for students of all language levels who are interested in acquiring and improving their language skills while gaining a thorough education in French culture. This distinctive program offers students the opportunity to complement the intensive language learning with elective study in the liberal arts and social sciences in various subjects, taught in English, including Art, Business, Cultural Studies, History, Literature, and Political Science.
Semester in Aix-en-Provence, France with IAU: www.iaufrance.org
French Honors Program and The Marchutz School of Fine Arts
Through IAU College, students can enroll in the Marchutz Fine Arts program or the French Honors program in Fall or Spring. The Marchutz School of Fine Arts aims to help students, who wish to study art in France, sharpen their visual perceptions of the world around them, decipher their emotional responses to these perceptions, and through an holistic (studio, historical, and critical) discipline, relate their discoveries to an intensive investigation of the nature and aim of art. The French Honors Program is designed for French Majors or other students with demonstrated advanced level French, interested in a comprehensive language and cultural immersion program. Both programs include a homestay with a French family.

Spring Semester in Thailand: www.amazingthailand.org
This program is an intensive 12 week semester offering the unique opportunity to experience Thai life and understand Thai culture and society from an indigenous perspective. Students will be exposed to Thai society from a multidisciplinary perspective including history, sociology, anthropology, languages, politics, economics, education, family, and religion. Students will also be provided with an internship experience that will enable them to draw from their Christian value commitments as they serve others in religious, governmental, and educational institutions. Students will live with Thai families, take field trips, and (optional) live for a month in a Karen tribal village in the foothills of the Himalayas.

Semester in Brussels, Belgium with Vesalius College: www.vesalius.edu/studyabroad
As the center of the European Community, Brussels is the ideal place for students of varying interests and major areas of study to enrich their undergraduate experience. Located in the heart of Brussels, Vesalius College provides an ideal venue for students to get the most out of a European Study Abroad opportunity. Over 300 international students from over 45 nationalities attend Vesalius College every semester, providing a truly cosmopolitan and culturally enriching environment. With class instruction in English, associated with a Dutch-language university and located in a French/Dutch bilingual city, Vesalius College offers something for everyone.

Semester in Jerusalem, Israel www.juc.edu
This program through the Jerusalem University College offers courses in the history, geography, culture, religions, and languages of ancient biblical times and the modern Middle East, providing rich insights into the past and a meaningful cross-cultural experience. Semester students travel the land from Dan to Beersheba, take field trips throughout Egypt and Jordan depending on the program of study in which they are enrolled. Faculty members from a variety of cultures and traditions help students learn to use the historical, geographical, archaeological, cultural and linguistic data in the interpretation of Scripture. They further the students' understanding of the interplay of ideologies and customs in the political, social, and historical relationships of the Middle East. NOTE: Students who participate in this program will not be eligible for federal Title IV funds, but JUC will provide aid in the amount of any federal funding.

Go ED Study Abroad Programs: www.go-ed.org
Go ED. is a study abroad program that partners with international relief and development organizations across the globe, embedding students in select regions and countries to learn, study and experience life from an indigenous perspective. The program operates in some of the most poverty-stricken regions of the world, in the belief that light, beauty and hope continue to thrive in these hard places, and that they offer profound lessons to those who are willing to learn. There are currently Go-Ed programs in Rwanda and Thailand, with practicums in surrounding countries. Students spend 16 weeks in their chosen location, attending four 3-credit classes during the semester and participating in a four-week field practicum project.

Approved May Term and Summer Off-Campus Study Programs

May Term Off-Campus Programs Directed by Covenant:
Various May Term off-campus study programs are made available depending on professor availability and student interest. Recent offerings have included programs in Brazil, Hungary (Budapest), Israel, Italy (Florence), and New York City.
- Program and registration info for May Term 2014 will be available late Fall 2013

The Oxford Summer Programme: www.bestsemester.com/osp
The Oxford Summer Programme is a 5 week program provided by the Council for Christian Colleges and Universities. Seminars and tutorials are available under the direction of expert Oxford academics in the areas of History, Religious Studies, Philosophy, English Literature, the History of Art, and History of Science.

Summer Term in Spain: www.semesterinspain.org
The Semester in Spain summer term is a 3 and a half week program of Trinity Christian College. Students may stay for one or two terms. Students choose one 4 credit course per term. All courses are taught in Spanish.
**Summer Term in Brussels:** [www.vesalius.edu/studyabroad](http://www.vesalius.edu/studyabroad)

Situated in Brussels, “The Capital of Europe,” Vesalius College offers students a unique summer experience. Lasting just six weeks, the Summer Session gives students a focused academic program and the opportunity to experience and explore the best of European culture and travel.

**Summer Term in France with CEA:** [www.gowithcea.com/programs/france.html](http://www.gowithcea.com/programs/france.html)

Programs are offered during June and July in both Aix en Provence and Paris. The Intensive Language program in Aix is designed for students at the high beginner level and above who wish to acquire and improve their French language skills in a short, intensive period. The French Culture & Society program in Paris focuses on providing an intensive and profound exploration of subjects, taught in English, ranging from the foundations of French History to current issues in International Politics and business issues. Instructors concentrate on adapting their courses to the city of Paris, using its streets, museums, markets, and people as an endless source of course material.

**The Au Sable Institute:** [www.ausable.org](http://www.ausable.org)

The mission of Au Sable Institute is the integration of knowledge of the Creation with biblical principles for the purpose of bringing the Christian community and the general public to a better understanding of the Creator and the stewardship of God's Creation. All of its programs and activities are structured to allow, and are conducted for, promotion of Christian environmental stewardship. This includes persistent dedication to exemplary Christian stewardship in its planning, operations, programs, and outreach.

**The World Journalism Institute:** [www.worldji.com](http://www.worldji.com)

The mission of the World Journalism Institute is to recruit, equip, place and encourage journalists who are Christians in the mainstream newsrooms of America.

**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: Belgium, Germany, Haiti, Mexico, Spain, the United Kingdom, and Atlanta.

**Chalmers Center Internships**:

Community development majors 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.

**Individually Contracted Intercultural Experiences**

Students may also individually design and negotiate the specific details of a particular Intercultural Experience to complete the requirements of the Intercultural Experience COR 337 learning contract available from the Intercultural Competencies Committee. Variable credit (1-3 hours) may be awarded for one intercultural 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. Some of these practicums and internships can be used for Intercultural Experiences COR 337 with the pre-approval of a faculty member of the Intercultural Competencies Committee.

**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 consisting of three interconnected components: (1) on-campus component, (2) off-campus component, and (3) Leadership Development Program (LDP). By design, the three components dovetail for seamless, progressive, and sequential leader development. The Military Science Department offers courses in general military subjects which may be applicable to any student regardless of his or her career intentions. The overall objectives are:

- to provide general orientation courses open to all students in the basic course;
- to provide selected students for the advanced course an opportunity to seek a commission in the U.S. Army, the Army Reserve, the National Guard, Nurse Corps or Chaplain Corps;
• in conjunction with other college disciplines, to develop individual character and attributes essential to an officer.

The cost of the ROTC courses at UTC will be included in the full-time Covenant tuition if students are enrolled in 12-18 hours for the semester (Covenant and ROTC courses combined). If combined hours exceed 18 hours, an additional tuition charge will be assessed at the 19+ hourly tuition rate for every credit above 18, just as if the student was enrolled in more than 18 hours of courses exclusively at Covenant. To register for classes, students must:

1. Complete a UTC admissions application and turn in to Covenant’s Office of Records. Be sure to indicate on the application that you will be a “non degree student.” (http://www.utc.edu/Administration/Admissions/secure/UTCApplication.pdf)
2. Complete a request for an official Covenant transcript that will accompany the application to UTC (http://www.covenant.edu/pdf/records/transient.pdf)
3. Once accepted to UTC, you will receive an acceptance letter, and students must contact Tonya Botts in the Department of Continuing Education to register for classes. Contact Tanya Botts at 423.425.5305 or Tonya-botts@utc.edu

Students will need to have a transcript sent to Covenant from UTC at the end of each semester to have the credits and the grades applied to the Covenant College record. Uniforms are not issued to basic course students; textbooks for ROTC are provided. Issue items must be returned at the end of the school year or upon dis-enrollment from the ROTC program. Advanced course ROTC students sign a contract with the U.S. Government which requires them to complete the advanced course and accept a commission upon graduation. Students receive $100 each month while enrolled in the advanced course and approximately $500 for attending summer camp plus travel pay to and from summer camp.

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).

**Credit Awarded by Examination**

Please see pages 12, 15-17 for information concerning credit through the Advanced Placement (AP), International Baccalaureate (IB) and College Level Examination Program (CLEP).

**Credit Hour Definition 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).

Consistent with industry best practices, Covenant has established a credit hour to be the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time.
2. One credit hour will be awarded for no less than two hours of other academic activities as established by the instruction including laboratory work, internships, practica, studio work, and other academic work leading to the awarding of credit hours, or the equivalent amount of work over a different amount of time.

A grade point is a measure of quality assigned to or withheld from hours of credit according to the system of grades in force in the College. Intermediate values are assigned to pluses and minuses.
Grades are included in computing the GPA in the quantitative standards for the Satisfactory Academic Progress calculations. Hours are included in the attempted, earned, and successfully “passed” hours in the qualitative standards for the Satisfactory Academic Progress calculations. These 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>F</td>
<td></td>
<td>0.67</td>
</tr>
</tbody>
</table>

Other grade codes include:

**CR** means a passing mark for a developmental course (e.g. ENG 050, MAT 040). Hours are not included in computing the GPA or earned hours for the semester, but these hours are included in the attempted and successfully “passed” hours in the qualitative standards for the Satisfactory Academic Progress calculations.

**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 the 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 external degree program courses. Contact the Office of Records.

**F** means failing, carries no grade point, and is given at the end of the semester, or during the last 40% of the semester if the student is failing a class at the time the class is dropped. Students earning an “F” in a core course or required course for the major or minor will be expected to re-take that course the next term that the course is offered. Hours are included in computing the GPA in the quantitative standards for the Satisfactory Academic Progress calculations. Hours are included in the attempted hours in the qualitative standards for the Satisfactory Academic Progress calculations.

**NC** means completion of a zero hour course (e.g. computer lab) or a failing mark for a developmental course (e.g. ENG 050, MAT 040). Hours are not included in computing the GPA or earned hours for the semester, but these hours are considered in the attempted hours in the qualitative standards for the Satisfactory Academic Progress calculations.

**P** means passing with a “C-” or better letter grade, carries no grade point, and hours apply as earned toward graduation requirements. Hours are included in the attempted and successfully “passed” hours in the qualitative standards for the Satisfactory Academic Progress calculations.

**W** means either the student withdrew from the college, dropped a class during the first 60% of the semester, or dropped a class while still passing in the last 40% of the semester. Dropping a class during the last two weeks will generally be granted only in extraordinary circumstances (e.g. medical). Action from academic discipline cases will overrule any withdrawal requests. Hours are not included in computing the GPA or earned hours for the semester, but these hours are considered in the attempted hours in the qualitative standards for the Satisfactory Academic Progress calculations. Other policies apply for withdrawals from external degree program courses.

**Repeated Courses, GPA and Financial Aid**

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.

Federal and Georgia state financial aid policies now will only allow a student to repeat a class one time that has previously been passed (greater than an “F” letter grade), and still receive financial aid and allow that class to be used in determining the enrollment status (full-time, ¾ time) for financial aid eligibility. After that first repeat, to repeat a second time and still be enrolled as a full-time student, the student must enroll in at least 12 hours of aid eligible course work to be full-time and take the 2nd attempt of repeated hours in addition to the first 12 hours. Please see the Financial Aid Office for clarification if you are attempting to repeat classes that you have previously passed.

Pass/Fail Grade Option
Students with junior or senior standing and an institutional grade point average of 2.70 or higher may take a maximum of 12 hours toward graduation on a pass/fail basis in non-core courses and courses not required in the student’s major or minor. Students must earn a “C-” or better letter grade to qualify for a “Pass.” A “Pass” is assigned a grade of “P” that applies as earned hours toward graduation but is not included in computing the student’s institutional grade point average. A “Fail” is assigned a grade of “F” that carries no earned hours or grade points and is included in computing the institutional grade point average. The objective of the pass/fail option is to encourage students to take some courses they might not otherwise take.

Distribution/Viewing 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 for testing would apply to all in-class assessments including tests and quizzes, and 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 and quizzes, all other assignments to be completed outside of class and during labs 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
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.

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. 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 tuition and fee charges that the student was or would have been assessed for the academic year during which the student left Covenant. If the student pursues a different program, and for subsequent academic years returning to the same program, the then-current tuition rate will be assessed.

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 overall 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 chapel records and student loan eligibility. Students are classified as follows:

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Hours Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-semester freshman</td>
<td>0-11 hours</td>
</tr>
<tr>
<td>Second-semester freshman</td>
<td>12-25 hours</td>
</tr>
<tr>
<td>First-semester sophomore</td>
<td>26-41 hours</td>
</tr>
<tr>
<td>Second-semester sophomore</td>
<td>42-57 hours</td>
</tr>
<tr>
<td>First-semester junior</td>
<td>58-73 hours</td>
</tr>
<tr>
<td>Second-semester junior</td>
<td>74-89 hours</td>
</tr>
<tr>
<td>First-semester senior</td>
<td>90-105 hours</td>
</tr>
<tr>
<td>Second-semester senior</td>
<td>106+ hours</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 for the next semester. If courses are completed in between semesters that raises the institutional grade point average above the levels noted below, the student would still remain on probation standing for the next semester to receive the benefits of the academic support services. Probation status 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 hours attempted at Covenant.)

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

Students on academic probation are required to adhere to the following requirements:

- carry 12-14 hours for the semester, including GE131 College Life in the schedule;
- no other Covenant course may be taken as zero hours during the traditional term;
- meet regularly with a designated member of the Academic Support staff beginning the first week of classes to establish the frequency and duration of accountability procedures (e.g. study hall hours, tutoring, utilizing the writing center, and communication with instructors);
- follow a no-cut policy in all courses and submit a class attendance form during regular meetings;
- report to their faculty advisor at least once a month, or more frequently, if required by the faculty advisor;

Students on academic probation 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 Catalog.

Students on academic probation are ineligible to participate in time consuming extracurricular activities as noted in the Eligibility for Extracurricular Activities section below. This policy is enforced by the Office of Records in conjunction with the Academic Standards Committee and the Academic Support staff.

Students placed on probation who do not raise their overall institutional grade point average to 2.00 or higher after completing two semesters will normally be placed on academic suspension. The student will not be permitted to continue enrollment unless an appeal of suspension has been granted.

Eligibility for Extracurricular Activities
Students on academic probation are ineligible for participation in time consuming extracurricular activities such as drama, intercollegiate athletics, intramural sports, hall leadership roles, and student government. Students may
appeal to the Academic Standards Committee to request exceptions to this requirement. Participation privileges that have been granted may be removed immediately for failure to comply with probation requirements. 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.

Academic Suspension and Readmission Requirements

Students with an overall institutional grade point average below 1.60, and students on academic probation who do not raise their overall institutional grade point average to 2.00 or higher will normally be placed on academic suspension. Courses completed in between terms will not change a student’s academic standing. 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. An academic plan will be developed with the Academic Support Office who will be meeting on a weekly basis while enrolled on probation.

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.

Involuntary Withdrawal

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

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

If necessary, the Dean of Students will convene an Evaluation Team to review the case and make appropriate recommendations. The Team will normally consist of:

- A member of Priesthill Services (Counseling Services or College Health Services) staff
- The student's academic advisor
- The Associate Dean of Students or the Director of Student Life
- The Dean of Students or his/her designee or both

Following the review of all relevant information, the evaluation team will report its findings and recommendations on continuing the enrollment status of the student to the Dean of Students. The Dean will then make the final determination as to whether the student should remain at the College, and if so, under what conditions. In the event that a student is suspended or dismissed, the Dean may also elect to impose conditions for the student's re-enrollment.

A student who fails to cooperate with either the evaluation process or with the conditions set for his/her continuance at the College may be suspended on a summary basis as noted above.

In cases where it is believed that the student's behavior poses a danger of causing imminent harm to self or others, the student may be summarily suspended or dismissed from the College immediately. Typically, in such cases, appropriate medical and law enforcement agencies, as well as family members, will be notified. The evaluation process should then take place following the student's suspension and removal from campus.

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 college sponsored events which will necessitate absence from class. Instructors will report the interruption of class attendance by any student on academic probation.

Scholastic Achievements and 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 hours) with an institutional grade point average for the semester of 3.30 or higher, with no courses incomplete, and with no grade below “C.”

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

Bachelor of Arts
Academic Programs and Course Descriptions

Program Definitions and Coding Structures

This section contains the academic program requirements for each department and major, and the description of courses offered by each department. Course numbers are ordered with 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 level courses are considered upper-division courses with numbers in the 300s and 400s.

The following set of courses constitutes the core curriculum outlined on page 24. 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. All credit hours are stated in semester hours.

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.

Courses that satisfy core distribution requirements are listed on 26, and the course description will contain the appropriate code (e.g. see ART 111 Introduction to Art with FAR):

FAR – Fine arts distribution requirement
HUM – Humanities distribution requirement
LAB – Natural science lab distribution requirement
SSC – Social science distribution requirement
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 Courses

**BIB 111 Old Testament Introduction**............... 3 hrs  
(see Biblical and Theological Studies)

**BIB 142 New Testament Introduction**............... 3 hrs  
(see Biblical and Theological Studies)

**COR 100 The Christian Mind: A Covenant Perspective**................................. 2 hrs  
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 focuses on our calling in Christ and some of its implications for the task of being a student. The second portion introduces students to the Reformed tradition; and the third portion invites students to join with the faculty in addressing challenges that the tradition currently faces. Course fee required.

**ENG 111 English Composition**................................. 3 hrs  
ENG 111 must be completed during the first year at Covenant. (see English)

**PE 151 Concepts in Physical Education, Fitness, and Health**................................. 2 hrs  
(see Physical Education)

**PE 152 Personal Aerobics and General Fitness**.......... 1 hr  
(see Physical Education)

**Fine Arts Distribution Requirement**................................. 3 hrs  
(see approved FAR courses on page 26)

**Foreign Language**................................. 8 hrs  
(See course offerings in Arabic, Chinese, 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 hrs  
(see approved HUM courses on 26)

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

**Natural Science Lab Distribution Requirement**........... 4 hrs  
(see approved LAB courses on 26)

**Social Science Distribution Requirement**................................. 3 hrs  
(see approved SSC courses on page 26)

Typical Sophomore Year Core Courses

**BIB 277-278 Christian Doctrine I, II**......................... 6 hrs  
(See Biblical and Theological Studies)

**COR 225-226 Cultural Heritage of the West I, II**........ 6 hrs  
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. Prerequisite: COR 100, ENG 111. Three hours each semester.

Typical Junior Year Core Courses

**COR 325 Global Trends in the Twenty First Century**3 hrs  
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 226; HIS 325

**COR 337 Intercultural Experience**................................. 1-3 hrs  
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. Planning for the intercultural experience should begin upon declaration of a major. The COR 337 Intercultural Experience Learning Contract must be approved by a faculty member of the Intercultural Competencies Committee before the experience. One to three hours.
**COR 340 Christ and Culture Seminar** .................. 1 hr
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 hrs
(see History)

**Typical Senior Year Course**
**Senior Integration Paper 492 “S”** ....................... 2 hrs
(see course descriptions in particular major fields and page 27)

**General Education Course (GE)**
**131 College Life-Academic Strategies**
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. One hour.

**Accounting**
See Business

**Arabic**
See Foreign Language.

**Art**

**Department Faculty**
Kayb Joseph
Jeffrey Morton
Elissa Weichbrodt

**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.

**Teacher Certification**
Students who desire teacher certification in Art should complete a BA degree with a major in Art, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades P-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ASCI).

Additionally, pre-MAT art majors must take the
following specific courses as part of their art major:

- ART 220 Photography I
- ART 222 Painting I or ART 223 Painting on Paper
- ART 234 Ceramics I

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

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 24, with the exception that a course in film, music or theatre is required to fulfill the fine arts distribution requirement.

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

Foundation Courses (12 hours)
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 hours)
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 hours)
Visual Arts: any two from ART 320/420, 322/422, 334/434 or 350/450
Visual Arts Communication Design: ART 370/470
Students may take any two courses of each individual advanced studio concentration courses. For each advanced studio there is an introductory studio course as a prerequisite.
ART 310 Figure Drawing ......... 3
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

Foundation Art History (9 hours):
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 hours):
ART 491, 492 Senior Seminar and Project “S” ........ 2/1
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 BA 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 (ART)

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. Course fee: $20. Three hours. FAR

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. Course fee: $20. Three hours. FAR
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. Course fee: $20. Three hours.

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. Course fee: $30. Three hours.

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. Course fee: $60. Three hours.

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. Course fee: $120. Three hours.

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. Course fee: $20. Three hours.

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 hours.

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. Course fee: $120. Three hours.

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. Prerequisite: ART 201 or permission of instructor. Course fee: $60. Three hours.

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. Course fee: $100. Three hours.

299 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 and course fee to be determined.

301 Art History I
Illustrated study of painting, sculpture, and architecture from prehistoric times to the Italian Renaissance. Three hours. “W” FAR

302 Art History II
Illustrated study of painting, sculpture, and architecture from the Italian Renaissance to the beginning of postmodernism. Three hours. “W” FAR

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. Course fee: $60. Three hours.

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. Course fee: $120. Three hours.
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. Course fee: $20. Three hours.

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. Course fee: $120. Three hours.

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. Course fee: $120. Three hours.

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. Course fee: $120. Three hours.

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 and course fee to be determined.

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 hours. “W”

411 Art 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: permission of the instructor. One to three hours.

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 hours in fall semester. One hour in spring semester to be taken in sequence. “S”

Biblical and Theological Studies

Department Faculty
Jeff Dryden
Scott Jones
Kelly Kapic
Daniel MacDougall
Hans Madueme
Kenneth Stewart
Herbert Ward

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

### Teacher Certification

Students who desire teacher certification in Bible should complete a BA degree with a major in Bible, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades 6-12 teacher certification through the Association of Christian Schools International (ACSI) only.

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

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

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

**Major and Supporting Course Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 201 Current Issues in Biblical Studies “W”</td>
<td>3</td>
</tr>
<tr>
<td>BIB 372 Hermeneutics</td>
<td>3</td>
</tr>
<tr>
<td>BIB 492 Senior Integration Paper “S”</td>
<td>3</td>
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</tbody>
</table>

Church History Course: BIB 302 or 303 History & Expansion of Christianity I or II ........................................... 3

Ethics Course: BIB 371 Christian Ethics, or BIB 322 Deuteronomy and Old Testament Ethics, or BIB 375 New Testament Ethics ........................................... 3

Missions Course: BIB 376 Outreach to Contemporary Culture, or MIS 202 Theology of Missions, or MIS 203 Missionary Methods and Problems ........................................... 3


Old Testament Upper Division Book Study (BIB 322, 327, 329, 430, 432, 450, 475) ........................................... 3

Upper Division BTS Dept. Elective ........................................... 9
Upper Division Systematic or Historical Theology ** ............. 6
Total hours for the major ........................................... 39
Total degree hours .................................................. 126

**Theology electives include all upper division courses listed under Systematic and Historical Theology Courses as well as World Religions.

### 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 24, 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 201 Current Issues in Biblical Studies “W”</td>
<td>3</td>
</tr>
<tr>
<td>BIB 302r303 History &amp; Expansion of Christianity I or II</td>
<td>3</td>
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<tr>
<td>BIB 372 Hermeneutics</td>
<td>3</td>
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<tr>
<td>BIB 376 Outreach to Contemporary Culture</td>
<td>3</td>
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<tr>
<td>BIB 492 Senior Integration Paper “S”</td>
<td>3</td>
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<tr>
<td>CDV 210 Theory of Community Development</td>
<td>3</td>
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<tr>
<td>CDV 300 Living and Working in Multicultural Context</td>
<td>3</td>
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<tr>
<td>MIS 202 Theology of Missions</td>
<td>3</td>
</tr>
<tr>
<td>MIS 203 Missionary Methods and Problems</td>
<td>3</td>
</tr>
<tr>
<td>MIS 302 World Religions</td>
<td>3</td>
</tr>
<tr>
<td>New Testament or Old Testament Upper Division Book Study</td>
<td>3</td>
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</tbody>
</table>

Upper Division Elective from among the following:
- CDV 310 Community Development Principles & Issues
- IDS 210 Introduction to Islam
- MIS 404 Missions Practicum
- PSY 233 Cross-Cultural Psychology
- SOC 229 Cultural Anthropology
- SOC 341 The Family

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 24, 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 ..............................................3
BIB 492 or PHI 492 Senior Integration Paper “S” ........ 3 or 2
MIS 302 World Religions .............................................3
PHI 101 Introduction to Philosophy “W” .......................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 Moral Philosophy or
BIB 371 Christian 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) ......................2
Total hours for the major ........................................39 or 38
Total degree hours .........................................................126

* Philosophical electives: In addition to any PHI-prefixed course, the following courses may be taken as philosophical electives:

BIB 302, 303, 372, 373, 376, 383, 386, 387, 388, 487;
COS 425, ECO 430, EDU 370, ENG 380, HIS 305, 399; IDS 310, 335; MAT 290, 360, 410, 470; MIS 302,
MUS 372, NSC 115; PHY 351, PSY 306, 360; SOC 342, 402.

Requirements for Minor in Biblical and Theological Studies
BIB 322 Deuteronomy and Old Testament Ethics, or
BIB 371 Christian Ethics, or
BIB 375 New Testament Ethics, or
BIB 376 Outreach to Contemporary Culture ...............3
BIB 372 Hermeneutics ....................................................3
Biblical Studies elective .................................................3
Missions, Historical or Systematic Theology elective ......3
Total hours for the minor .............................................12

Requirements for Minor in Biblical Languages
GRE 175-176 Elementary Greek I, II............................8
BIB 377-378 Book Study in the Greek Text I, II ............6
HEB 191-192 Elementary Hebrew I, II .........................8
GRE 400 Reading in the Greek New Testament or
HEB 200 Readings in the Hebrew Old Testament ...... 1-3
Total hours for the minor .............................................23

Requirements for Minor in Missions
MIS 202 Theology of Missions, or
MIS 203 Missionary Methods and Problems ............ 3
MIS 302 World Religions .............................................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,
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 MDiv degree at Covenant Theological Seminary, St. Louis. These hours 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 MATS 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 30 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 (BIB)

#### 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 hours.

#### 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 hours.

#### 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. Prerequisites: BIB 372. Three hours. “W”

#### 297 Special Topics
Opportunities for study in various topics of interest within the field of biblical, theological or missiological studies. Topics will be decided by the Biblical & Theological Studies faculty as need and interest arise. Prerequisites: BIB 111, 142. Credit to be determined.

#### 322 Deuteronomy and Old Testament Ethics
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 twenty-first century situation. The book of Deuteronomy is considered to be the most important for a complete understanding of the rest of the Old Testament. The course will also include the study of Old Testament ethics within the context of Deuteronomic law. Prerequisites: BIB 111, 142; concurrently with 277 or 278. Three hours.

#### 327 Psalms
A study of selected psalms as religious poetry. The course focuses on how to read a biblical psalm in light of its formal structures, conceptual metaphors, social setting, and ancient Near Eastern context, with the goal of applying the Psalms to contemporary spiritual theology. Some attention will also be given to the theology of the Psalter and its history of exegesis, especially the use of the Psalms in the New Testament. Prerequisites: BIB 111, 142; concurrently with 277 or 278. Three hours.

#### 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 role, the manner of interpreting the prophetic books, and their place in and effect upon the history of the Covenant. Prerequisites: BIB 111, 142; concurrently with 277 or 278. Three hours.

#### 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, 142, concurrently with BIB 277 or 278. Three hours.

#### 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, 142; concurrently with BIB 277 or 278. Three hours.

#### 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, 142; concurrently with BIB 277 or 278. Three hours.

#### 355 Ephesians, Colossians and Philemon
An independent study of Paul’s letters to the Ephesians, Colossians, and Philemon. Prerequisites: BIB 111, 142. Normally offered only during May Term. The student
will meet at regular intervals with the professor during this time. Three hours.

358 General Epistles
An introduction to and examination of Hebrews, James, I Peter, and I John. Each book will be studied to determine its own particular focus and what it adds to New Testament theology. Prerequisites: BIB 277, 278. Three hours.

365 Revelation and New Testament Eschatology
A study of the overall eschatological framework of the New Testament with a special emphasis on Pauline eschatology, and an examination of particular eschatological texts in the Gospels, epistles and the whole book of Revelation. Prerequisites: BIB 111, 142. Three hours.

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, or concurrently in BIB 277 and a BIB major. Three hours.

375 New Testament Ethics
An introduction to the field of NT ethics, focusing on the theological frameworks and pastoral concerns out of which the NT authors drew moral norms and the motivational structures that promoted those norms. This is a synthesizing course bringing together aspects of theology, biblical studies, ethics, and hermeneutics, with a special focus on how we read texts ethically. Topics covered in the course include: 1) the ‘moral vision’ of the NT, 2) character ethics and character formation, 3) the ethical functions of different literary genres, 4) ethical systems in the Greco-Roman world, and 5) reading scripture as wisdom. Prerequisites: BIB 277, 278.

377-378 Book Study in the Greek Text I, II
The same course as GRE 277-278, but designed for students who wish to take it as either an upper-division New Testament book study or an upper-division departmental elective. Extra readings and written assignments will be given based on the particular books being translated. Prerequisites: GRE175, 176. Three hours each.

430 Isaiah
A study of the prophecy of Isaiah against its historical background with special consideration of the messianic prophecies. Prerequisites: BIB 111, 142; concurrently with 277 or 278. Three hours.

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 hours.

450 The Old Testament World
This course focuses on the cultural context of the world in which the Old Testament was written, with attention to its geographical, historical, sociological, religious, and literary horizons. It is oriented around archaeological artifacts and comparative literature in Biblical Israel and the ancient Near East. The goal is to determine how the iconography and literature of surrounding ancient Near Eastern cultures bears on faithful interpretation of the Old Testament as Scripture and impacts the faith and life of modern Christians. The course is reading-intensive. Prerequisites: BIB 277, 278. Three hours.

475 Wisdom Literature
This course examines the background and theology of Israel’s wisdom literature. The main focus is on the Old Testament wisdom books considered to be canonical in the Protestant tradition (Proverbs, Job, Ecclesiastes), but considerable attention will also be given to the so-called deuto-canonical works (Ben Sira, Wisdom of Solomon, Baruch) and to the Dead Sea Scrolls. The goals are to understand what “wisdom” means in these literatures, what distinguishes wisdom literature from other kinds of ancient literature, and how these themes inform ethics in the modern Christian tradition. Prerequisites: BIB 277, 278.

492 Senior Integration Paper in Biblical & Theological 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 hours. “S”

Systematic and Historical Theology (BIB) 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. Prerequisites: BIB 111, 142. Three hours each.
302 History & Expansion of Christianity I
This course surveys the spread of Christianity from its Middle Eastern origin, its gradual modification from a Semitic to a largely Gentile movement, and its ever-closer identification with central and Western European territories. Special note is taken of the development of Christian doctrine, through the major debates which troubled the Early Church, and of the rise of the Roman papacy. The semester concludes with an examination of a more confident Christian church in medieval times; ready to attempt mission to North Africa, military crusades to the Middle East, and evangelization in the Western Hemisphere. Pre- or co-requisite: BIB 277 or 278. Cross-listed as HIS 312. Three hours. HUM

303 History & Expansion of Christianity II
This course surveys Christian history from the era of the European Renaissance and Reformation of the sixteenth century, the establishing of the Protestant tradition, the eventual Wars of Religion, the transmission of Christianity to the western hemisphere and Asia by trade, colonization, and the rise of the eighteenth century missionary movement. The effects on world Christianity of de-colonization and the major military conflicts of the twentieth-century are especially noted. The future of Christianity as an increasingly non-Western and Global South movement will be noted in detail. Pre- or co-requisite: BIB 277 or 278. Cross-listed as HIS 313. Three hours. HUM

360 Christian Spirituality: History, Theology and Practice
In this course we will be exploring the history, theology and practices that have shaped Christian Spirituality. Time will be spent reading from classics in Christian spirituality that epitomize the great diversity and depth of the tradition (East and West), and then discussing potential insights and possible challenges such works represent. Additionally, the course will also seek to provide reflection on key theological ideas that should govern, chasten, and encourage Christian growth in grace in truth. Significant time will be spent in discussion not only about what is being read, but also reflecting on various ‘practices’ (e.g. times of silence, self-examination, etc.) that will be done by students. A retreat of silence and solitude, led by the instructor, will take place at a monastery as part of the course. Prerequisites: BIB 111 and 142 or permission of instructor. Three units.

362 Science and Theology
This course examines the historical and contemporary relationship between science and theology, helping students think critically about important issues at the intersection of philosophy, science and Christian doctrine. The material is approached from a theological perspective. We explore how modern scientific concerns raise questions for traditional Christian perspectives on original sin, anthropology, divine action, and other areas of interest. Primary sources as well as contemporary scholars in science and religion are read. Prerequisites BIB 277, 278. Three hours.

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, 278. Three hours.

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 (including Jesus in movies), 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. Prerequisites: BIB 277, 278. Three hours.

374 Global Theology
Global Theology introduces students to major Christian doctrines and themes from perspectives in the non-Western, majority world. Special attention will be devoted to how we can deepen our knowledge of different doctrines by learning from believers in other parts of the world. This course will broaden students’ understanding of what God is doing in the world and how our own Christian tradition can be enriched by other perspectives. But students will also be equipped to think critically about global theology and to grow in wise discernment when encountering the many varieties of Christian theology in the world today. The Westminster Confession of Faith and Catechisms serve as guidelines and resources. Prerequisites: BIB 277, 278. Three hours.

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, 278. Three hours.

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, 278. Three hours.
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, 278. Also listed as HIS 339. Three hours.

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, 278. Three hours.

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, 278. Three hours.

397 Special Topics
Opportunities for study in various topics of interest within the fields of biblical, theological or missiological studies. Topics will be decided by the Biblical and Theological Studies faculty as need and interest may arise. Prerequisites: BIB 111, 142. Credit to be determined.

399 Independent Study
See page 30 for requirements. Prerequisites: BIB 277, 278.

487 Modern Theology
This course is a research seminar which explores post-Kantian theologians and theological movements. Certain theologians such as Schleiermacher, Barth, Pannenberg, Boff, and others will be studied in some detail. Attention is also given to how classic theological themes are sometimes affirmed, challenged, and revised in different ways. A research paper will be required. Prerequisites: BIB 277, 278. Three hours.

Missions Courses (MIS)

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, 142. Three hours.

203 Missionary Methods and Problems
Methods of conducting the missionary effort in foreign countries will be studied in relation to such matters as communications, elenetics, identification, unacceptable accommodation, the support and government of local churches, the problem of church and state, and various types of missionary endeavors. Prerequisites: BIB 111, 142. Three hours.

302 World Religions
An analytical and critical appraisal of the major non-Christian religious ideologies of animism, Hinduism, Buddhism, Shintoism, Islam, and Judaism. Emphasis will be placed on the world and life views with which their followers confront the missionary. Prerequisites: BIB 277, 278. Three hours.

404 Missions Practicum
Students may receive up to three hours 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 hours.

Youth Ministry Courses (BIB)

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 hours.

**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 hours.

**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 212. Three hours.

**214 Team Relational Youth Ministry Practicum II**
Prerequisites: BIB 213. Three hours.

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**Biology**

**Department Faculty**
Timothy Morris
Richard Nelson
Jerome Wenger

**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.” The Covenant College purpose statement describes this as striving “to discern and unfold the implications of His preeminence in all things.” Thus, the Biology Department seeks to discern and unfold the implications of Christ’s preeminence in biology through our work with our students. To accomplish this we endeavor to:

1. Expand our student’s knowledge and appreciation of the unifying themes, the amazing diversity and the marvelous complexity of the biological aspects of creation.
2. Help our students establish a solid foundation for faithful stewardship of their gifts in scientific endeavors. We do this by ensuring that our students are firmly grounded in the following areas:
   a. A biblical theology of scientific endeavor.
   b. Ethics related to scientific investigation and technological applications.
   c. Accessing and evaluating the primary research literature.
3. Help our students evaluate technological applications.
4. Help our students establish a solid foundation for faithful stewardship of their gifts in scientific endeavors. We do this by ensuring that our students are firmly grounded in the following areas:
   a. A biblical theology of scientific endeavor.
   b. Ethics related to scientific investigation and technological applications.
   c. Accessing and evaluating the primary research literature.
5. Help our students establish a solid foundation for faithful stewardship of their gifts in scientific endeavors. We do this by ensuring that our students are firmly grounded in the following areas:
   a. A biblical theology of scientific endeavor.
   b. Ethics related to scientific investigation and technological applications.
   c. Accessing and evaluating the primary research literature.
6. Help our students establish a solid foundation for faithful stewardship of their gifts in scientific endeavors. We do this by ensuring that our students are firmly grounded in the following areas:
   a. A biblical theology of scientific endeavor.
   b. Ethics related to scientific investigation and technological applications.
   c. Accessing and evaluating the primary research literature.

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**Teacher Certification**
Students who desire teacher certification in Biology should complete a BA degree with a major in Biology, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades 6-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

Additionally, pre-MAT, biology majors must take the following specific courses as part of their biology major:
- BIO 220 Human Anatomy and Physiology I
- BIO 221 Human Anatomy and Physiology II
- BIO 340 Microbiology OR BIO 345 Immunology
- Plus BIO 324 Biology of Invertebrates is recommended as an elective

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

**Acceptance into the Biology Major**
Because of the rigorous nature of the major, a minimum combined SAT score of 1100 (sum of the critical reading and math section scores), or composite ACT score of 24 is normally required for those declaring a biology major. Students with lower test scores should consult the Biology Department chair before registering for biology courses required in the major. The biology major calls for early counseling of students in order that they may be properly informed concerning requirements and necessary course sequences.

**Biology Major Options**
The department offers four different concentrations for completing a major in biology:
1) a general option that includes a wide range of courses across the biological disciplines;
2) a biomedical concentration which emphasizes cellular and molecular biology and is the recommended biology major concentration for pre-medical students and students interested in biomedical research;
3) an environmental biology concentration; and
4) an environmental biology concentration; and
4) a health professions concentration recommended for those students considering graduate/professional training in nursing, physicians assistant, physical therapy, occupational therapy, and a variety of other health related fields.

Students with questions concerning the best option for their future plans should consult the department chair.

Students interested in certification for teaching biology in secondary school (high school) should consult with the chair of the Education Department (See Requirements for a Major in Natural Science with Georgia Secondary School Broad Fields Sciences Certification)

Requirements for Major in Biology - General

The core and distribution requirements for a major in biology are those listed for baccalaureate degrees on page 24 with the exception that CHE 121 General Chemistry is fulfilling the natural science lab requirement, and is already required for the major.

Core requirements ................................................. 54
Electives ................................................................. 4-8

Major and Supporting Course Requirements*

BIO 111-112 General Biology I, II ................................. 8
BIO 242 Cellular and Molecular Biology ......................... 4
BIO 260 Ecology “W” ................................................. 4
BIO 291 Biological Perspectives .................................. 3
BIO 311 Practicum in Biology ...................................... 0-2
BIO 490 Biology Seminar “S” ....................................... 0
BIO 492-493 Senior Integration Paper I, II ...................... 2.1

Biology electives
Group 2 - two courses (see list below) ......................... 7-8
Group 3 - two courses (see list below) ......................... 7-8
CHE 121-122 General Chemistry I, II .......................... 8
CHE 323-324 Organic Chemistry I, II ............................ 8

Mathematics through MAT 142 PreCalculus. 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 and supporting courses .... 64-68
Degree Total ......................................................... 126

Requirements for Major in Biology - Biomedical Concentration

This option offers a concentration in cellular and molecular biology and is recommended for those interested in biotechnology, biomedical research and professional school in medicine (veterinary as well as human), dentistry, podiatry and optometry. 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 those choosing the biomedical concentration.

The core and distribution requirements for a major in biology are those listed for baccalaureate degrees on page 24 with the exception that CHE 121 General Chemistry is fulfilling the natural science lab requirement, and is already required for the major.

Core requirements ................................................. 54
Electives ................................................................. 4-8

Major and Supporting Course Requirements*

BIO 111-112 General Biology I, II ................................. 8
BIO 242 Cellular and Molecular Biology ......................... 4
BIO 260 Ecology “W” ................................................. 4
BIO 291 Biological Perspectives .................................. 3
BIO 311 Practicum in Biology ...................................... 0-2
BIO 490 Biology Seminar “S” ....................................... 0
BIO 492-493 Senior Integration Paper I, II ...................... 2.1

Biology electives
Group 2 - four courses (see list below) ......................... 14-16
CHE 121-122 General Chemistry I, II .......................... 8
CHE 323-324 Organic Chemistry I, II ............................ 8

Mathematics through MAT 142 PreCalculus. 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 and supporting courses .... 64-68
Degree Total ......................................................... 126

Biology Elective Course Groupings

Group 1: BIO 220 (W), 221, 219, 242, 260 (W)
Group 2: BIO 320, 321, 323, 340, 345, 346, 391; CHE 423
Biochemistry, PE 433 Physiology of Exercise
Group 3: BIO 324, 326, 327, 331, 335, 361

* 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.
Requirements for Major in Biology - Environmental Concentration

This option offers a concentration in environment/ecology-related topics and is recommended for those interested in environmental issues, conservation biology and wildlife biology.

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

The core and distribution requirements for a major in biology are those listed for baccalaureate degrees on page 24 with the exception that CHE 121 General Chemistry is fulfilling the natural science lab requirement, and is already required for the major.

Core requirements ........................................... 54
Electives .......................................................... 4-6

Major and Supporting Course Requirements*

BIO 111-112 General Biology ..................................... 8
BIO 260 Ecology “W” ............................................. 4
BIO 291 Biological Perspectives .................................. 3
BIO 311 Practicum in Biology ................................... 0-2
BIO 490 Biology Seminar “S” .................................. 0
BIO 492-493 Senior Integration Paper ...................... 2,1

Biological electives
Group 1 - one course (see list below) ......................... 3-4
Groups 2 or 3 - two courses (see lists below) .............. 7-8
CHE 121-122 General Chemistry I, II .......................... 8
Either CHE 323-324 Organic Chemistry I, II or
PHY 131-132 General College Physics I, II .................. 8
MAT 142 Precalculus Mathematics .......................... 4
STA 252 Elementary Statistics: Concepts and Methods .... 4
Summer courses at AuSable Institute (3 courses) ........ 12

Total hours for the major and supporting courses ....... 66-68
Degree Total ...................................................... 126

Requirements for Major in Biology - Health Professions Concentration

This concentration provides a solid foundation in biology and the flexibility to meet pre-requisites for graduate and professional programs for a variety of health professions. Students who intend to pursue graduate and/or professional training in physical therapy, nursing, physicians assistant programs, occupational therapy and other similar programs will be well served in this concentration. (Please note that the biomedical concentration is recommended for pre-medical students) Students need to be aware of any specific requirements of particular graduate/professional programs that are not included in the health professions concentration so that they can work with their advisor to make arrangements for any additional courses as needed. Pre-nursing students should normally plan to take BIO 220, BIO 221 and BIO 340 as electives. Pre-physical therapy students should normally plan to take BIO 220, BIO 221 and PE 433 as electives.

The core and distribution requirements for a major in biology are those listed for baccalaureate degrees on page 24 with the exception that CHE 103 Introductory Chemistry or CHE 121 General Chemistry is fulfilling the natural science lab requirement, and is already required for the major, and PSY100 General Psychology will be taken for the social science distribution requirement.

Core requirements ........................................... 51
Electives .......................................................... 7-11

Major and Supporting Course Requirements

BIO 111-112 General Biology I, II .............................. 8
BIO 220 Human Anatomy and Physiology I “W” or
BIO 260 Ecology “W” ............................................. 4
BIO 242 Cellular and Molecular Biology ..................... 4
BIO 291 Biological Perspectives .............................. 3
BIO 311 Practicum in Biology .................................. 0-2
BIO 490 Biology Seminar “S” .................................. 0
BIO 492-493 Senior Integration Paper I, II .................. 2,1

Biological electives
Groups 1 or 2 - three courses (see lists below) .......... 10-12
CHE 103-104 Introductory Chemistry I, II or
CHE 121-122 General Chemistry I, II ....................... 8
CHE 323-324 Organic Chemistry I, II or
PHY 131-132 General College Physics I, II .................. 8
MAT 142 Precalculus Mathematics .......................... 4
PSY100 General Psychology (to be taken to fulfill
the core social science distribution requirement .... 4
PSY 303 Developmental Psychology ........................ 4
STA 252 Elementary Statistics: Concepts and Methods .... 4

Total hours for the major and supporting courses ....... 64-68
Degree Total ...................................................... 126

Biology Elective Course Groupings

Group 1: BIO 220 (W), 221, 219, 242, 260 (W)
Group 2: BIO 320, 321, 323, 340, 345, 346, 391; CHE 423
Biochemistry, PE433 Physiology of Exercise
Group 3: BIO 324, 326, 327, 331, 335, 361

* These requirements may include enough units in chemistry for a chemistry minor. If an additional minor is desired, the total number of units taken may exceed the 126 needed for graduation.
Biology Elective Course Groupings

**Group 1**: BIO 220 (W), 221, 219, 242, 260 (W)
**Group 2**: BIO 320, 321, 323, 340, 345, 346, 391; CHE 423
Biochemistry, PE433 Physiology of Exercise

**Group 3**: BIO 324, 326, 327, 331, 335, 361

Requirements for Minor in Biology

BIO 111-112 General Biology I, II ............................................8
Biology electives ................................................................. 12
Total hours for the minor .................................................. 20

Biology Courses (BIO)

**111 General Biology I**
The course focuses on basic principles of biology at the molecular and cellular level: it includes an introduction to biochemistry, a survey of cell structures and functions, the study of energy transformations in cells, inheritance, cell division, molecular genetics, immunology and development. Designed for science majors and pre-nursing, pre-medical and pre-dental students. Three hours lecture. Three hours laboratory. Laboratory fee: $30. 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 hours. LAB

**112 General Biology II**
The course focuses basic principles of biology at the organ system, organism and community levels including a taxonomic survey of the major biological kingdoms. Three hours lecture. Designed for science majors and pre-nursing, pre-medical and pre-dental students. Three hours laboratory. Laboratory fee: $30. 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 hours. LAB

**219 Nutrition**
The course includes a study of the various types of nutrients, how they are digested, absorbed, and metabolized and how they function. Guidelines are given for amounts of the various nutrients needed to maintain good health and proper weight. Students are provided some experience in analyzing their own diets. Laws regulating ingredients are examined. Three hours.

**220 Human Anatomy and Physiology I**
The structure and function of the human body from the systems perspective. The course focuses on the circulatory, respiratory, digestive, urinary and reproductive systems. The cat is used for dissection purposes. Three hours lecture. Three hours laboratory. Laboratory fee: $30. Prerequisite: BIO 111 or 112. Four hours. “W”

**221 Human Anatomy and Physiology II**
The structure and function of the human body from the systems perspective. The course focuses on the integumentary, skeletal, muscular, nervous and endocrine systems. The cat is used for dissection purposes. Three hours lecture. Three hours laboratory. Laboratory fee: $30. Prerequisite: BIO 111 or 112. Four hours

**242 Cellular and Molecular Biology**
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. Three hours lecture; three hours laboratory. Laboratory fee: $30. Four hours.

**260 Ecology**
Relations of organisms to the physical and biological conditions under which they live. Three hours lecture. Three hours laboratory. Prerequisites: BIO 111, 112. Laboratory fee: $30. Four hours. “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. Three hours.

**291 Biological Perspectives**
An examination of selected biological science-related historical, philosophical, theological, bioethical and origins related issues in Christian perspective. The course is designed to equip students to engage in the discipline of biology in a holistic, biblically faithful manner. Prerequisites: BIO 111, 112. Three hours.

**299 Special Topics**
Opportunities for study in various topics of interest within the field of biology. These may be short-term courses offered during the semester or during the summer term. Topics will be decided by the Biology faculty as need and interest arise. Prerequisites: as appropriate. Credit to be determined.

**311 Practicum in Biology**
Introduction to work in a biologically-related area (medical, nutritional, environmental, business, physical therapy, occupational therapy, etc). Prerequisites: BIO 111, 112, 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 hours.
313 Genetics
Principles of heredity including classical, molecular, cellular, behavioral, and population genetics. Prerequisite: BIO 242. Three hours lecture. Three hours laboratory. Laboratory fee: $30. Four hours.

320 Comparative Anatomy
Classification and comparison of typical chordate animals with emphasis on the vertebrates. Prerequisites: BIO 111, 112. Two hours lecture. Six hours laboratory. Laboratory fee: $30. Four hours.

321 Comparative Animal Physiology
A comparative study of functions of animal organ systems. Prerequisites: BIO 111, 112. Three hours.

323 Developmental Biology
Experimental and descriptive aspects of animal development, with emphasis on vertebrates. Prerequisite: BIO 242. Three hours lecture. Three hours laboratory. Laboratory fee: $30. Four hours.

324 Biology of Invertebrates
The study of invertebrate animals with emphasis on structure, function and taxonomy. Prerequisites: BIO 111, 112. Three hours lecture. Three hours laboratory. Laboratory fee: $30. Four hours.

326 Insect Biology and Ecology
A study of insect taxonomy, ecology, anatomy and physiology, and economic importance. Prerequisites: BIO 111, 112. Three hours lecture. Three hours laboratory. Laboratory fee: $30. Four hours.

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: $30. May also be taken at AuSable Institute. Four hours.

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 hours.

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: $30. May also be taken at AuSable Institute. Four hours.

340 Microbiology
The course studies microbial life histories, morphology, physiology, identification, culture techniques, environmental microbiology, control, and the etiology and pathology of infectious disease. Prerequisite: BIO 242. Three hours lecture. Three hours laboratory. Laboratory fee: $30. Four hours.

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. Three hours.

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

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 hours.

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. Some offerings of this course may fulfill the “S” requirement. Prerequisites: BIO 111, 112. Repeatable. One to four hours.

391 Research in Biology
An introduction to laboratory research. Includes review of pertinent research literature, the theory and practice of relevant laboratory techniques, and the design and completion of a novel long-term laboratory research project, under the direction of the course instructor. Prerequisite: BIO 242 or permission of the instructor. Laboratory fee $40. Three hours.

392 Directed Individual Study
Individualized study to pursue or review certain topics in biology. Prerequisite: permission of instructor. Repeatable. One to two hours. Course fee: up to $30.

490 Biology Seminar
Oral presentation of scientific work is an essential element of all the scientific disciplines. This course provides
instruction and practice in this important component of participation in the biological scientific community. Prerequisites: Biology major and junior-level standing. Zero hours. “S”

492 Senior Integration Paper in Biology I
The course is designed to help senior biology majors develop and execute to a “good draft stage” a scholarly project which deals with a topic of interest suitable for a biology major, in which they have a personal stake and which allows them in some aspect or other to explicitly exhibit the analytical skills of a Christian heart and mind in a “worldview-ish” mode. Prerequisites: Biology major and senior–level standing, or permission of the instructor. Two hours. “S”

493 Senior Integration Paper in Biology II
Further refinement development of SIP I course products. Students will begin the course by reading and discussing fellow students’ papers and offering suggestions for improvements. Each student will then meet with the instructor to plan and develop a contract for further work on the paper. Prerequisite: BIO 492. One hour.

The following courses are taught only at AuSable Institute (see their catalog for course descriptions of courses currently offered at www.ausable.org):
205 Principles of Environmental Education
218 Tropical Agriculture and Missions
260 Field Natural History (Natural History in Spring)
305 Watershed Stewardship
316 Ecological Agriculture
325 Marine Invertebrates
329 Marine Mammals
336 Wood Plants
341 Molecular Tools for the Field Biologist
368 Marine Biology
371 Aquatic Biology
372 Limnology
381 Global Development and Ecological Sustainability
383 Wildlife Ecology
405 Environmental Health
467 Ecology of India Tropics
471 Conservation Biology
478 Alpine Ecology
482 Restoration Ecology

Business
Department Faculty
Christopher Dodson
Ronald Jones
Scott Quatro

Department Goals

This department offers a Bachelor of Arts 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 by completing a concentration in accounting, finance or marketing.

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 sphere 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 24, with the exception that the social science requirement (3 hours) will be fulfilled through economics, and mathematics (3 hours) will be fulfilled with MAT 144 Finite Mathematics and Brief Calculus for Business Majors, which has a prerequisite. Both of these courses are incorporated into the Common Business Core.

Core requirements ................................................................. 52
Electives ................................................................. 20

Major and Supporting Course Requirements

Lower Division Common Business Core
The following courses compose the Common Business Core (CBC) that must be completed prior to admission into upper division (300–400 level) courses. Only two of the CBC courses may be transferred in from another institution. Of these courses, only one may be from the accounting sequence and only one from the economics sequence. Normally, ECO 202 must be completed at Covenant unless
otherwise approved. MAT 141 College Algebra is a prerequisite for ECO 201, 202 and MAT 144.
ACC 201 Principles of Accounting I .................................................. 3
ACC 202 Principles of Accounting II .................................................. 3
BUS 250 Principles of Management .................................................. 3
ECO 201 Principles of Macroeconomics ............................................. 3
ECO 202 Principles of Microeconomics .............................................. 4
MAT 144 Finite Mathematics and Brief Calculus for Business Majors or MAT 145 Calculus I .................................................. 4
STA 253 Statistics for Decision Making .............................................. 4
Common Business Core subtotal ..................................................... 24

Upper Division Major Requirements
BUS 345 Business Law ................................................................. 3
BUS 350 Business Ethics Seminar .................................................. 3
BUS 400 Strategic Management “S” “W” .......................................... 3
BUS 410 Business Research Paper “S” “W” ..................................... 1
BUS 492 Senior Integration Paper in Business ................................ 2
FIN 340 Principles of Finance ......................................................... 3
MKT 300 Principles of Marketing ................................................... 3
 Twelve upper division hours from accounting, business, finance or marketing prefix; approved economics and computer science courses (e.g. COS 330 Management Information Systems; maximum of 6 hours transferred from another four-year institution) .................................................. 12
Upper division major subtotal ....................................................... 30
Total hours for the major ............................................................ 54
Total degree hours ................................................................. 126
Please consult course descriptions regarding prerequisites.

Requirements for Concentrations and Minors

Minor in Business
ACC 201 Principles of Accounting I .................................................. 3
ACC 202 Principles of Accounting II or an 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 .................................................. 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 301 Intermediate Macroeconomics ........................................... 3
FIN 340 Principles of Finance ......................................................... 3
FIN 345 Corporate Financial Management ..................................... 3
FIN 350 Investments ................................................................. 3
Total hours for the concentration ........................................... 15

Concentration in Marketing
MKT 300 Principles of Marketing ................................................... 3
MKT 332 Consumer Behavior ....................................................... 3
MKT 335 Promotion ................................................................. 3
MKT 410 Marketing Research ....................................................... 3
MKT 415 Marketing Management .................................................. 3
Total hours for the concentration ........................................... 15

Accounting Courses (ACC)

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 hours.

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. Three hours.

301 Intermediate Accounting I
This course begins with a review of the accounting cycle at the introductory level and progresses to more rigorous levels of financial accounting. Emphasis is on in-depth treatment of the measurement of the elements of the balance sheet and income statement; consideration of the conceptual framework of accounting theory and the authoritative literature; further treatment of time value of money concepts. Prerequisite: ACC 202. Three hours.
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 hours.

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 hours.

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 hours.

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 hours.

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 hours.

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 hours.

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 (BUS)

205 Microsoft Excel: Business & Economics Applications
This course provides an introduction to Microsoft® Office Excel® 2010 with a focus on business and economic applications. No prior computer experience is assumed. As a student in this course, you will learn how to create and format a workbook and work with formulas, functions, charts, tables, and graphics. One hour.

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 hours.

299 Special Topics in Business
A lower-division level study of material not treated elsewhere in the department curriculum. Prerequisite: permission of instructor. One to three hours.

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 and Junior standing. Three hours.

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 and Junior standing. Three hours.
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 hours.

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 and Junior standing. Three hours.

345 Business Law
An introductory course in the applied principles of business law, based on a case study of contracts, negotiable instruments, agency, sales, bailment, and the transfer of real and personal property by individuals, partnerships and corporations. Prerequisite: Common Business Core and Junior standing. Three hours.

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 and Junior standing. Three hours.

360 Management Lessons From Literature and Film
Emphasizes management as a liberal art through the investigation of management themes in literature and film. Course assignments and exercises will reinforce the transfer of lessons from text/screen to professional managerial practice. Prerequisite: Common Business Core and Junior standing. Three hours.

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 and Senior standing. Three hours. "S" "W"

410 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 and Senior standing. One hour. "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, BUS 250, ECO 202, MKT 300 and Senior standing. One to three hours.

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. One to three hours.

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 hours. "S"

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

Finance Courses (FIN)

200 Finance: Orientation to Profession & Practice
A course giving broad, introductory coverage to the discipline of finance in its three primary divisions: financial institutions, investments, and corporate finance. The course may not fulfill any requirement for the Business major, and as such, is intended only for general elective credit toward graduation. Prerequisite: Rising sophomore/junior standing; intent to major in a finance related discipline to prepare for a career in the field. Three hours.
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 hours. SSC

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 and Junior standing. Three hours.

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 hours.

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 hours.

485 Financial Institutions & Intermediaries
An analysis of applied financial and macroeconomic theories to the U.S. banking system and regulatory environments within the contexts of today’s emerging interstate, international and global financial services intermediaries. Risk management challenges are considered including cost of funds, interest rate risk, credit policy, liquidity, use of capital, non-interest income and expense, issuances of fixed-income securities and fiduciary-portfolio management. Prerequisites: ECO 201 and FIN 340. Three hours.

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 hours.

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

Marketing Courses (MKT)

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 and Junior standing. Three hours.

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 hours.

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 hours.

335 Promotion
A study of the dimensions of promotional marketing, including advertising, personal selling, public relations, and sales promotion. Prerequisite: MKT 300. Three hours.

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 hours.

410 Marketing Research
A course designed to give students a basic understanding of the value and techniques of marketing research. Prerequisite: MKT 300. Three hours.

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 hours.

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

Department Faculty
Larry Mehne  
Daniel Zuidema

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.

Teacher Certification
Students who desire teacher certification in Chemistry should complete a BA degree with a major in Chemistry, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades 6-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

Requirements for Major in Chemistry
The core and distribution requirements for a major in chemistry are those listed for baccalaureate degrees on page 24 with the exception that mathematics (3 hours) and that PHY231 General Physics is fulfilling the natural science lab requirement, and is already required for the major.

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 hours. ................................... 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

* PHY 231 General Physics I serves as a multifaceted preparation for other aspects of the college program. These goals cannot be met by transfer of PHY 231 from another institution into Covenant. For details, see the FAQ on the Physics Department website at Physics.covenant.edu.
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 hours must be completed at Covenan.

Requirements for Minor in Biochemistry

CHE 121-122 General Chemistry I, II ................................... 8
CHE 323-324 Organic Chemistry I, II ................................. 8
CHE 423-424 Biochemistry I, II ......................................... 7
Total hours for the minor ................................................. 23
At least 15 of these 23 hours must be completed at Covenan.

Note that Chemistry majors may minor in Biochemistry. Due to the large number of overlapping courses between the two minors, students may not receive a minor in Chemistry and a minor in Biochemistry.

Chemistry Courses (CHE)

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 natural science lab distribution 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 hours.

LAB

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 hours.

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, or permission of the instructor. High school physics strongly recommended. Co-requisite: CHE 121L. Three hours.

121L General Chemistry I Laboratory
The laboratory component of the General Chemistry I course. Normally co-requisite with CHE 121; see Department Chair for exceptions. Three hours laboratory. Laboratory fee: $17. One hour.

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. Students may not receive credit for both CHE 104 and CHE 122. Co-requisite: CHE122L. Prerequisite: CHE 121. Three hours.

122L General Chemistry II Laboratory
The laboratory component of the General Chemistry II course. Qualitative analysis is included as a major component of this laboratory. Normally co-requisite with CHE 122; see Department Chair for exceptions. Three hours laboratory. Laboratory fee: $17. One hour.

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 hours.

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. Four hours laboratory. Laboratory fee: $20. Four hours.

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


326 Instrumental Analysis
Principles of design and operation of modern instrumentation in chemistry. Consideration of methods common in chemical research as well as in applied sciences such as environmental monitoring and medicine. Techniques include: optical spectroscopies, magnetic resonance, mass spectrometry, instrumental chromatographies, and dynamic electrochemistry, introduction to digital signal processing and laboratory automation. Prerequisites: CHE 225; PHY 231, 232. Three hours lecture. Four hours laboratory. Laboratory fee: $20. Four hours.

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 hours.

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. Both CHE 401 and CHE 402 may be taken more than once, but cannot be counted as chemistry electives for the major or the minor. Prerequisite: CHE 324. One to two hours 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. Four hours laboratory. Laboratory fee: $20. Four hours.

423 Biochemistry I
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. Four hours laboratory. Laboratory fee: $20. Four hours.

424 Biochemistry II
A continuation of CHE 423. This course will feature a continued study of metabolic pathways including photosynthesis, the metabolism of lipids, amino acids, and nucleotides. It will also feature an introduction to gene expression. Prerequisite: CHE 423. Three hours lecture. Three hours.

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 hours.

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 hours.

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 hours.

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 hours. “S”

492 Senior Integration Paper in Chemistry
See page 27. Prerequisite: CHE 491 or PHY 491 or BIO 491 or PHI 283. Two hours.

Church Music
See Music.

Coaching
See Physical Education and Interdisciplinary Studies
Computer Science

Department Faculty
Jeff Humphries
John M. Hunt

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 2008.

The department goals include:
1. the offering of the major in Computer Science;
2. the offering of the major in Computer Science with a concentration in cyber security;
3. the offering of a minor in Computer Science;
4. the offering of department courses needed by other majors to enhance those programs;

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.

Department Laptop Policy
All students taking COS courses at the 200, 300, and 400 level (with the exception of COS 260 and COS 492) must provide their own laptop computer which they can install course related software on. They will be expected to bring this laptop, with installed software, to class, labs, and use it for assignments. The laptop must run one of the following operating systems:

- MS Windows XP
- MS Windows 7
- Mac OS 10.5 or higher
- Linux

The laptop should have at least 2 Gb of RAM and 5 Gb of free disk space and a wireless network connection compatible with Covenant’s network. Most courses require the installation of the current version of Eclipse, which in turn uses the current version of Java. In addition some courses require the installation of software specific to the course. In general this course specific software will be available without charge.

Students have a choice between a major in Computer Science or a major in Computer Science with a concentration in cyber security. Both require 51 hours in the major. The cyber security concentration has 35 hours in common with the major, but has four unique courses.

Students must complete all the requirements in one or the other concentration to graduate. Students in one concentration may take courses in the other as electives, but they will not satisfy requirements for their concentration unless approved by the department.

Requirements for Major in Computer Science
The core and distribution requirements for a major in computer science are those listed for baccalaureate degrees on page 24.

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

Major Course Requirements
COS 130 Computer Programming Methodology .......... 4
COS 150 Advanced Programming Methodology .......... 4
COS 210 Discrete Structures in Computing ............... 4
COS 230 Data Structures and Algorithms ................. 4
COS 250 Introduction to Computer Organization ......... 4
COS 260 Ethical and Professional Issues in Computing ’W’ 3
COS 300 Database Systems ................................ 4
COS 326 Operating Systems ................................ 4
COS 327 Network Programming .......................... 4
COS 350 Programming Languages ......................... 4
COS 375 Software Engineering or
COS 380 Personal Software Engineering ................. 4
COS 425 Foundations of Computer Science .......... 4
COS 492 Senior Integration Paper ......................... 2
ENG 252 Speech “S” ..................................... 2
Total hours for the major ................................ 51
Total degree hours ...................................... 126
Requirements for Major in Computer Science with a concentration in Cyber Security

The core and distribution requirements for a major in computer science with a concentration in cyber security are those listed for baccalaureate degrees on page 24.

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

Major Course Requirements

COS 130 Computer Programming Methodology ..........4
COS 150 Advanced Programming Methodology ..........4
COS 210 Discrete Structures in Computing ...............4
COS 230 Data Structures and Algorithms .................4
COS 250 Introduction to Computer Organization .......4
COS 260 Ethical and Professional Issues in Computing "W"...3
COS 311 Computer and Information Security ...........4
COS 313 Introduction to Cryptography ..................4
COS 315 Cyber Defense and Digital Forensics ..........4
COS 317 Software Security Engineering ................4
COS 326 Operating Systems ................................4
COS 327 Network Programming ..........................4
COS 492 Senior Integration Paper .........................2
ENG 252 Speech “S” .......................................2
Total hours for the major ................................ 51
Total degree hours ........................................126

Requirements for Minor in Computer Science

COS 130 Computer Programming Methodology ..........4
COS 150 Advanced Programming Methodology ..........4
COS 230 Data Structures and Algorithms .................4
Two additional COS courses ................................8
Total hours for the minor ..................................20

Computer Science Courses (COS)

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. Corequisite: MAT 141 or math placement level 3. Four hours.

131 Computing for Engineers
Foundations of computing with an introduction to design and analysis of algorithms and an introduction to design and construction of programs for engineering problem-solving. The MATLAB software will be used as the programming language of choice for pre-engineering students. Prerequisite: MAT 141 or math placement level 3. Four hours.

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: COS 130 or COS 131 or the permission of the instructor. Four hours.

210 Discrete Structures in Computing
This course provides an overview of discrete structures appropriate for work in computer science. Topics covered in this course include logic and proofs, set theory, inductive and recursive definitions and arguments, fundamentals of counting, discrete probability, relations, graphs and trees. Emphasis is placed on applications to algorithms and programming problems. Prerequisite: COS 130 or 131, or the permission of the instructor. Four hours.

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, greedy, divide and conquer, Dijkstra, etc. Programming techniques will include multi-way recursion. Big O notation for the analysis of techniques will be emphasized. This course requires a student laptop – see Department Laptop Policy. Prerequisite: COS 210 or permission of the instructor. Four Hours

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. This course requires a student laptop – see
260 Ethical and Professional Issues in Computing
Considers the impact of computer use on society. Discusses ethical use of software and protection of intellectual property rights. Topics will include: technology in scripture; distinctions between technology and science, technology and economics, technology and development; mankind’s use of technology in relation to the cultural mandate; and man as a creator. A major topic will be the responsibility of professionals based an examination of the IEEE / ACM professional code of ethics. Three hours. “W”

299 Special Topics
Opportunities for study in various topics of interest within the field of computer science. These may be short-term courses offered during the semester or during the summer term. Topics will be decided by the department faculty as need and interest arise. This course requires a student laptop – see Department Laptop Policy. Prerequisites: to be determined. Credit to be determined.

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. This course requires a student laptop – see Department Laptop Policy. Prerequisite: COS 150 or the permission of the instructor. Four hours.

311 Computer and Information Security
This course studies the nature of computer and information security by presenting a unifying paradigm of threats, vulnerabilities, and countermeasures. Theoretical foundations that underlie principles of security are covered. In addition, current practical and applied security subjects are also addressed. Topics include protection mechanisms, authentication, access control, confidentiality, integrity, malicious logic, intrusion detection, assurance, privacy and anonymity. Prerequisite: COS 150 or permission of the instructor. Four hours.

313 Introduction to Cryptography
This course introduces the basic principles of cryptography and number theory. Topics include: primes, random numbers, modular arithmetic and discrete logarithms, symmetric encryption, public key encryption, key management, hash functions, digital signatures, authentication protocols and protocols for secure electronic commerce. Elliptic curves and quantum cryptography will also be introduced. Prerequisite: COS 210 or the permission of the instructor. Four hours.

315 Cyber Defense and Digital Forensics
This course examines the hardware and software-based tools and techniques used for the protection of computer systems. In particular, the course will focus on host and network-based methods and practices commonly used in the defense of cyber systems. In addition, this course examines the policies and tools common to digital forensics in successfully identifying and attributing malicious activity to particular systems and users. Topics include digital evidence collection, preservation, presentation, and preparation. Computer crime and investigation is also discussed throughout. Prerequisite: COS 150 or permission of the instructor. Four hours.

317 Software Security Engineering
This course introduces sound security principles for incorporation into the software development process. Software security engineering includes properties of secure software, requirements analysis, design, implementation, testing, maintenance, and management. Common exploits are studied to uncover fundamental security flaws in many applications, to include security analysis techniques, buffer overruns, access controls, race conditions, input validation, network software security, testing, and software protection/anti-tamper technologies. Detailed explanations of common programming errors that lead to system exploitation are also covered. Prerequisite: COS 230 or the permission of the instructor. Four hours.

326 Operating Systems
This course provides an introduction to operating systems, their function, development, design, and implementation. A general model of operating systems functions and development will be studied. A particular focus will be the issues of process management (concurrency, including resource locking, deadlocks, scheduling and race conditions) at both the operating system and application level. Other topics include: memory management, device management, file systems, security, fault tolerance, and performance evaluation: COS 230. Four hours.

327 Network Programming
This course is an introduction to data communication networks, in both theory in practice. Theory is discussed in terms of layered protocols, organized by the OSI model. Practice is provided in two ways: a study of the various internet protocols, both in infrastructure such as TCP, IP, and DNS, and in applications such as HTTP, FTP, SMTP. The course also emphasizes network programming, principally using sockets, but also application level protocols. Distributed architectures such client-server, P2P, and N-tier will be discussed. Distributed computing using RPC and
remote object protocols will also be studied and practiced. Prerequisite: COS 326 or the permission of the instructor. Four hours.

330 Management Information Systems
Information systems are an integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create a competitive advantage. Through the knowledge of how IS provides a competitive advantage students will gain an understanding of how information is used in organizations and how IT enables improvement in quality, speed, and agility. Prerequisite: Common Business Core or permission of the instructor.

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. In addition the course will cover discrete math for computing. Specifically, sets, functions, combinations, and permutations. This course requires a student laptop – see Department Laptop Policy. Prerequisite: COS 230. Four hours.

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. This course requires a student laptop – see Department Laptop Policy. Prerequisite: COS 150. Four hours.

380 Personal Software Engineering
Course provides an introduction to software engineering with a focus on development process. Development process will focus on the stages of the development lifecycle including requirements, architecture, design, testing, verification and validation. Design will include an introduction to patterns. The effect of team dynamics and the need for project management will be discussed. A special focus will be made on developing professional work habits based on the Software Engineering Institutes (SEI) Personal Software Process (PSP). This course requires a student laptop – see Department Laptop Policy. Prerequisite: COS 230 and the permission of the instructor. Four hours.

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. This course requires a student laptop – see Department Laptop Policy. Prerequisite: COS 230. Four hours.

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. This course requires a student laptop – see Department Laptop Policy. Prerequisites and credit hours will vary.

492 Senior Integration Paper in Computer Science
An independent study required of all students majoring in computer science. The student will explore and analyze a topic related to the student’s area of interest in computer science in the light of Christian worldview. The study will result in a written thesis. Prerequisites: COS 230, Senior standing and approval by the instructor. Two hours.
Economics and Community Development

Department Faculty
Stephen Corbett
Brian Fikkert
Russell Mask
Lance Wescher

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 economics, both of which lay a strong theoretical and analytical foundation for understanding the manner in which resources are allocated in the local, national, and global economy. Students pursuing the economics major or minor are well prepared for graduate study in a range of disciplines and for careers in government, international agencies, non-government organizations, and the corporate sector.

The department also 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. 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). 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 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.

Teacher Certification
Students who desire teacher certification in Economics should complete a BA degree with a major in Economics, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades 6-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

Requirements for Major in Economics
The core and distribution requirements for a major in economics are those listed for a baccalaureate degree on page 24, with the exception that a course in finance, political studies, psychology or sociology is required to fulfill the social science distribution requirement. ECO202 Principles of Microeconomics covers some unique content as a four hour class and must be completed at Covenant unless otherwise approved. Economics electives may also count for minors in other departments.

Core requirements .................................................. 58
Electives .............................................................. 26-28

Major and Supporting Course Requirements
ECO 201 Principles of Macroeconomics ..................... 3
ECO 202 Principles of Microeconomics ** .................... 4
ECO 301 Intermediate Macroeconomics .................... 3
ECO 302 Intermediate Microeconomics .......................... 3  
ECO 320 History of Economic Thought “W”.................... 3  
ECO 465 Econometrics I ........................................ 3  
ECO 492 Senior Integration Project “S” ......................... 2  
MAT 145 Calculus I ............................................. 4  
STA 253 Statistics for Decision Making, or  
MAT 250 Probability ........................................... 3-4  
Four Economics electives * ......................................... 12-13  
Total hours for the major ......................................... 40-42  
Total degree hours ................................................. 126  

* Economics electives would include any ECO-prefix course; these additional courses below and select courses approved by the department, with a maximum of two courses from outside of the Economics department:  
MAT 247 Calculus III .............................................. 4  
MAT 290 Proofs and Expositions ................................ 3  
MAT 310 Linear Algebra ......................................... 3  
Only one of ECO 343 and ECO 348 may be taken as an elective.  

** ECO202 Principles of Microeconomics covers some unique content as a four hour class and must be completed at Covenant.

Requirements for Minor in Economics  
ECO 201 Principles of Macroeconomics ........................ 3  
ECO 202 Principles of Microeconomics ** .......................... 4  
ECO 301 Intermediate Macroeconomics, or  
ECO 302 Intermediate Microeconomics .......................... 3  
Nine upper division ECO hours. ECO 343 U.S.  
Microeconomic Development Methods and ECO 348  
International Microenterprise Development may not be  
used toward the minor. .......................................... 9  
Total hours for the minor ......................................... 19

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 24, with the exception that a course in finance, political studies, psychology or sociology is required to fulfill the social science distribution requirement. ECO202 Principles of Microeconomics covers some unique content as a four hour class and must be completed at Covenant unless otherwise approved. Community Development electives may also count for minors in other departments.

Core requirements ................................................... 58  
Electives ................................................................ 18-19  

Major and Supporting Course Requirements  
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  
CDV 480 U.S. Research Internship in Comm Dev, or  
CDV 481 International Research Internship in  
Community Development (3-12 hours) ....................... 3  
CDV 490 Senior Seminar in Community Development “S” 3  
CDV 492 Senior Integration Paper in Comm Dev ..........  2  
ECO 201 Principles of Macroeconomics ........................ 3  
ECO 202 Principles of Microeconomics ........................ 4  
ECO 343 U.S. Microeconomic Development Mthds, or  
ECO 348 International Microenterprise Development ..... 3  
ECO 410 Economic Development in the Majority World, or  
ECO 420 U.S. Urban Poverty .................................... 3  
HIS 328 Developing World Since 1945, or  
HIS 349 American Urban History .............................. 3  
MIS 202 Theology of Missions, or  
MIS 203 Missionary Methods and Problems ................... 3  
STA 252 Elementary Statistics: Concepts & Methods, or  
STA 253 Statistics for Decision Making ....................... 4  
Six hours from the list below or other approved courses:  
ACC 201 Principles of Accounting I, or  
BIB 303 History and Expansion of Christianity II, or  
BUS 250 Principles of Management or  
CDV 290/390 Comm Dev Special Topics, or  
ECO 301 Intermediate Macroeconomics or  
ECO 400 International Economics, or  
ECO 450 Health Economics, or  
ECO 465 Econometrics I, or  
EDU 222 Educational Psychology, or  
HIS 250 The New South, or  
HIS 322 History of Modern China and Japan, or  
HIS 327 History of South Africa, or  
HIS 332 Modern Middle East, or  
HIS 352 African American History Since 1865, or  
HIS 372 Modern Africa, or  
HIS 398 North American Indians & American History, or  
MIS 302 World Religions, or  
PSY 233 Cross-Cultural Psychology, or  
PSY 303 Developmental Psychology (4 hrs), or  
SOC 250 Social Work .............................................. 6-7  
Total hours for the major ......................................... 50-51  
Total degree hours ............................................... 126  

Confirm you have met prerequisites for requirements and electives above. The prerequisite for EDU 222 and PSY303 will be waived for CDV majors.

Research Internships Process  
All community development students are required to complete a research internship which 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 partner organizations in the field to design, support, and evaluate these research internships. Internships may be taken for 3-6 credits for a 12-week internship and 3-12 credits for a 24-week internship, but only three credits may be used towards meeting the requirements for the major, any additional credits serving as electives towards graduation. The internship must occur in an intercultural setting for it to meet the COR 337 Intercultural Experience requirement and the student should register for COR 337 the same semester they register for CDV 480 or CDV 481.

The internship placement process includes a series of personality, psychological, and physical assessments conducted by staff of the Priesthill Center. These assessments enable the department to identify the best possible placement for each student. Students are charged a non-refundable intern placement fee of $250 at the beginning of the assessment process to cover the assessments. Additional costs may be incurred if students miss scheduled appointments.

CDV interns must be in good academic standing. If a student exhibits behavioral, emotional, spiritual, social, or physical struggles inconsistent with an intensive cross-cultural internship, the department can determine the student is no longer suitable for the internship. Students should be aware that some internship hosts require a minimum institutional GPA of 2.75.

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 Comm Development Principles and Issues ............3
CDV 460 Cross-Cultural Social Sic Research Mthds, or
ECO 343 U.S. Microeconomic Development Mthds, or
ECO 348 International Microenterprise Development, or
ECO 465 Econometrics I, or
SOC 361 Methods of Social Research ......................... 3-4
MIS 202 Theology of Missions, or
MIS 203 Missionary Methods and Problems ................. 3
Total hours for the minor ........................................... 15-16

Community Development Courses (CDV)

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 Sophomore CDV major, minor or IDS concentration, or Missions concentration students only. Three hours.

290/390 Special Topics
This course offers opportunities for study in various topics of interest within the field of community development. These may be short-term courses. Topics will be decided upon by the CDV faculty as needed and interest arise. One to three hours.

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. Three hours.

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 and 300. Three hours.

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. Pre or Corequisite: STA 252 or 253. Four hours. “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' and host organizations’ interests. 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, 300, 310, 460 and ECO 343. Three - twelve hours.

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' and host organizations' interests. 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. Students take a series of Priesthill Center assessments as part of this course and missed appointments will result in billing for the cost of the appointment. Prerequisites: CDV 210, 300, 310, 460 and ECO 348. Three - twelve hours.

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, including a comprehensive exam, will be used to help students to integrate the wide range of concepts developed throughout the major. Students will present 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 481, and senior-level standing. Three hours. “S”

492 Senior Integration Paper in Community Development
See page 27. Two Hours.

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 hours.

Economics Courses (ECO)

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: ECO 202, MAT 141. Three hours.

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 hours. SSC

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 hours.

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 hours.

310 Public Finance
This course examines the public sector and its policy process including voting models, expenditure, insurance programs, and taxation principles. Special attention is given to taxation, government borrowing, Social Security, health care, and welfare issues. Biblical perspectives on the role of the state will be explored. Prerequisites: ECO 201, 202. Three hours.

320 History of Economic Thought
This course provides an examination of the intellectual, philosophical, and institutional background of modern economic thinking beginning in the ancient world and continuing to the present. Special attention is given to the foundations of the classical school of economic thought and the subsequent mainstream of economic thinking as well as to multiple alternative voices. Different economic perspectives are examined in light of biblically reformed principles. Prerequisites: ECO 201, 202. Three hours. “W”
330 Industrial Organization
Standard economic theory assumes perfect competition in which firms respond only to market signals such as price. Such markets may, however, be the exception rather than the norm. This course examines various structures of markets, the behavior of firms and the strategic interaction of participants within markets. This course will develop and build upon a foundation of game theory. Prerequisites: ECO 201, 202. Three hours.

343 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 hours.

348 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 hours.

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 hours.

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 hours.

410 Economic Development in the Majority World
A course exploring the basic theories of poverty in Majority 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 hours.

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

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 hours.

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

450 Health Economics
This course examines the supply and demand for health services, the roles of different health professionals, and the relationship between health and other economic factors. Topics include the roles of insurance, professional licensure, for-profit and not-for-profit providers, regulation, government financing, and information problems in health care markets. Emphasis will be given to international comparisons of health care spending and outcomes as well
as healthcare in developing countries. Prerequisites: ECO 201, 202. Three hours.

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 253, ECO 201 and 202. Three hours.

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 hours.

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 hours.

492 Senior Integration Project in Economics
See page 27. “S”

499 Special Topics
Topics will be chosen by the professor. Prerequisite: open to Economics majors and minors with junior or senior standing and to others with the permission of the instructor. ECO 201, 202. Three hours.
Teacher Education Programs
Conceptual Framework

Purpose Statement:
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:

**Domain A: Knowledge**
1. **Framework.** Apply a biblical worldview to the nature and needs of learners, the role of schools in society, content and professional knowledge, and instruction.
2. **Student Development.** Use knowledge of human learning and development to provide learning opportunities that support students’ physical, intellectual, emotional, social, and spiritual growth.
3. **Content.** Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of the subject matter meaningful for students.

**Domain B: Planning**
4. **Planning.** Plan instruction based upon knowledge of subject matter, curriculum goals and standards, student differences, and the social and cultural characteristics of the community.
5. **Diversity.** Create instructional opportunities adapted to the needs of diverse learners, including differences related to culture, ethnicity, race, language, gender, social class, learning styles, and exceptionality.

**Domain C: Instruction**
6. **Instructional Strategies.** Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
7. **Technology.** Use technology in teaching and learning.

**Domain D: Assessment**
8. **Assessment.** Understand and use formal and informal assessment strategies to evaluate and ensure students’ continuous intellectual, emotional, and social development.

**Domain E: Classroom Environment**
9. **Management.** Create and maintain a learning environment that encourages responsible care for others, collaborative inquiry, active engagement in learning, and self-motivation.
10. **Communication.** Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Domain F: Professional Growth**
11. **Professional Growth.** Evaluate effects of choices and actions on others and actively pursue individual and collaborative opportunities to grow professionally as an ethical, reflective practitioner.
12. **Community.** Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being.

Education Programs
Undergraduate

**Elementary Education major-BA degree:**
**grades P-5** -- traditional undergraduate program. Leads to Early Childhood GA and ACSI certification.

**Elementary Education major-BS degree:**
**grades P-5** -- adult degree completion program. BS degree. Leads to Early Childhood GA and ACSI certification. (See the Bachelor of Science in Early Childhood Education section at the back of the catalog for more details.)

**Non-Certification Elementary Education major-BA degree for international students: grades P-5**
A non-certification version of the Elementary Education major is available for international students for whom English is their second language and who do not require GA teacher certification. The program is identical to the certification program except that the GACE exams are not required.
Education Studies major—BA degree:
A stand-alone major and is also designed to prepare students to pursue the Master of Arts in Teaching degree for certification in the middle grades areas of: Language Arts, Mathematics, Science, and/or Social Studies. Two content areas are required in the major and for certification purposes.

Education Minor:
Available to all students, but specifically recommended for students intending to enroll in the MAT program for secondary and all levels certifications.

Graduate School of Education

Master of Arts in Teaching Program (MAT)
Students interested in teaching in the following fields should complete a BA degree with a major in that field at the undergraduate level, followed by completion of a fifth year in the Master of Arts in Teaching Program. These fields are:

Middle Grades: 4-8: Education Studies major.
The major includes concentrations in two of the following content areas:
- Language Arts
- Mathematics
- Science
- Social Studies
Completion of the Education Studies major plus the MAT degree, leads to GA and ACSI certification in those two content areas.

Secondary: grades 6-12. Completion of a major in one of the following areas plus the MAT degree leads to GA and ACSI certification in that area:
- Biblical Studies (ACSI certification only)
- Biology
- Chemistry
- Economics
- English
- History
- Mathematics
- Physics
- Political Science

All levels: grades P-12. Completion of a major in one of the following areas plus the MAT degree leads to GA and ACSI certification in that area:
- Art
- French
- German Studies (German)
- Music
- Spanish
- Theatre (Drama)

See each major for further information about the MAT program.

Students with questions about the Master of Arts in Teaching Program should contact Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu).

For additional information contact:
mat@covenant.edu
800.677.3626
706.419.1427
www.mat.covenant.edu

Master of Education (MEd)
The Master of Education degree is offered for school teachers, curriculum directors, and administrators in a K-12 setting with a minimum of one year of K-12 school experience, and who have ongoing teaching or administrative responsibilities.

Two specializations are offered: Educational Leadership and Integrated Curriculum and Instruction. Certification by the Association of Christian Schools International (ACSI) is available upon completion of the degree.

Courses are spread over most of the calendar year and include three phases: pre-campus, on-campus, and post-campus. The on-campus phase is held at Covenant for three weeks each summer. The degree is 30 hours and may be completed within three years.

For additional information contact:
med@covenant.edu
800.677.3626
706.419.1406
www.med.covenant.edu

Teacher Certification
The Early Childhood Education certification programs were re-approved and the MAT program approved by the Georgia Professional Standards Commission (GaPSC) in May 2011. Upon completion of these degree programs, passing the GACE Program Admission and Content Assessments, and a clear Personal Affirmation (see certification application form), graduates are eligible to receive an initial clear renewable teaching certificate for the state of Georgia, valid for five years. These graduates are considered program completers and must be recommended for certification within five years of completing the B.A., B.S. or M.A.T. per GaPSC Rule 505-3-.01. See www.gapsc.com for information about the GaPSC and www.gace.ets.org for information about GACE.

In addition, all certification programs listed above lead to Association of Christian Schools International (ACSI) teacher certification. These programs were approved by ACSI in March 2007. Upon completion of any of these programs, graduates are eligible to receive a renewable ACSI certificate at either the elementary (K-8) or secondary (7-12) level, valid for five years. (See www.acsi.org)
Schedule for Completion of the BA Elementary Education Program

The Teacher Education Program at Covenant College is governed by the Georgia Professional Standards Commission. Students participating in the Teacher Education Program at Covenant College must submit passing scores on the GACE Program Admission Tests for entry into the program. Upon exiting from the program, students must submit scores for the GACE Content Assessments in Early Childhood Education. Passing scores on both GACE Program Admission Tests and Content Assessments are required for recommendation for certification from the GaPSC. These required assessments are incorporated into the Gates below.

Gate 1: Approval to Teacher Education Program
(Freshman or Sophomore year)
The following are required:
- Completion of EDU 121 Introduction to Teaching with a grade of C- or better.
- A personal interview with a faculty member of the Education Department and at least the required minimum score (70%) on the Faculty Recommendation Form.
- Submission of Teacher Education Program Application at the time of the faculty interview.
- A recommendation from the Office of Student Development.
- A completed TEP Application Personal Reference Form.
- Completion of 30 hours of field work during EDU 121 Introduction to Teaching.
- A minimum total institutional GPA of 2.50. Note: A 2.50 GPA must be maintained throughout the program. If at any point a student’s total institutional GPA falls below 2.50, that student will be given one semester to raise the GPA to a 2.50 to continue in the TEP. No grade below “C-“ is acceptable in any course in the major.
- Approval to enter the Teacher Education Program from the Teacher Application Committee.

NOTE: Prior to Teacher Education Program approval, a student may only enroll in the following EDU courses:
- EDU 121 Introduction to Teaching
- EDU 215 Technology for Educators
- EDU 222 Educational Psychology
- EDU 234 Teaching in a Pluralistic Society
- EDU 350 The Educational Thought and Practice of Charlotte Mason
- EDU 266 Literature for Children

Gate 2: Initial Approval for Student Teaching
(Junior Year)
The following are required:
- TEP approval.
- Submission of Student Teaching Application to the Education Office at the beginning of the junior year.
- A Professor Evaluation of Student Teacher Candidate from a professor under whom at least one education course was taken.
- A second Professor Evaluation of Student Teacher Candidate.
- Completion of at least 58 semester hours of credit.
- A minimum total institutional GPA of 2.50.
- Initial approval to student teach from the Teacher Application Committee.

Gate 3: Final Approval for Student Teaching
(Senior Year)
The following are required:
- Completion of all education courses with a grade of C- or better by noon, one week prior to student teaching.
- A minimum total institutional GPA of 2.50.
- A background check.
- Final approval to student teach from the Teacher Application Committee.

Gate 4: Student Teaching and Exit from Program
(Final semester)
The following are required:
- Completion of all education courses with a grade of “C-” or better letter grade.
- A minimum total institutional GPA of 2.50.
- The GACE Content Assessments in Early Childhood Education, usually taken at the beginning of the student teaching semester.
- Submission of Georgia Certification Application to the Education Office.
- Submission of all Placement File materials to the Education Office.
- Completion of a Survey of Graduating Seniors in one of the final sessions of EDU 489 Student Teaching Seminar.
- Passing grade for EDU 489 Student Teaching Seminar.
- Passing grades for EDU 495 Teaching Practicum I and EDU 496 Teaching Practicum II.

The Developmental Portfolio
The Developmental 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 Developmental Portfolio is a requirement for the successful completion of the Covenant College Elementary Education major and is completed through LiveText.

LiveText
LiveText is a suite of web-based tools and is used to submit course assignments online for review/assessment as well as to develop the electronic Developmental Portfolio. (See www.livetext.com.)

Student Teaching
Two student teaching practica make up the Professional Semester, typically the last semester of the degree. The first practicum occurs locally under college supervision, and the second practicum may occur in a school at some distance from the college with approval from the Education Department. Success in the first practicum is considered in the process for approving a distance practicum. Most students complete both practica locally.

Student teaching should be considered equivalent to full-time employment. Students should be largely free from other demands on their time. Other responsibilities such as work study, varsity athletics, or incomplete academic work should be discussed with the Chair of the Education Department prior to the beginning of the practica. If the faculty of the Education Department deems that such responsibilities are incompatible with student teaching, those students may be asked to lessen those responsibilities.

Student Teaching at a Distance
Special application is required for those students who wish to student teach at a distance for the second practicum of student teaching. The Application for a Long Distance Practicum must be submitted by December 1 or May 1 of the semester immediately prior to student teaching. Applications are approved by the education department faculty for both initial and final approval. Final approval is based upon success in the first practicum and is not granted until the conclusion of the first practicum.

To be considered for an exemption to this policy (i.e., permission to student teach at a distance for both practica), a written proposal, including rationale, is submitted and presented to the Chair of the Education Department no later than the end of the semester, one year prior to the Professional Semester.

Transfer Courses
Due to the perspectival nature of these courses:
1. The following education course may be transferred into Covenant, if a comparable course has been taken elsewhere:
   EDU 121 Introduction to Teaching (three hours)

   Note: A student who transfers three credits for this course must also take EDU 121 for one credit at Covenant.
2. The following courses may not be transferred in, even if comparable courses have been taken elsewhere:
   EDU 222 Educational Psychology (three hours)
   EDU 370 History and Philosophy of American Education (three hours)
3. No more than six hours of the professional education courses may be transferred from another institution.

Intercultural Opportunities
Students may choose to explore teaching in an intercultural context (both domestic and international) in the following courses: EDU 296/396 Practicum in Education, and EDU 496 Teaching Practicum II. The first teaching practicum EDU 495, occurs in a local school. Students wishing to student teach at a distance for both practicums must apply to the department one year in advance and submit a rationale for the request. Contact the Education Department for details.

In addition COR 337 Intercultural Experience may be taken concurrently with an education course with the permission of the chairperson of the Intercultural Competencies Committee.

Teacher Placement Service
A variety of services are offered to Teacher Education Program students and alumni by the Teacher Placement Service. Services include assisting students in compiling a credentials file, providing an annual teacher recruitment event, providing an electronic listing of teacher vacancies for national and international schools, and providing an electronic Directory of Teacher Education Graduates.

Course Requirements for Elementary Education major, Early Childhood GaPSC (P-5) Certification

General Education Core
BIB 111 Old Testament Introduction .................................. 3
BIB 142 New Testament Introduction .................................. 3
BIB 277 Christian Doctrine I .......................................... 3
BIB 278 Christian Doctrine II ......................................... 3
COR 100 The Christian Mind ........................................... 2
COR 225 Cultural Heritage of the West I .......................... 3
COR 226 Cultural Heritage of the West II .......................... 3
COR 325 Global Trends in the Twenty First Century .......... 3
COR 337 Intercultural Experience .............................. 3
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
(See the Core and Distribution Requirements section on page 26 for a list of approved courses.)
Fine Arts Distribution Requirement.................................3
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 4.00 scale are exempted from the foreign language requirement.)
Natural Science Lab Distribution Requirement .................4
General Education core subtotal ......................................49

Teaching Field
EDU 266 Literature for Children .........................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 337 Teaching Art, Music and Physical Education in the Early Grades .....................................................3
EDU 342 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
HIS 111 or 112 History of the United States I or II ..........3
MAT 111 Mathematics for Educators I ..................................3
MAT 112 Mathematics for Educators II ..........................3
* Note: Students may not be exempted from MAT 111 or 112. If a student has taken MAT 122 before changing to an education major, MAT 122 will satisfy the MAT 111 requirement and the student may proceed directly into MAT 112. If a student takes MAT 111 and subsequently changes majors, that student will still need to take either MAT 122 Concepts in Mathematics or MAT 141 College Algebra to fulfill the College core math requirement.
Teaching Field subtotal .............................................38

Professional Education
EDU 121 Introduction to Teaching ..................................3
EDU 215 Technology for Educators ................................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 Am Education “W” ..3
EDU 405 Senior Field Experience ..................................1
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 .............................4

Professional Education subtotal ........................................ 40
Total degree hours ......................................................127

Note: COR 337 Intercultural Experience may be taken for 1-3 credit hours. It is also possible to be exempt from taking foreign language based on high school grades or placement scores. If either of these adjustments occurs, one or more elective hours may need to be taken in order to earn a minimum of 126 hours required for graduation.

Senior Fall Block for Elementary Education

The Senior Fall 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 Fall 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 1/2 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.

In the semester before enrolling in Senior Fall Block, students must obtain a clear background check using the instructions provided by the Education Department.

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

Requirements for Education Studies Major

The Education Studies major is a non-certification major that will enable students to pursue certification in middle grades (4-8) through the Master of Arts in Teaching program. The major is open to anyone who wishes to pursue a general studies education major.

General Education Core
BIB 111 Old Testament Introduction ...........................3
BIB 142 New Testament Introduction ...........................3
BIB 277 Christian Doctrine I ............................................ 3
BIB 278 Christian Doctrine II.............................................. 3
COR 100 The Christian Mind ............................................. 2
COR 225 Cultural Heritage of the West I ................................ 3
COR 226 Cultural Heritage of the West II ............................. 3
COR 325 Global Trends in 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 for 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
Foreign Language I, II .................................................. 8
Humanities Distribution Requirement ............................ 3
Mathematics .................................................................. 3
MAT 122 Or above, AP Calculus or CLEP credit (see catalog/Registrar for minimum score requirements) 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
Social Science Distribution Requirement ............................. 3
Total General Education Core ........................................... 58

Major and Supporting Course Requirements
Education Courses
EDU 121 Introduction to Teaching ........................................ 3
EDU 215 Technology for Educators ...................................... 3
EDU 222 Educational Psychology ........................................ 3
EDU 234 Teaching in a Pluralistic Society ............................. 3
EDU 361 Education of Exceptional Children ...................... 3
EDU 480 Senior Integration Paper ......................................... 2
One of the following:
EDU 296/396 May Practicum, or
EDU 342 Essentials of Instruction, or
EDU 350 The Educational Thought and Practice of Charlotte Mason ............................................. 3
Total Education courses ................................................ 20

Content Fields—select two content fields from the following. Each content field may fulfill one or more core requirement resulting in a different number of elective hours still remaining to reach 126 total degree hours:

Language Arts (will fulfill 6 hours of the core fine arts and humanities distribution requirements; 15 additional field hours beyond the core hours)
EDU 266 Literature for Children ......................................... 3
ENG 201 Introduction to Literary Studies (HUM) ...................... 3
ENG 203 American Literature to 1865, or
ENG 204 American Literature 1865-1965, or
ENG 272 The American Novel ............................................. 3
ENG 266 Reading Film (FAR) ................................................ 3
ENG 275 20th Century African American Literature, or
ENG 276 Literature Across Cultures .................................... 3
ENG 304 Advanced Composition, or
ENG 305 Theories of Composition ...................................... 3
LIN 100 Studies in Language, or
LIN 150 Introduction to Linguistics ..................................... 3
Total Language Arts Content Field ..................................... 21

Mathematics (will fulfill the 3 hour core mathematics requirement; 15 additional field hours beyond the core hours. Requirement may not be exempted based on placement exam. Must complete all courses below)
MAT 111 Mathematics for Educators I .............................. 3
MAT 112 Mathematics for Educators II ............................... 3
MAT 141 College Algebra .................................................. 4
MAT 142 Pre-Calculus Mathematics .................................... 4
MAT 145 Calculus ............................................................. 4
Total Mathematics Content Field ....................................... 18

Social Studies (will fulfill the 3 hour core humanities distribution requirement; 18 additional field hours beyond the core hours)
HIS 111D U.S. History to 1877 and Georgia History ........ 3
HIS 112D U.S. History since 1877 and Georgia History ....... 3
(only one U.S. History course required with D-GA Hist)
HIS 150 Introduction to History ......................................... 3
HIS 213 Formation of Europe, or
HIS 214 Age of Europe .................................................... 3
HIS 325 20th Century World History (also fulfills core) ......... 3
One of the following:
HIS 322 Modern China and Japan, or
HIS 328 Developing World, or
HIS 332 Modern Middle East, or
HIS 372 Modern Africa .................................................... 3
One of the following:
HIS 218 Studies in U.S. Constitutional History, or
HIS 305 Political Theory, or
POL 202 American Government, or
POL 217 Presidential Politics and Elections ........................ 3
Total Social Science Content Field ..................................... 21

Science (will fulfill the 4 hour core natural science lab distribution requirement; 16 additional field hours beyond the core hours)
BIO 111 General Biology .................................................. 4
NSC 105 Problems of Physical Science ................................ 4
NSC 112 Astronomy .......................................................... 4
Two of the following:
NSC 108 Concepts of Geology, or
NSC 110 Concepts of Physical Geography, or
NSC 115 Science in Perspective ......................................... 8
Total Science Content Field ............................................. 20

Electives--Vary depending upon content fields chosen and the core requirements fulfilled.
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: EDU 121. $6.00 fee. Three hours.

222 Educational Psychology
The central concern of this course is the question, “How do people learn?” For answering that question, a biblical view of human beings, their behavior, and their relationship to learning is the starting point. Through the biblical framework, the major families of learning theory (behaviorism and cognitive-field psychology) are then examined to determine what things are acceptable and helpful to the Christian teacher. The last part of the course emphasizes the measurement and evaluation of learning. Prerequisite: EDU 121. $6 fee. Three hours.

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 121. Three hours.

266 Literature for Children
This course is designed to explore the rich resources of children’s literature. Course participants will consider the value of literature for children, investigate the characterstics of specific genres, and develop criteria for selecting high-quality literature. Participants will consider how a biblical frame of reference informs censorship issues and will read widely across a range of genres and reading levels. Prerequisite: none. Spring semester. $5 fee. Three hours.

296/396 Practicum in Education
A concentrated full-time practicum in a school with opportunity to participate in a variety of classroom activities for a period of two or three weeks. Students write a daily log, work with individuals and groups of students, teach, and engage in other classroom-related experiences. Arrangements are made with the Education Department. Prerequisite: EDU 121 and sophomore standing. Hours to be determined.

Total Degree Hours:
Total General Education Core........................................... 58
Total Education courses .................................................. 19-20
Two content fields......................................................... 30-34
Electives ......................................................................... 14-19
Total degree hours...........................................................126

Requirements for Minor in Education
Available to all students, but specifically recommended for students intending to enroll in the MAT program for secondary or all levels certification. The two bold courses are required prerequisites for the MAT:

EDU 121 Introduction to Teaching ........................................ 3
EDU 222 Educational Psychology........................................ 3
EDU 234 Teaching in a Pluralistic Society ............................... 3
EDU 361 Education of Exceptional Children......................... 3
One of the following:
   EDU 215 Technology for Educators, or
   EDU 266 Literature for Children, or
   EDU 296/396 May Practicum, or
   EDU 315 Teaching Reading in the Early Grades, or
   EDU 337 Art, Music, and PE in the Early Grades, or
   EDU 342 Essentials of Instruction, or
   EDU 350 The Educational Thought and Practice
      of Charlotte Mason, or
   EDU 370 History and Philosophy of American
      Education (NOT for pre-MAT. students).................... 3
Total hours for the minor .........................................................15

Education Courses (EDU)
121 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. Thirty 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 with a prerequisite of a clear background check to be completed during the first two weeks of classes according to instructions given in class. (Students who transfer in a course comparable to this one may take this course for one hour.) Prerequisite: none. $13 fee. Three hours.

215 Technology for Educators
This course prepares students to integrate technologies in
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. Course participants examine how oral and written language develop and investigate goals, instructional strategies, and evaluation tools for teaching the six language arts: reading, writing, speaking, listening, viewing, and visually representing (NCTE). Pre-service teachers will be introduced to second language acquisition principles and learn methods for teaching English Language Learners. Directed field-based experience is required. Prerequisite: TEP approval. Taken in Senior Block. $23 fee. Two hours.

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. Specifically this course addresses knowledge and skills needed to teach phonological awareness, phonics, fluency, vocabulary, comprehension and motivation within a comprehensive literacy framework. Prerequisites: TEP approval and junior standing. Spring semester. Three hours.

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

324 Science Content and Skills in the Early Grades
The learner studies instructional procedures, materials, and evaluation in teaching biological and physical sciences in the elementary school. Prerequisite: TEP approval. Taken in Senior Block. $10 fee. Three hours.

326 Mathematics Content and Skills in the Early Grades
This course focuses on the goals, methods, materials, and assessment procedures of mathematics instruction in the early grades. Two hours lecture; two hours laboratory. Directed field-based experience is required. Prerequisite: TEP approval. Taken in Senior Block. $12 fee. Three hours.

328 Social Studies Content and Skills in the Early Grades
The course is an introduction to the theory and practice of teaching social studies in the early grades as a function of “placing social studies in the center” of student content learning. 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. Use of both Common Core and Georgia Performance Standards will focus student learning upon the development of an integrative unit plan that is multidisciplinary in nature and uses Lynn Erickson’s Concept-based Instruction as a scaffold. Prerequisite: TEP approval. Taken in Senior Block. Three hours.

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. Prerequisite: TEP approval. Fall semester. $6 fee. Three hours.

342 Essentials of Instruction in the Early Grades
Essentials of Instruction is designed to introduce the preservice teacher to professional knowledge and skills of planning with Common Core and Georgia Performance Standards. Instructional activities focus teacher learning upon the place and role of instructional planning on large and small scales – inclusive of curriculum design methodology using Lynn Erickson’s Concept-based Instruction to develop a multidisciplinary integrated unit plan, lesson plans, and affiliated assessments. Research based best practices for planning, managing for learning, assessment, and differentiation will inform principle and practice in the course. Prerequisites: TEP approval and junior standing. Spring semester. Three hours.

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

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. Prerequisites: TEP approval and junior standing or instructor approval. Fall semester. $6 fee. Three hours. “W”

396 Practicum in Education
See EDU 296 for description. Pre-requisite: EDU 121 and sophomore standing. Hours 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. Hours to be determined.

405 Senior Field Experience
The Senior Field Experience is designed to integrate theory and practice. Students spend 140 hours in supervised fieldwork in classrooms where planned activities apply. Senior Fall Block course content in formal and informal ways. Prerequisites: TEP approval and Early Childhood major. Taken in Senior Fall Block. Pass/Fail. One hour.

410 Educational Assessment: Early Grades
A course designed to introduce the basic theory and practice of educational assessment. Topics will include a general perspective of assessment in schools and society; the development of traditional, performance, and product assessments; affective assessment; and standardized assessments. Course participants will reflect on current trends and practices in a high-stakes, standards-based environment using a biblical frame of reference. Prerequisite: TEP approval. Taken in Senior Block. One hour.

454 Organization and Management of the Early Grade Classroom
Organization and Management encourages students to develop knowledge, skills, and dispositions necessary for a structured, but caring classroom community of learners in the elementary school years. Special emphasis will be placed on the role of the Responsive Classroom model to inform and pattern understanding of the developmental, personal, and societal aspects of the world of children with practical implications for building classroom community, problem-solving for behavioral issues, and interacting around classroom values and rules, procedures, and scheduling. Students will draft a management plan based upon the principles and practices of the Responsive Classroom model. Prerequisite: TEP approval. Taken in Senior Block. Two hours.

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. Prerequisite: TEP approval. Taken during the Student Teaching semester. Two hours.

489 Student Teaching Seminar: Early Childhood (P-5)
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 Student Teaching Practicum I and II. Pass/fail grading only. One hour.

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. Fifteen hours. “S”
Example Four Year Program: Early Childhood (P-5)

**Freshman**

**Fall**
- BIB 111 Old Testament Introduction ........................................... 3
- COR 100 The Christian Mind .................................................... 2
- EDU 121 Introduction to Teaching ............................................. 3
- ENG 111 English Composition ................................................ 3
- MAT 111 Mathematics for Educators I ................................. 3
- PE 151 Concepts in Physical Education ................................. 2

**Freshman**

**Spring**
- BIB 142 New Testament Introduction ........................................... 3
- HIS 111 or 112 History of the United States I or II ................. 3
- MAT 112 Mathematics for Educators II ................................. 3
- PE 152 Personal Aerobics and General Fitness ................. 1
- Fine Arts Distribution Requirement ....................................... 3
- Natural Science Lab Distribution Requirement ....................... 4

**Sophomore**

**Fall**
- BIB 277 Christian Doctrine I .................................................. 3
- COR 225 Cultural Heritage of West I .................................. 3
- EDU 215 Technology for Educators .................................... 3
- PSY 303 Developmental Psychology .................................... 4
- Foreign Language I (unless exempt) ....................................... 4

**Sophomore**

**Spring**
- BIB 278 Christian Doctrine II ................................................. 3
- COR 226 Cultural Heritage of West II ................................... 3
- EDU 222 Educational Psychology ......................................... 3
- EDU 266 Literature for Children or Elective ...................... 3
- Foreign Language II (unless exempt) ...................................</h>
while completing a Bachelor of Science in a variety of disciplines of engineering or mathematics. Admittance to or completion of the pre-engineering program at Covenant College does not automatically guarantee admission to the approved engineering school. Each student must meet the transfer student admission requirements of the approved institution.

Requirements for Major in Natural Science 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 3.00 for all courses as well as math, science, and engineering courses should be maintained to improve the likelihood of acceptance into a desired engineering program. This is currently the minimum GPA to be considered by some of the engineering departments at Georgia Tech, but it is subject to change.

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 in the Twenty First Century ........ 3
COR 337 Intercultural Experience .............................. 1
COR 340 Christ and Culture Seminar .......................... 1
ENG 111 English Composition ................................ 3
PE 151 Concepts in Physical Education ........................ 2
PE 152 Personal Aerobics and General Fitness .............. 2
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: For GA Tech; HIS 111 or 112 US History to fulfill a history requirement at GA Tech..................... 3
Humanities Distribution Requirement: For GA Tech,
   ENG 201 Introduction to Literary Studies will satisfy the
   English Composition II requirement ........................ 3
Social Science Distribution Requirement: For GA Tech,
   ECO 202 Microeconomics is suggested ........................ 3
Core requirements ............................................ 51

Major and Supporting Course Requirements

CHE 121-122 General Chemistry ................................ 8
ENG 252 Speech “S” ............................................. 2
COS 131 Computing for Engineers ........................... 4
MAT 145-146 Calculus I, II .................................. 8
MAT 247 Calculus III .......................................... 4
MAT 258 Differential Equations .............................. 4
MAT 310 Linear Algebra ....................................... 3
NSC 170 Introduction to Engineering ......................... 1
PHY 231-232 General Physics “W” .......................... 8
PHY 233 Optics and Modern Physics ........................ 4
PHY 321 Statics or approved elective ........................ 3
PHY 322 Dynamics or approved elective ........................ 3
PHY 492 Senior Integration Paper ............................ 2
Total hours for the major ...................................... 54
Total degree hours ............................................. 105

* PHY 231 General Physics I serves as a multifaceted preparation for other aspects of the college program. These goals cannot be met by transfer of PHY 231 from another institution into Covenant. For details, see the FAQ on the Physics Department website at Physics.covenant.edu.

The choice of Engineering Electives is dictated by the choice of engineering field chosen by the student. Students are responsible for communicating their interests to their advisor so appropriate choices can be made. For example, Chemical Engineering majors would choose Organic Chemistry I and II as their electives, while Mechanical Engineering majors would choose Statics and Dynamics.

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.

Students attending institutions employing the semester system should complete a minimum of 30 credit hours in their major science or engineering program.
English

Department Faculty
Robert Erle Barham
Clifford Foreman
Sarah Huffines
Gwen Macallister
Patricia Ralston
Nola Stephens
William Tate

Department Goals
The Department of English seeks to help students understand, appreciate, and use responsibly God’s gift of language. In its courses the department strives to develop a Christian awareness of the issues and problems in each area of language use and to work toward Christian answers. Specifically, it aims:

1. in composition and speech courses, to teach students how to generate, organize, and communicate ideas clearly, correctly, and effectively as well as how to analyze and evaluate the ideas of others;
2. in the study of linguistics, to help students understand language as part of the God-given structure of reality and the relationship of language to other aspects of human life;
3. in literature courses, to teach students how to approach and appreciate literary art forms, as products both of the creativity which is part of the image of God in humankind and of human beings living in particular cultures and employing particular literary techniques.

For General Education
For the general student, the department provides the core courses in composition, 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 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 Department Courses Suggested for Students Not Majoring in English to Fulfill Core Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td>Introduction to Literary Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 203 or 204</td>
<td>American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210</td>
<td>Classical Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 211</td>
<td>European Literature in English Translation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 240</td>
<td>The Inklings</td>
<td>3</td>
</tr>
<tr>
<td>ENG 275</td>
<td>20th Century African-American Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 276</td>
<td>Literature Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>LIN 100</td>
<td>Studies in Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Teacher Certification
Students who desire teacher certification in English should complete a BA degree with a major in English, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades 6-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

Pre-MAT English majors must take all English major requirements including English electives for a total of at least 30 hours of English department courses.

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.
Requirements for Major in English

The core and distribution requirements for a major in English are those listed for baccalaureate degrees on page 24, with the exception that a course in art, music or theatre 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 ........................................................... 29

Major and Supporting Course Requirements

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
LIN 100 Studies in Language, or
LIN 150 Introduction to Linguistics .............................3
Any combination of writing classes totaling: ....................4
ENG 245 Journalism (2 hours), or
ENG 301 Creative Writing: Fiction (2 hours), or
ENG 302 Creative Writing: Poetry (2 hours), or
ENG 303 Creative Writing: Nonfiction (2 hours), or
ENG 304 Advanced Composition (2 hours), or
ENG 305 Theories of Composition (2 hours), or
ENG 307 Writing in Hypertext (2 hours), or
ENG 446 Practicum in Journalism (1-3 hours), or
THT 310 Playwriting (3 –with advisor approval), or
THT 315 Screenwriting (3 –with advisor approval)

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 301 Creative Writing: Fiction (2 hours), or
ENG 302 Creative Writing: Poetry (2 hours), or
ENG 303 Creative Writing: Nonfiction (2 hours), or
ENG 304 Advanced Composition (3 hours), or
ENG 305 Theories of Composition (2 hours), or
ENG 307 Writing in Hypertext (2 hours), or
ENG 446 Practicum in Journalism (1-3 hours), or
THT 310 Playwriting (3 –with advisor approval), or
THT 315 Screenwriting (3 –with advisor approval)

Requirements for Minor in Linguistics

LIN 150 Introduction to Linguistics ..............................3
LIN 310 Syntax .....................................................3
LIN 315 Phonology .................................................3
Linguistics electives from 300-level or above totaling: ........6
ENG 401 Special Topics in Linguistics, or
LIN 410 Language in Society, or
LIN 415 Child Language Acquisition, or
PHI 356 Philosophy of Language

English Courses

Writing and Speech Courses (ENG)

050 Basic Writing
A non-credit course designed to enable poorly prepared students to improve their writing skills while also enrolled in ENG 111 English Composition. The course seeks to make the students proficient in writing acceptable English sentences, paragraphs, and brief essays. Students who score below 480 on the writing section of the SAT, or below 16 on the English section of the ACT, and all international students whose first language is not English will be tentatively enrolled in the course ENG 050. One hour of class that does not apply toward degree hours. Only offered on a credit/no credit basis.

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

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 hours. ‘S’

301 Creative Writing: Fiction
A course in writing fiction, especially the short story. Prerequisite: ENG 111, English Composition, with a grade of B or higher, or permission of instructor. Two hours.

302 Creative Writing: Poetry
A course in writing various forms of poetry. Prerequisite: ENG 111 English Composition with a grade of “B” or higher, or permission of instructor. Two hours.

303 Creative Writing: Nonfiction
A course in the principles of creative writing and their practice in creative nonfiction. Prerequisite: ENG 111 English Composition with a grade of “B” or higher, or permission of instructor. Two hours.

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 hours. ‘W’

305 Theories of Composition
A course in the analysis of prose composition and a study of methods of teaching the writing process. Spring semester. Prerequisite: ENG 111, English Composition, with a grade of “B” or higher. Two or three hours. Students may take the optional third hour with the recommendation of a faculty member and the permission of the instructor. The third hour will cover methods of tutoring and will include a tutoring practicum in the Writing Center.

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 hours.

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 hours.

Literature Courses (ENG)

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 hours. “W” and HUM

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 hours. HUM

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 hours. HUM

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 hours. HUM

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 hours. HUM
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 hours. HUM

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 hours. FAR

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 hours.

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 hours. HUM

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 hours. HUM

299 Special Topics in English
A sophomore-level study of material not treated elsewhere in the curriculum. Topics may include the following: the mass media, literature and contemporary problems, or the study of particular authors in their own settings. Three hours.

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 201 or permission of the instructor. Three hours.

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 201 or permission of the instructor. Three hours.

318 The Renaissance
A study of the works of representative writers of the period, with special attention given to major authors such as Sidney, Spenser, Donne, Jonson, Herbert, Herrick, and Milton. Prerequisite: ENG 201 or permission of the instructor. Three hours.

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 201 or permission of the instructor. Three hours.

334 British Romanticism
A study emphasizing the English Romantic writers from Blake to Keats. Prerequisite: ENG 201 or permission of the instructor. Three hours.

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 201 or permission of the instructor. Three hours.

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 hours.

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 hours.

352 Contemporary Literature
A study of representative works of poetry and fiction in English and American literature from 1965 to the present. Prerequisite: ENG 201 or permission of the instructor. Three hours.

380 Modern Literary Criticism
A survey of various contemporary schools of literary criticism and theories of reading. Some of the following theories will be discussed: structuralism, reader-response
criticism, feminist criticism, deconstructionism, new historicism. Rather than attempting a broad survey, the course will expose students to three or four schools of criticism in greater depth. Students will practice each critical method and develop a Christian critique of it. Junior or senior English majors, or others with permission of the instructor. Three hours.

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 hours 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 hours. “S”

418 Shakespeare
A study of Shakespeare’s dramatic and literary art. Prerequisite: ENG 201 or permission of the instructor. Three hours.

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 hour.

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 hours.

Linguistics Courses (LIN)

100 Studies in Language
This course offers a non-technical introduction to the study of linguistics and is organized around common ideas and misconceptions about language. Students will assess evidence and opinions about a variety of popular linguistic topics, including bilingualism, language and gender, stigmatized dialects of English, language change, sign language, language disorders, language and thought, and animal communication. Three hours. HUM

150 Introduction to Linguistics
This course introduces students to the systematic study of human language. The course surveys the major subfields of linguistics: the study of sounds and sound patterns (phonetics and phonology); words and their parts (morphology); and the structure, meaning, and use of phrases and sentences (syntax, semantics, and pragmatics). The focus is on analyzing language data. Additional topics may include language learning, historical language change, and social aspects of language variation and use. Three hours. SSC

210 Teaching English to Speakers of Other Languages (TESOL)
This course integrates theory and practice in teaching English to speakers of other languages. Participants will assess a variety of language teaching methods, discuss pedagogical insights from current research on second language acquisition, and examine features of English that are particularly challenging for learners. Three hours.

310 Syntax
This course offers a systematic study of the structure of phrases and sentences. Students will gain practical experience forming and testing linguistic hypotheses using data from a variety of languages. The focus is more on analyzing language data and less on surveying the historical development of syntactic theory. Attention is also given to applications in language teaching and learning. Prerequisite: LIN 150. Three hours.

315 Phonology
This course examines how speech sounds are organized within individual languages. Students will learn about the relationships between sounds and the ways sounds combine with and influence each other. The focus is on analyzing phonological data from diverse languages, including non-Indo-European languages. Attention is also given to applications in speech pathology, dialectology, language learning, and linguistic theory. Prerequisite: LIN 150 or FRE 320. Three hours.

401 Special Topics in Linguistics
This course offers opportunities for concentration in advanced topics of interest within linguistics. Prerequisite: LIN 150 or permission of the instructor. Three hours.

410 Language in Society
This course provides a study of language as social practice. The course highlights the ways language changes depending on the sociocultural context and emphasizes the interaction between language and social factors such as class,
community, age, ethnicity, gender, power, and religion. Prerequisite: LIN 150 or permission of the instructor. Three hours.

415 Child Language Acquisition
This course examines how children learn language. Emphasis is placed on the processes and stages of language development in early childhood, current empirical findings in the field, and theoretical issues surrounding language acquisition. Students will also gain practical experience collecting and analyzing child language data. Prerequisite: LIN 150 or PSY 303 or permission of the instructor. Three hours.

Finance
See Business.

Foreign Language
Department Faculty
Diana Cochran
Tom Neiles
Sanford Shaw

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 five language skills: understanding, speaking, reading, writing and cultural knowledge;
3. reaching some understanding of language as an important aspect of our 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.

For General Education
For the general student, the department provides the core courses which incorporate cultural awareness, vocabulary development, structure and functional conversation. Interested and qualified students are encouraged to continue foreign language study in areas such as conversation, literature, history, and culture and linguistics.

For the Major Field
For French, German Studies or Spanish majors, the department offers a variety of courses in culture, conversation, literature, structure and writing taught in the foreign language. Majors and minors are immersed in a world view which often differs from that of the dominant American cultural perspective and which incorporates both past and present developments in both the Francophone, German and Hispanic cultures. Majors in French, German Studies or Spanish can lead to career opportunities in which a liberal arts education is desirable, such as linguistics, business, missions, government, theology, art history, teaching, travel, journalism, or law. All courses at the 300 level and above are conducted entirely in the foreign language.

Core Foreign Language Requirement
Proficiency in one year of an elementary-level foreign language is required for the core curriculum. All students who have already begun French, German, Russian or Spanish language studies in high school are expected to sit for a language placement examination at the beginning of their first semester of enrollment. Students demonstrating proficiency at a level of at least 102, the second semester elementary language, either through the placement examination, transferred college credit, or AP scores will have met this core requirement. Only international students for whom English is a second language should contact the Foreign Language Department chair to request exemptions other than those listed above. A few major programs (such as music or biblical studies) have more specific language requirements. Consult the department requirements.

Once a student enrolls at Covenant, online or correspondence language courses will not be approved to satisfy the core requirement of two semesters of the same foreign language study. Only traditionally taught classroom language courses from accredited two or four year institutions of higher learning will be accepted to satisfy this core requirement. However, transferable credit of foreign language coursework completed BEFORE enrolling at Covenant will be accepted.

Study Abroad
One semester of prior-approved study abroad is required for all foreign language majors. Any student electing to study abroad for a semester or summer in an approved program of study is encouraged to do so after the intermediate level in order to profit more effectively from the experience. A minimum of five (5) 300-400 level courses (not including 492) must be taken on the Covenant College campus for those students desiring a major; a minimum of three (3) 300-400 level courses must be taken on the Covenant College campus by 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 requesting a leave of absence for the semester of study abroad, losing the College’s financial aid and scholarship monies, and pay the fees of the program on their own. Maclellan Scholars are allowed to utilize their Maclellan Program monies during a study abroad term. Once the student returns to Covenant with credit gained from the overseas program, the aid and scholarship packages will be reinstated as close as possible, according to federal guidelines, to their previous amounts before the semester abroad.

Students planning on a major or minor in French, German or Spanish are reminded that the 100 and 200 level courses do not count toward the major or the minor.

Teacher Certification
Students who desire teacher certification in French, German or Spanish should complete a BA degree with a major in French, German Studies or Spanish, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades P-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

Requirements for Major in French
The core and distribution requirements for a major in French are those listed for baccalaureate degrees on page 24.

Advanced placement for the AP French Language or French Literature examinations (see page 15 for the minimal passing score) allows students to immediately enroll in 300-level electives. The advanced placement hours awarded will be credited to the graduation requirement of 126 hours.

Students seeking a major in French are required to take nine courses above the intermediate level (202), write and defend a Senior Integration Paper (FRE 492), and elect one foreign language enhancing course for a total of 33 hours in the major. The exemption from or completion of six (6) hours of intermediate level French (FRE 201 and 202) is required prior to pursuing the major requirements.

Core requirements ................................................. 58
Electives .......................................................... 35

Major and Supporting Course Requirements
FRE 310 French Conversation, or
  FRE 315 French Conversation and Reading .............. 3
FRE 331 French Civilization and Culture I, or
  FRE 332 French Civilization and Culture II, or
  FRE 361 French Culture through the Media Arts ....... 3
FRE 341 or 342 French Structure and Stylistics I or II .... 3
FRE 351, 352, 353 or 354 French Literature I, II, III or
  IV “W” (two courses) ............................................. 6
FRE 492 Senior Integration Paper in French “S” ........... 3
French electives: Four FRE-prefix courses
  beyond FRE 202 .................................................. 12
One foreign language enhancing course. Where applicable, these courses may satisfy both a core and major requirement:
  ART 302 Art History II, or
  ENG 211 European Literature in Translation, or
  ENG 266 Reading Film, or
  ENG 308 The British Novel, or
  HIS 213 The Formation of Europe, or
  HIS 214 Age of Europe, or
  HIS 335 The European Enlightenment, or
  LIN 150 Introduction to Linguistics, or
  MUS 371 History of Western Music to 1700, or
  MUS 372 History of Western Music 1700-1900, or
  MUS 373 History of Western Music 1900 to Present, or
  PHI 101 Introduction to Philosophy, or
  PHI 253 History of Philosophy III, or
  PHI 254 20th Century Continental Philosophy, or
  THT 220 Modern and Contemporary Drama ............. 3
Total hours for the major ...................................... 33
Total degree hours ............................................. 126
Requirements for Major in German Studies

The core and distribution requirements for a major in German Studies are those listed for baccalaureate degrees on page 24.

Advanced placement for the AP German Language examination allows students to immediately enroll in 300-level courses. The advanced placement hours awarded will be credited to the graduation requirement of 126 hours.

Study abroad is a key component of this major and is to be taken after German 202 has been successfully completed, preferably during the junior year or in one summer between the sophomore and senior years. The student may take certain coursework in English (history, political science, art, etc.), but German language courses must be taken in German during this study abroad semester. At least three (3) of the 300-level German courses of this major must be taken on Covenant’s campus. A minimum of one German language or culture course must be taken during the study abroad semester.

Students seeking a major in German Studies are required to take five German courses above the intermediate level (202), write and defend a Senior Integration Paper in German (GER 492), take the five (5) prescribed history and political science courses listed below, and complete one of the enhancement courses in art, music, philosophy or interdisciplinary studies. The exemption from or completion of six (6) hours of intermediate level German (GER 201 and 202) is required prior to pursuing the major requirements.

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

Major and Supporting Course Requirements

GER 310 German Conversation or
GER 315 German Conversation and Reading ..........3
GER 341 or 342 German Structure & Stylistics I or II “W”..3
GER 351, 352 or 353 German Language I, II or III ..........3
GER 354 German Literature IV ................................3
GER 330 German Civilization and Culture, or
GER 361 German Culture through the Media Arts .........3
GER 492 Senior Integration Paper in German “S” .........3
HIS 213 The Formation of Europe to 1550 or
HIS 339 Renaissance & Reformation ........................3
HIS 214 Age of Europe ........................................3
HIS 309 Modern Germany ......................................3
POL 200 Comparative Politics or
POL 210 International Relations .............................3
POL 325 European Politics .....................................3

One foreign language enhancing course. Where applicable, these courses may satisfy both a core and major requirement:

ART 302 Art History II, or
IDS 315 Religions /Social Theory 19th Century Europe, or
MUS 372 History of Western Music 1700-1900, or
PHI 254 20th Century Continental Philosophy ..........3
Total hours for the major .....................................36
Total degree hours ...........................................126

Requirements for Major in Spanish

The core and distribution requirements for a major in Spanish are those listed for baccalaureate degrees on page 24.

Advanced placement for the AP Spanish Language or Spanish Literature examinations (see page 15 for the minimal passing score) allows students to immediately enroll in 300-level electives. The advanced placement hours awarded will be credited to the graduation requirement of 126 hours.

Students seeking a major in Spanish are required to take nine courses above the intermediate level (202), write and defend a Senior Integration Paper (SPA 492), and elect one foreign language enhancing course for a total of 33 hours in the major. The exemption from or completion of six (6) hours of intermediate level Spanish (SPA 201 and 202) is required prior to pursuing the major requirements.

Core requirements ........................................58
Electives .......................................................35

Major and Supporting Course Requirements

SPA 310 Spanish Conversation, or
SPA 315 Spanish Conversation and Reading ............3
SPA 331 Spanish Civilization and Culture I, or
SPA 332 Spanish Civilization and Culture II, or
SPA 361 Spanish Culture through the Media Arts .......3
SPA 341 or 342 Spanish Structure and Stylistics I or II ..3
Two from SPA 351 Spanish Literature I “W,” or
SPA 352 Spanish Literature II “W,” or
SPA 353 Spanish Literature III “W” .........................6
SPA 492 Senior Integration Paper in Spanish “S” ........3
Spanish electives: Four SPA-prefix courses beyond SPA 202 ....................................................12
One foreign language enhancing course. Where applicable, these courses may satisfy both a core and major requirement:

ART 302 Art History II, or
ENG 211 European Literature in Translation, or
ENG 266 Reading Film, or
ENG 308 The British Novel, or
HIS 213 The Formation of Europe, or
HIS 214 Age of Europe, or
HIS 335 The European Enlightenment, or
LIN 150 Introduction to Linguistics, or
MUS 371 History of Western Music to 1700, or
MUS 372 History of Western Music 1700-1900, or
MUS 373 History of Western Music 1900 to Present, or
PHI 101 Introduction to Philosophy, or
PHI 253 History of Philosophy III, or
PHI 254 20th Century Continental Philosophy, or
POL 320 Latin American Politics, or
THT 220 Contemporary Drama ............................3

Total hours for the major ....................................33
Total degree hours ........................................126

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French Courses (FRE)

All students who have already begun French language studies in high school are expected to sit for a language placement examination at the beginning of their first semester of enrollment. This placement will determine if the student has proficiency to fulfill the core foreign language requirement, and/or at what level the student would begin courses at Covenant.

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 $25 each semester. Four hours 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. Laboratory fee $25 each semester. Three hours each. HUM

310 French Conversation
Instruction is given in speaking and understanding French in a variety of social and professional situations. Prerequisite: FRE 202. Laboratory fee $25. Three hours. “S”

315 French Conversation and Reading
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. Laboratory fee $25. Three hours. “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 $25. Three hours.

331 French Civilization and Culture I
A survey of French history and culture from antiquity to the end of the Fourth Republic (1958). The course examines political, social, intellectual, literary and artistic trends, as well as certain influential figures and key types of architecture. Prerequisite: FRE 202. Laboratory fee $25. Three hours.
332 French Civilization and Culture II
A survey of French history and culture form the beginning of the Fifth Republic (1958) to the present. The course examines political, social, intellectual, literary and artistic trends, as well as aspects of personal values, diversity, education and international French influence. Prerequisite: FRE 202. Laboratory fee $25. Three hours.

341-342 French Structure and Stylistics I, II
A study of fine points of grammar with extensive written practice, including the writing of journals and essays, to develop facility in expressing oneself correctly in written form in order to improve critical awareness of stylistics and vocabulary. Each semester will focus on different, lesser-taught structures and nuances of the language. Prerequisite: FRE 202. Three hours for each course.

351 French Literature I
Reading and discussion of a selected series of literary works from the authors of the Middle Ages, the Renaissance of the sixteenth century, and the Golden Age of French Literature of the seventeenth 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 hours. “W”

352 French Literature II
Reading and discussion of a selected series of literary works from the authors of the French Enlightenment 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 hours. “W”

353 French Literature III
Reading and discussion of a selected series of literary works from the authors of the various literary schools of 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 hours. “W”

354 French Literature IV
Reading and discussion of a selected series of literary works from the authors of 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: FR 202. Three hours. “W”

361 French Culture through the Media Arts
A study of current and popular French culture and society as perceived and created through various forms of media art (film, news sources, painting, sculpture). Prerequisite: FRE 202. Laboratory fee $25. Three hours.

401 Special Topics in French Language and Literature
This course offers opportunities for concentration in various areas of interest within the discipline such as specialized topics or literary criticism, film, civilization and culture or linguistics. Open only to French majors with junior or senior standing, to others only with the permission of the instructor. May be repeated once for additional credit. Laboratory fee $25. Three hours.

492 Senior Integration Paper in French
This research project is required of all students majoring in French and is to be taken in addition to the eight 300/400 level courses required for the major. The paper/project is to be written and defended entirely in French. The student will explore and analyze a topic related to the discipline of French in light of Christian philosophy. The study will ordinarily result in a written paper of between 15 and 20 pages, although 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: a minimum of seven (7) 300/400 level courses completed. Laboratory fee $25. Three hours. “S”

German Courses (GER)
All students who have already begun German language studies in high school are expected to sit for a language placement examination at the beginning of their first semester of enrollment. This placement will determine if the student has proficiency to fulfill the core foreign language requirement, and/or at what level the student would begin courses at Covenant.

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. Laboratory exercises are a required component of these courses. Aspects of German culture will also be explored. Laboratory fee $25 each semester. Four hours 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. Laboratory fee $25 each semester. Three hours each. HUM
310 German Conversation
Instruction is given in speaking and understanding German in a variety of social and professional situations. Prerequisite: GER 202. Laboratory fee $25. Three hours. “S”

315 German Conversation and Reading
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. Laboratory fee $25. Three hours. “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. Laboratory fee $25. Three hours.

330 German Civilization and Culture
A survey of Germanic history and culture from the Middle Ages to the present. The course examines political, social, intellectual, literary and artistic trends, as well as certain influential figures. Prerequisite: GER 202. Laboratory fee $25. Three hours.

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 hours. “W”

351 German Literature I
Reading and discussion of a selected series of literary works from the authors of the Middle Ages to the start of the period of the Enlightenment to develop enjoyment in reading literature in the original German and an appreciation for the richness and variety of the literature. Prerequisite: GER 202. Three hours. “W”

352 German Literature II
Reading and discussion of a selected series of literary works from the authors of the Enlightenment, through the Sturm und Drang until the end of Romanticism to develop enjoyment in reading literature in the original German and an appreciation for the richness and variety of the literature. Prerequisite: GER 202. Three hours. “W”

353 German Literature III
Reading and discussion of a selected series of literary works from the authors of the Post-romantic period to the end of the First World War to develop an enjoyment in reading literature in the original German and an appreciation for the richness and variety of literature. Prerequisite: GER 202. Three hours. “W”

354 German Literature IV
Reading and discussion of a selected series of literary works from the authors of the Post-World War I era, through the years of the Third Reich to the present day to develop an enjoyment in reading literature in the original German and an appreciation for the richness and variety of literature. Prerequisite: GER 202. Three hours. “W”

361 German Culture through the Media Arts
A study of current and popular German culture and society as perceived and created through various forms of media art (film, news sources, painting, sculpture). Prerequisite: GER 202. Laboratory fee $25. Three hours.

Greek Courses (GRE)

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. Prerequisite: Sophomore standing or permission of the instructor. Four hours each.

277-278 Intermediate Greek I, II
Continued study of New Testament Greek. Emphasis is placed on vocabulary and syntax. Prerequisite: GRE 176. Three hours each.

400 Reading in the Greek New Testament
This course may be an independent study or done as a small class. The purpose of this course is to develop further reading skills in Koine Greek. The amount of credit will be determined by the amount of translation done. There will be continued work in vocabulary and grammar. Pre-requisite: GRE 278. One to Three hours.

Hebrew Courses (HEB)

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. Prerequisite: Sophomore standing or permission of the instructor. Four hours each.

200 Intermediate Hebrew and Reading in the Hebrew Old Testament
This course may be an independent study or done as a small class. The purpose of this course is to develop further reading skills in Biblical Hebrew. The amount of credit will be determined by the amount of translation done. There will be continued work in vocabulary and grammar. Prerequisites: completed at least one year of Biblical Hebrew. One to Three hours.
Spanish Courses (SPA)

All students who have already begun Spanish language studies in high school are expected to sit for a language placement examination at the beginning of their first semester of enrollment. This placement will determine if the student has proficiency to fulfill the core foreign language requirement, and/or at what level the student would begin courses at Covenant.

**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 $25 each semester. Four hours 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. Laboratory fee $25 each semester. Three hours each. HUM

**310 Spanish Conversation**
Instruction is given in speaking and understanding Spanish in a variety of social and professional situations. Prerequisite: SPA 202. Laboratory fee $25. Three hours. “S”

**315 Spanish Conversation and Reading**
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. Laboratory fee $25. Three hours. “S”

**320 Spanish Phonetics and Diction**
A detailed study of fine points of pronunciation, with extensive oral/aural practice to develop a more correct pronunciation and accent. Prerequisite or to be taken concurrently: SPA 202. Laboratory fee $5. Three hours.

**331 Hispanic Civilization and Culture I**
A survey of peninsular Spanish history and culture from antiquity to the present. The course examines political, social, intellectual, literary and artistic trends, as well as certain influential figures and key types of architecture. Prerequisite: SPA 202. Laboratory fee $25. Three hours.

**332 Hispanic Civilization and Culture II**
A survey of Hispanic history and culture in Latin America (and North America) from the pre-Columbian era to the present. The course examines political, social, intellectual, literary and artistic trends, as well as aspects of personal values, diversity, education and international Hispanic influence. Prerequisite: SPA 202. Laboratory fee $25. Three hours.

**341-342 Spanish Structure and Stylistics I, II**
A study of fine points of grammar with extensive written practice, including the writing of journals and essays, to develop facility in expressing oneself correctly in written form in order to improve critical awareness of stylistics and vocabulary. Each semester will focus on different, lesser-taught structures and nuances of the language. Prerequisite: SPA 202. Three hours for each course.

**351 Hispanic Literature I**
Reading and discussion of a selected series of Peninsular literary works and authors from the Middle Ages to the end of the nineteenth century to develop an enjoyment in reading literature in the original Spanish and an appreciation for the richness and variety of literature. Prerequisite: SPA 202. Laboratory fee $25. Three hours. “W”

**352 Hispanic Literature II**
Reading and discussion of a selected series of Peninsular literary works and authors from the end of the nineteenth century to the present to develop an enjoyment in reading literature in the original Spanish and an appreciation for the richness and variety of literature. Prerequisite: SPA 202. Laboratory fee $25. Three hours. “W”

**353 Hispanic Literature III**
Reading and discussion of a selected series of Latin American literary works and authors from the colonial era to the present to develop an enjoyment in reading literature in the original Spanish and an appreciation for the richness and variety of literature. Prerequisite: SPA 202. Laboratory fee $25. Three hours. “W”

**361 Hispanic Culture through the Media Arts**
A study of current and popular Hispanic culture and society as perceived and created through various forms of media art (film, news sources, painting, sculpture). Prerequisite: SPA 202. Laboratory fee $25. Three hours.

**401 Special Topics in Spanish Language and Literature**
This course offers opportunities for concentration in various areas of interest within the discipline such as specialized topics or literary criticism, film, civilization and culture or linguistics. Open only to Spanish majors with junior or senior standing, to others only with the permission of the instructor. May be repeated once for additional credit. Laboratory fee $25. Three hours.
492 Senior Integration Paper in Spanish
This research project is required of all students majoring in Spanish and is to be taken in addition to the eight 300/400 level courses required for the major. The paper/project is to be written and defended entirely in Spanish. The student will explore and analyze a topic related to the discipline of Spanish in light of Christian faith. The study will ordinarily result in a written paper of between 15 and 20 pages, although 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: a minimum of seven (7) 300/400 level courses completed. Laboratory fee $25. Three hours. “S”

History and Politics
Department Faculty
Richard Follett
Jay Green
Cale Horne
Alicia Jackson
Paul Morton

Department Goals
The Department of History and Politics believes that historical thinking is an essential feature of faithful living. In our classes, we aim to help cultivate in students the skills, knowledge, and virtues necessary for thinking historically. To think historically is to read all dimensions of the creation with a keen and subtle awareness of how they were shaped by processes rooted in the remote and the recent past. It also involves understanding past events, ideas, institutions, and civilizations within their thick and varied contexts. The department offers both a major and minor in history to achieve these goals, as well as a concentration and minor in political studies to allow students to explore the dimensions of human governance and interstate relations, specifically.

For General Education
The department will help students taking history or politics courses within the core curriculum to understand the shape, political dynamics, and historical roots of the modern world and to ask questions within their own major fields informed by the realities of historical development.

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, Introduction to History, Historiography, Senior Seminar in History, and the Senior Integration Paper are required for all history majors. Majors in history at Covenant have led to vocations in teaching, journalism, law, government service, pastoral ministry, academic scholarship, and a host of other fields that benefit from a strong foundation in research skills, writing aptitude, and general training in the liberal arts. For further information, the student is urged to consult with anyone within the Department of History and Politics.

French
See Foreign Language.

German and German Studies
See Foreign Language.

Greek
See Foreign Language.

Health Professions
See Biology; Pre-Medical Studies; Pre-Nursing Studies and/or Pre-Physical Therapy Studies

Hebrew
See Foreign Language.
Teacher Certification

History

Students who desire teacher certification in History should complete a BA degree with a major in History, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades 6-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

Additionally, pre-MAT history majors must take the following specific courses as part of their history major:
- Must take either HIS 111 History of the U.S. to 1877 OR HIS 112 History of the U.S. since 1877 as a “D” course (includes Georgia History)
- HIS 213 Formation of Europe
- At least two of the following courses:
  - HIS 305 The History of Political Theory, or
  - POL 202 American Government, or
  - POL 217 Presidential Politics and Elections

Political Science

Students who desire teacher certification in Political Science should complete the history major with a political studies concentration. In addition, they must take the following History and Political Science courses:
- HIS 218 Studies in U.S. Constitutional History
- HIS 305 The History of Political Theory
- POL 217 Presidential Politics and Elections
- POL 200, POL 202, POL 210 (Two of these are already required in the major. A student doing the pre-MAT in political science must take all three.)

Students seeking teacher certification in both History and Political Science should meet both sets of requirements listed above.

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

Requirements for Major in History

The core and distribution requirements for a major in history are those listed for baccalaureate degrees on page 24 with the exception that a course in literature or philosophy is required to fulfill the humanities distribution requirement and a student may not take a politics prefixed course to meet the social science distribution core 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

HIS 111 History of the U.S. to 1877 .......................... 3
HIS 112 History of the U.S. since 1877 .................... 3
HIS 150 Introduction to History “W” ......................... 3
HIS 214 Age of Europe ........................................ 3
HIS 399 Historiography ........................................ 3
HIS 491 Senior Seminar ....................................... 3
HIS 492 Senior Integration Paper “S” ....................... 3
One non-Western HIS elective from HIS 322, 327, 328, 332 or 372 .................................................. 3
History Electives (6 hours can be POL courses at the 200-level or above) ........................................ 15
Total hours for the major ...................................... 39
Total degree hours ................................................ 126

Requirements for Minor in History

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 15 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.

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
HIS electives .......................................................... 9
Total ........................................................................ 15
Requirements for Major in History with a Concentration in Political Studies

The core and distribution requirements for a major in history with a concentration in politics are those listed for baccalaureate degrees on page 24 with the exception that a course in literature or philosophy is required to fulfill the humanities distribution requirement and a student may not take a politics prefixed course to meet the social science distribution core requirement.

Advanced placement for U.S. History Survey I/II or European History Survey allows students to immediately enroll in 200- and 300-level history electives. Students will still need to take 27 credit hours in history and 18 credit hours in politics, but they are exempted from taking HIS 111, HIS 112 and/or HIS 214 if they have taken an advanced placement course in the corresponding area. The advanced placement hours awarded will apply toward the graduation requirement of 126 hours.

Advanced placement for U.S. Government and Politics exempts students from POL 202, though advanced placement in Comparative Government and Politics does not exempt students from POL 200. In either case, students still need to take 27 credit hours in history and 18 credit hours in politics. The advanced placement hours awarded will apply toward the graduation requirement of 126 hours.

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

Major and Supporting Course Requirements

HIS 111 History of the U.S. to 1877 ........................................... 3
HIS 112 History of the U.S. since 1877 ................................. 3
HIS 150 Introduction to History “W” ..................................... 3
HIS 214 Age of Europe ......................................................... 3
HIS 399 Historiography ......................................................... 3
HIS 491 Senior Seminar ....................................................... 3
HIS 492 Senior Integration Paper “S” ................................... 3
HIS electives - Two from HIS 218, 225, 250, 305, 307, 308, 309, 322, 328, 330, 332, 340, 349, 372 ............... 6
POL 105 Introduction to Politics ............................................ 3
Two POL courses: POL 200 Comparative Politics, or
   POL 202 American Government, or
   POL 210 International Relations .................................... 6
POL upper division electives (300-level or above) .............. 9
Total hours for the major .................................................. 45
Total degree hours .......................................................... 126

Students will still need to take 15 credit hours in politics, but they are exempted from taking POL 202 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.

POL 105 Introduction to Politics .......................................... 3
POL 200 Comparative Politics, or
   POL 202 American Government, or
   POL 210 International Relations .................................... 3
POL elective ........................................................................ 3
POL upper division electives (300-level or above) .............. 6
Total .................................................................................. 15

History Courses (HIS)

111-112 History of the United States I, II
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 hours each semester. HUM

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. History majors should complete this course by the end of their sophomore year. Three hours. “W”

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

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

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 hours. HUM

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 hours. HUM

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 hours.

225 Excavating Gotham: Public History in New York City
Historical survey of New York City from colonial times through the present that explores the city as both a resource for the study of public history and an urban landscape for exploration in its own right. Major themes include the urbanization, industrialization, immigration, housing, intercultural relations, “downtown” commerce, machine politics, intellectual life, and the arts. The course also introduces basic concepts, tools, and hands-on experiences in public history. Three hours. HUM

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 hours. HUM

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 hours. HUM

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 dynastic changes, emerged as a nation-state, experienced both Renaissance and Reformation, witnessed the flowering of its literature, and asserted itself as a major sea power. Prerequisite: HIS 214. Three hours.

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 hours.

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 hours.

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 hours.

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 hours.

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: COR 226 or HIS 214 or permission of the instructor. Three hours.

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: COR 226 or HIS 214 or permission of the instructor. Three hours.

309 Modern Germany
A study of modern Germany since 1800, from the Napoleonic era through the “reunification” of Germany in the 1990s. Considerable effort will be given to understanding the place and influence of Germany on Europe and the world. Prerequisite: COR 226 or HIS 214 or permission of the instructor. Three hours.

312 History & Expansion of Christianity I
This course surveys the spread of Christianity from its Middle Eastern origin, its gradual modification from a Semitic to a largely Gentile movement, and its ever-closer identification with central and Western European territories. Special note is taken of the development of Christian doctrine, through the major debates which troubled the Early Church, and of the rise of the Roman papacy. The semester concludes with an examination of a more confident Christian church in medieval times: ready to attempt mission to North Africa, military crusades to the Middle East, and evangelization in the Western Hemisphere. Pre- or co-requisite: BIB 277 or 278. Cross-listed as BIB 302. Three hours. HUM

313 History & Expansion of Christianity II
This course surveys Christian history from the era of the European Renaissance and Reformation of the sixteenth century, the establishing of the Protestant tradition, the eventual Wars of Religion, the transmission of Christianity to the western hemisphere and Asia by trade, colonization, and the rise of the eighteenth century missionary movement. The effects on world Christianity of de-colonization and the major military conflicts of the twentieth-century are especially noted. The future of Christianity as an increasingly non-Western and Global South movement will be noted in detail. Pre- or co-requisite: BIB 277 or 278 Cross-listed as BIB 303. Three hours. HUM

314 America in the Revolutionary Age
A study of late colonial America from the early 1700s through the Revolution and to the eve of 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 hours.

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 hours.

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 hours.

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 hours.

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 hours.

325 Twentieth-Century World History
A survey of political, economic, social, and cultural factors that shaped world history during the twentieth century. Special consideration will be given to the ideas, institutions, events, and social processes that helped create the modern global order. Prerequisite: COR 226 or HIS 214. Three hours.

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 Baaaskap, the political implementation of Apartheid and the long history of black resistance. Three hours.
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 hours.

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 hours.

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 hours.

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 hours.

336 Darwin
The main purpose of this course is to understand the utilitarian and Victorian worldview 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 hours.

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 hours

340 20th Century Foreign Relations
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 hours.

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 hours.

350 Summer Reading Seminar
Guided readings in historical topics. Three hours.

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 hours. HUM

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 hours. HUM

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. Fee: $6. Three hours.

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 hours.

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 hours.

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: HIS 150 and junior or senior standing, or permission of the instructor. Spring semester. Three hours.

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, junior or senior standing, or permission of the instructor. Three hours.

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, junior or senior standing, or permission of the instructor. Three hours.

411 History Internship
Off-campus work that utilizes skills developed by academic study of History and is overseen by an organization or group recognized by the History and Politics Department. Prerequisites: HIS 150, an overall GPA of 2.67 and a history GPA of 3.00 or better and at least one reference in the History and Politics Department who knows the quality of the student’s work and can speak to the student’s dependability and reliability. One hour per 40 – 45 hours of work, up to three hours.

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. Prerequisites: HIS 150 and junior or senior standing. Three hours.

492 Senior Integration Paper in History
Prerequisite: His 491 or permission of instructor. Three hours. “S”

Islamic Courses (ISL)

105 Introduction to Islam
Introduces students to the history and primary texts of Islam and equips them to critically engage topics related to Islam with integrity and insight. A selective, but representative, survey of Muslim history moves from the cultural and religious context of late sixth century Arabia up to the present time. Textual study focuses on the Qur'an, sunna, hadith, and major schools of jurisprudence as they have been interpreted by Muslims over time. Three units. HUM

Political Studies Courses (POL)

105 Introduction to Politics
An introduction to the study of politics as a field of scholarly research and a diverse academic and public profession. The course provides students with an overview of the subfields of political studies and the major bodies of theory relevant to each, as well as an introduction to the various methods commonly used to study political phenomena, and current issues with which scholars are engaged. This course is intended as a gateway to prepare students for all subsequent coursework in political studies, and may be used to help students assess the value of a minor or History concentration in Political Studies. Three hours. SSC
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 examines 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. Three hours. SSC

202 American Government
An introductory course to the governing institutions and politics of the United States. Among modern democracies, the structure of government in the United States is unique. This course introduces students to the country’s governing institutions historically and in detail. Major themes include the dynamics of the federal system, the structures and interactions of the three federal branches, election processes, lawmaking, a survey of major Supreme Court decisions, and the significance of public opinion for government decision-making. Three hours. SSC

210 International Relations
An introductory course to international relations (IR). Traditionally, international relations emphasizes relations among states in the international system, often to the exclusion of other actors and levels of analysis. More recent trends in IR scholarship emphasize the significance non-state actors and forces for international outcomes, ranging from individuals to systemic configurations. This course will introduce students to the range of theories relevant to the study of IR, and examine how these theories are applied to perennial issues of interstate conflict and cooperation, as well as to emerging issues of the contemporary world. Three hours. SSC

217 Presidential Politics and Elections
A broad survey course on the politics of presidential elections in American history. The course will give attention to a historical review of past presidential elections, an analysis of the development of the franchise in United States, the evolving significance of the presidency in American politics, and the current national election. Offered every four years during the presidential campaign season. Three hours. SSC

302 International Organizations
This course examines the role of international organizations (IOs) in the international system. Generally speaking, IOs are created to facilitate cooperation among states (and sometimes other actors) in international politics. However, IOs tend to be weak, and the functions they serve could be accomplished in their absence by states. So why do states invest in the creation of IOs in the first place? Further, can IOs actually exert an effect on international relations? These questions drive scholarly inquiry into IOs. This course will focus on theories of IOs and cooperation, and apply the theoretical debate to specific IOs in the areas of security, economics, and social issues. Attention is given to contemporary issues and debates on IOs’ roles in global affairs. Prerequisite: POL 210 or permission of instructor. Three hours.

310 Public Opinion
This course examines the role of public opinion in politics and best practices in conducting survey research. A fundamental assumption of democratic governance is the accountability of government to the governed. Yet government responsiveness to public opinion is shown to vary across issue areas, time, and developed democracies. Contemporary debates in public opinion scholarship involve different explanations for this variation, as well as attempts to identify the precise mechanisms by which public opinion influences (or fails to influence) policy, the psychological structure (or lack of structure) that contributes to individuals’ policy preferences, and the impact of elite manipulation. While most research on public opinion is confined to the United States, this course will approach public opinion and its accompanying debates in comparative perspective. Attention is also given to survey design and alternatives to the use of surveys in the measurement of public opinion. Prerequisite or concurrent: POL 105 or POL 202 or permission of instructor. Three hours.

317 Presidential Politics and Elections
The same course as POL 217, but with additional assignments for upper-division credit. Three hours. SSC

320 Latin American Politics
A study of the politics of Latin American states in comparative perspective. Emphasis is given to political institutions, regional democratization, economic development and social policies, regional cooperation, and inter-American relations since the proclamation of the Monroe Doctrine. This course is normally taught off-site in a Latin American country. Prerequisite: POL 200 or permission of instructor. Three hours.

325 European Politics
A study of the politics of European states in comparative perspective. More so than any other region of the contemporary world, the domestic politics of European states must be considered in the context of regional integration. To that end, emphasis is given to the puzzles and problems of regional integration that have accompanied the development of the European Union. Attention is given to theories of state sovereignty, the institutional choices embodied in the EU, the organization’s relative successes and failures across issue areas, the heterogeneity of state
preferences, and the abiding significance of national and sub-national politics in the European landscape. Prerequisite: POL 200 or permission of instructor. Three hours.

329 Authoritarian Politics
While particular attention is paid to democracies in the contemporary study of politics, most of the world’s population lives under non-democratic rule. This course introduces students to the complexity of the politics of autocratic states in comparative perspective. Emphasis is given to theories of elite decision-making, types of autocracies and institutions of political repression, the roles of the public, dissident organizations and political entrepreneurs, theories of repression, revolution and rebellion, and the behavior of autocracies in the international system. Special attention will be given to contemporary autocracies. Prerequisite: POL 200 or permission of instructor. Three hours.

335 Terrorism
This course introduces students to the history and politics of terrorism and political violence in the modern world. Attention is given to intra- and interstate terrorism and the theoretical debates how and why terrorism occurs and who participates in it. Three hours.

341 Cyberwarfare and Cyberterrorism
This course explores cyber asset capabilities, limitations, and vulnerabilities associated with cyberwarfare, cyberterrorism and cybercrime. Students will study, analyze, develop and challenge theories on the application of cyber power to achieve geo-political strategic and operational objectives (offensive and defensive). Various definitions of cyberterrorism will be explored, in addition to how cyber weapons works and the unique threats posed to individuals, corporations, and nation states. Topics will also include cyber policy and doctrine, targeting, cyber intelligence, measuring effects, and legal/ethical issues. Three hours.

345 International Security
This course considers the conditions for war and peace between states. War is by definition a ‘rare event’ in international relations, but its destructive nature has made it a subject of intense study and debate throughout history. Special attention is given to competing theories of the causes of war and peace, the relevance of individual, state-level, interstate and systemic variables, the lengthy debate over deterrence, alliances, the importance of discourse, and the meaning of emergent, asymmetric threats for the security of states. Prerequisite: POL 210 or permission of instructor. Three hours.

375 International Political Economy
This course considers the intersection of economics and politics in the context of international relations. Special attention is given to the three major schools of thought that have defined the study of international political economy (IPE): realism/mercantilism, liberalism and Marxism/structuralism. These theories are examined in tandem with contemporary issues and phenomena in IPE, including globalization, dependence and interdependence, issues in the developing world, and the meaning of economic relationships for the security of states. Prerequisite: POL 210 or permission of instructor. Three hours.

390 Special Topics
This course offers opportunities for study in various topics of interest within the field of political studies as need and interest arises. These may be short-term courses offered during the semester or during the summer term. Credit to be determined.

400 Independent Study
Independent study in political studies may be pursued by qualified students in accordance with established guidelines.

401 Seminar in Political Studies
Advances studies in a selected topic in political studies. 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: POL 105, a minimum overall GPA of 3.0, and by written and oral presentations by the student. Prerequisites: POL 105, a minimum overall GPA of 3.0, and at least one reference from the History and Politics Department. Additional requirements may apply. The POL internship may not be used for the fulfillment of elective hours in the Political Studies concentration or minor. Prerequisites: POL 105, a minimum overall GPA of 3.0, and at least one reference from the History and Politics faculty attesting to the quality of the student’s work and qualifications for the internship. One to three hours.

420 Decision Making
Regardless of one's theoretical predispositions, ultimately it is individuals who make decisions, act upon those decisions and influence the political phenomena we observe. It is unsurprising then that theories of political decision making are grounded in classical economical models of individual choice. Broad empirical evidence, however, brings the assumption of the homo economicus into serious question. Beginning with an overview of the agent-structure problem in the study of politics, this course is designed to give students a broad and rigorous overview of traditional and contemporary theories of individual decision making, including rational choice and game theory, behavioral economics, cognitive psychology and prospect theory, and new (controversial) theories based in biology and
evolutionary psychology. Attention will be given to important substantive debates in the literature, including deterrence, social mobilization, and the relevance of individual decision making for interstate outcomes. Prerequisite: POL 105, and POL 329, 345 or 375. Three hours.

Interdisciplinary Studies

Department Faculty
William Dennison
Oliver Trimiew, Jr

Department 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 three academic disciplines, it will not give the same in-depth grasp of a discipline that choice of a major in a single field would.

Acceptance into the 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 24. The “S” course requirement can be met with IDS 202, IDS 350 or any “S” course in one of the student’s disciplines.

Core requirements .......................................................... 58
Electives ................................................................. 21
Minimum total IDS major hours required below ............... 47
Total degree hours .................................................. 126

Major and Supporting Course Requirements
A combined minimum of 48 hours outlined below:

IDS 201 Introduction to Interdisciplinary Studies “W” ...... 3
IDS 492 Senior Integration Paper .................................. 2
IDS Prefix Electives .................................................. 6
A minimum of 6 non-core hours must be earned from IDS prefix courses or other courses approved by the IDS faculty.
Non-core IDS Discipline requirements and electives ....... 36
Minimum total IDS major hours required ..................... 47

A minimum of 36 non-core hours must be earned in three disciplines. This includes a minimum of 12 non-core hours in each chosen discipline. At least 15 of the 47 hours 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. Three disciplines are chosen from the following:

| Accounting * | Linguistics |
| Art         | Marketing * |
| Biblical and Theological Studies | Mathematics |
| Biblical Languages | Missions |
| Biology     | Music      |
| Business *  | Philosophy |
| Chemistry   | Physics    |
| Coaching    | Political Studies |
| Community Development | Psychology |
| Economics   | Sociology  |
| Education   | Spanish    |
| English     | Sports Management |
| French      | Theatre    |
| German      | Youth Ministry |
| History     |

* Of the three business department concentrations (Accounting, Business and Marketing), only one of the three may be included as an IDS concentrations.
Students should consult the respective departments early in their sophomore year to determine the frequency that required courses are offered. Then, begin organizing a draft of future fall and spring semester schedules to insure prerequisites are completed before core and concentration requirements need to be scheduled.

## Course Requirements for Each Discipline:

### Accounting (only one of ACC, BUS & MKT)

- ACC 201 Principles of Accounting I ........................................... 3
- ACC 202 Principles of Accounting II ........................................... 3
- ACC 301 Intermediate Accounting ............................................. 3
- ACC 302 Intermediate Accounting II ........................................... 3
- ACC 305 Cost Accounting ............................................................. 2

Total .................................................................................................. 15

### Art

- ART 301 Art History I ................................................................. 3
- ART 302 Art History II ................................................................. 3

Art electives  
(excluding ART 111 Introduction to Art) ...................................... 6

Total ................................................................................................. 12

### Biblical and Theological Studies

- BIB 372 Hermeneutics ................................................................. 3
- BIB 371 Ethics or  
  BIB 376 Outreach to Contemporary Culture “S” .................. 3
- Bible “book study” course ............................................................. 3
- Missions elective ........................................................................... 2

Total ................................................................................................. 12

### Biblical Languages

- BIB 377-378 Book Study in the Greek Text I, II ..................... 6
- HEB 191-192 Elementary Hebrew I, II ..................................... 8
- GRE 400 Reading in the Greek New Testament or  
  HEB 200 Readings in the Hebrew Old Testament ............ 1-3

Total ................................................................................................. 15-17

### Biology

- BIO 111 General Biology I ......................................................... 4
- BIO 112 General Biology II ......................................................... 4
- Biology elective .............................................................................. 4

Total ................................................................................................. 12

### Business (only one of ACC, BUS & MKT)

- BUS 250 Principles of Management ......................................... 3
- Business electives (BUS prefix courses only) ......................... 9

Total ................................................................................................. 12

### Chemistry

Presupposes H.S. Chemistry & MAT141 College Algebra  
CHE 121 General Chemistry I ...................................................... 4
- CHE 122 General Chemistry II .................................................... 4
- Chemistry electives (CHE 225 or above) .................................. 8

Total ................................................................................................. 16

### Coaching

- PE 250 Foundations of Sport Ministry ...................................... 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 406 Sport Law and Ethics, or  
  PE 407 Sociology and Psychology of Sport ............................ 3
- PE 460 Principles of Coaching .................................................. 3

Total ................................................................................................. 15

### 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 Sci Research Mthds, or  
  ECO 343 U.S. Microeconomic Development Mthds, or  
  ECO 348 International Microenterprise Development, or  
  ECO 465 Econometrics I, or  
  SOC 361 Methods of Social Research ......................................... 3-4
- MIS 202 Theology of Missions, or  
  MIS 203 Missionary Methods and Problems ......................... 3

Total ................................................................................................. 15-16

### Economics

- ECO 201 Principles of Macroeconomics .................................. 3
- ECO 202 Principles of Microeconomics .................................. 4
- Economic electives ..................................................................... 6

Total ................................................................................................. 13

### Education

- EDU 121 Introduction to Teaching ........................................... 3
- EDU 222 Educational Psychology ............................................ 3
- EDU 370 History and Philosophy of American Education .. 3

Education elective from the following:  
- EDU 215 Technology for Educators, or  
- EDU 234 Teaching in a Pluralistic Society, or  
- EDU 266 Literature for Children, or  
- EDU 296/396 Practicum in Education, or  
- EDU 315 Teaching Reading, or  
- EDU 337 Art, Music and PE in the Early Grades, or  
- EDU 342 Essentials of Instruction in the EG, or  
- EDU 361 Education of Exceptional Children ......................... 3

Total ................................................................................................. 12

### English

- ENG 201 Introduction to Literary Studies ............................... 3
- English electives (ENG prefix only) ......................................... 9
  (department will direct the student concerning final 9 hours)

Total ................................................................................................. 12

### French

- FRE 201 Intermediate French I ................................................. 3
- FRE 202 Intermediate French II ................................................. 3
- Upper division French electives .............................................. 6

Total ................................................................................................. 12
German
GER 201 Intermediate German I .............................................3
GER 202 Intermediate German II .........................................3
Upper division German electives ...................................... 6
Total ..................................................................................12

History
HIS 111 or 112 History of the U.S. ...................................... 3
HIS 213 The Formation of Europe to 1550, or
HIS 214 Age of Europe 1550-1871 .....................................3
HIS upper division electives (300-level or above) ............... 6
Total ..................................................................................12

Linguistics
LIN 150 Introduction to Linguistics ..................................... 3
LIN 310 Syntax ................................................................. 3
LIN 315 Phonology ......................................................... 3
Linguistics Elective (LIN prefix or PHI356 Phil of Lang)... 3
Total ..................................................................................12

Marketing (only one of ACC, BUS & MKT)
MKT 300 Principles of Marketing ....................................... 3
MKT 332 Consumer Behavior .............................................3
MKT 335 Promotion ......................................................... 3
MKT 410 Marketing Research .............................................3
MKT 415 Marketing Management ..................................... 3
Total hours for the concentration .....................................15

Mathematics
MAT 145 Calculus I ...........................................................4
MAT 146 Calculus II ......................................................... 4
MAT 247 Calculus III .........................................................4
MAT 258 Differential Equations ........................................4
(if calculus was taken in high school or at another
institute, then Calculus I would not be required)
Total ..................................................................................16

Missions
MIS 202 Theology of Missions ......................................... 3
MIS 302 World Religions, or
MIS 303 Alternative Religious Movements ....................3
Biblical Studies elective ...................................................3
Missions elective ............................................................. 3
Total ..................................................................................12

Music
MUS 102A-108A, 202A-208A Applied Mus: 4 semesters...4
MUS 111 Performance Seminar: 4 semesters ................. 0
MUS 162 Elementary Concepts of Musical Structure ....... 3
MUS 164 Aural Comprehension I ...................................... 2
MUS 171 Introduction to Musical Style ............................3
Ensemble or additional applied music, 2 semesters ..........2
Music electives to complete 17 hours of concentration ...2
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, or
PHI 254 20th Century Continental Philosophy .......... 6
Philosophy elective ................................................................ 3
Total ..................................................................................12

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

Political Studies
POL 105 Introduction to Politics ....................................... 3
POL 200 Comparative Politics, or
POL 202 American Government, or
POL 210 International Relationships ......................... 3
POL upper division electives (300-level or above) ......... 6
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
SOC 141 Principles of Sociology ..................................... 3
Sociology electives (consult Sociology Dept.) ............... 9
Total ..................................................................................12

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

Sports Management
BUS 250 Principles of Management ......................... 3
PE 250 Foundations of Sport Ministry ......................... 3
PE 275 Athletics in Secondary and Higher Education, or
PE 318 Sport Facility and Event Administration .......... 3
PE 405 Management in Sport ...................................... 3
PE 406 Sport Law and Ethics ....................................... 3
Total ..................................................................................15
Theatre
THT 101 Company Muster I (first term as concentration) ....... 0
THT 102 Company Muster II (every semester enrolled
as a minor; minimum of 3 times after THT 101:
may substitute THT 103 one time for 102) ............... 0
THT 202 Introduction to Theatre .................................. 3
THT 302 Dramatic Arts and Christian Thought .......... 3
THT Electives:
THT offerings (may include THT 290 more than once),
ENG 266 Reading Film, or
ENG 401 Special Topics in English (if having
a dramatic literature focus), or
ENG 418 Shakespeare**, or
MUS 245 Introduction to Musical Theatre, or
UTC theatre courses* ............................................... 9
Total ........................................................................ 15

* Prerequisite for all UTC coursework. Students must have
completed THT 302 and have the THT Department's
approval before beginning course work at UTC.

** Prerequisite for ENG 418 for theatre students is ENG
201 or permission of the instructor. ENG 201 may also
satisfy the Core Humanities requirement.

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 (IDS)

201 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. Three hour. “W”

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-
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 hours. “S”

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
hours.

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
BNVC 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 hours. This course is also
offered as an elective in the History Department (HIS 336)
and for the philosophy and religion major. Three hours.

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
hours. This course is also offered as an elective for the
philosophy and religion major and an interdisciplinary
studies sociology concentration. Three hours.

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 hours.

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 (HIS 335) and for the philosophy and religion major. Three hours.

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 hours.

345 Athletics, Sports and Religion in the Ancient World
This course is an upper level interdisciplinary research course dealing with the topic of athletics, sports and religion in the Greco-Roman world of the New Testament and early Christianity. The Hellenistic gymnasium, and its attending institutions will serve as the focal point of class research and discussion. Greco-Roman games, sports, and athletic practices posed a significant challenge to the religious commitments and traditions of observant Jews and early Christians who often refused to participate in such pagan activities. Students will learn about the athletics in the Greco-Roman world and compare this background with some of the controversies and problems of sports and athletics both in the ancient world and today. Prerequisites: IDS 204, BIB 277 and COR 225. Three hours.

347 Religion, Sexuality, and Love in the Ancient World
The course will use an interdisciplinary approach to exploring the relationship between religion, sexuality and love in the ancient world, especially the world of the Bible. Thus, theology, biblical studies, literary analysis, archeological studies, art (special lecturer), history, and psychology (special lecturer) will be the primary disciplines used to explore this curricular topic. More specifically, the course will unfold both the human and divine conceptions of love, beauty, pleasure, sacred practices and the sexual ethics of men and women in biblical times. The subtopics of gender, rites of passage, love, courtship, marriage, divorce; adultery, human sexuality and especially, homosexuality will be the focus of readings and discussions. Prerequisites: IDS 204, BIB 277, COR 225 and junior standing. Three hours.

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 hours. “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 hours.

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 hours.

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 hours.

399 Independent Study
See page 30 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 Studies 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**  
This is a senior seminar focused on interdisciplinary research and writing. All requirements and deadlines for the completion of an interdisciplinary senior project/paper are reviewed in this course. Students are expected to present their projects/papers and sustain an oral examination at the end of the course. Two hours.

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**International Studies**

**Program Faculty**
- Antonio Chiareli (Sociology)
- Diana Cochran (Foreign Language)
- Stephen Corbett (Economics & Community Development)
- Kevin Eames (Psychology)
- Brian Fikkert (Economics & Community Development)
- Richard Follett (History & Politics)
- Jay Green (History & Politics)
- Cale Horne (History & Politics)
- Ginner Hudson (Administrative Faculty)
- Jeffrey Humphries (Computer Science)
- Alicia Jackson (History & Politics)
- Russell Mask (Economics & Community Development)
- Paul Morton (History & Politics)
- Tom Neiles (Foreign Language)
- Sanford Shaw (Foreign Language)
- Lance Wescher (Economics & Community Development)

**Program Goals**

By its very nature—complex, interconnected, change-prone, and operating across both levels of analysis and time—the academic study of international phenomena is not amenable to traditional disciplinary boundaries. In recognition of this reality, the international studies (INS) major is multi-disciplinary, with an emphasis in the core disciplines of political studies, history and economics, together with intensive training in foreign languages and research methods. In keeping with the commitment to integrated learning and a biblical consciousness of Christ’s preeminence over all things, the international studies program seeks to unfold the implications of this preeminence by studying the history, politics, and economics of the created order in global context, and by treating the international dimension of human behaviors and institutions as a distinct and critically important area of inquiry.

For the Major Field

Majors will develop a deeper understanding of various international phenomena and will be challenged to think and write critically about these phenomena as Christians. To this end, a common international studies core is required for all international studies majors. Students will emerge from the international studies program with a grasp of the major theories, methods and substantive issues pertinent to the study of international political, social and economic phenomena, coupled with advanced training in a foreign language that will prepare the individual for a career with international dimensions. Specifically, the major will prepare students to pursue careers in government, law, journalism, international non- or inter-governmental organizations, business, the military or academia, among others.

Interested students may contact Dr. Cale Horne (cale.horne@covenant.edu) for more information.

**Requirements for Major in International Studies**

The core and distribution requirements for a major in international studies are those listed for baccalaureate degrees on page 24. The exemption from or completion of six (6) hours of intermediate level foreign language (i.e. FRE, GER or SPA 201 and 202) is required prior to pursuing the INS major foreign language requirements. Students fluent/native in a foreign language may be eligible for additional exemptions, to be determined in consultation with the Foreign Language Department.

Advanced placement for Comparative Politics does not exempt students from POL 200. The advanced placement hours awarded will be credited as electives to the graduation requirement of 126 hours.

<table>
<thead>
<tr>
<th>Core requirements</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>14-15</td>
</tr>
</tbody>
</table>

**Major and Supporting Course Requirements**

**Common International Studies Core**
- ECO 201 Principles of Macroeconomics .................. 3
- ECO 202 Principles of Microeconomics .................. 4
- INS 491 Senior Seminar .................................. 3
- INS 492 Senior Integration Paper “S” .................. 3
- POL 105 Introduction to Politics ‘W’ .................. 3
- POL 200 Comparative Politics .......................... 3
- POL 210 International Relations ........................ 2

Total common INS core hours .................. 22

**Research Methods**
- STA 252 Elementary Statistics: Concepts & Methods, or
- STA 253 Statistics for Decision Making .................. 4

110
Choose one:
CDV 460. Cross-Cultural Soc Sci Research Mthds, or
ECO 465. Econometrics I, or
SOC 361 Methods of Social Research, or
SOC 365 Qualitative Research Methods .......................... 3-4
Total research methods hours ..................................... 7-8

Foreign Language
Choose one:
FRE 310 French Conversation, or
FRE 315 French Conversation and Reading, or
GER 310 German Conversation, or
GER 315 German Conversation and Reading, or
SPA 310 Spanish Conversation, or
SPA 315 Spanish Conversation and Reading ..................... 3
Choose two:
FRE 332 French Civilization and Culture II, or
FRE 361 French Culture through the Media Arts, or
GER 330 German Civilization and Culture, or
GER 361 German Culture through the Media Arts, or
SPA 331 Hispanic Civilization and Culture I, or
SPA 332 Hispanic Civilization and Culture II, or
SPA 361 Hispanic Culture through the Media Arts............ 6
Total foreign language hours ..................................... 9

Electives
Comparative Electives: choose two
CDV 300 Living & Working in a Multicultural Context, or
HIS 307 Modern Britain, or
HIS 308 Modern Russia, or
HIS 309 Modern Germany, or
HIS 322 Modern China and Japan, or
HIS 327 History of South Africa, or
HIS 332 Modern Middle East, or
HIS 372 Modern Africa, or
POL 310 Public Opinion, or
POL 320 Latin American Politics, or
POL 325 European Politics, or
POL 329 Authoritarian Politics ...................................... 6

International Electives: choose two
ECO 400 International Economics, or
ECO 410 Economic Development in the Majority World, or
ECO 450 Health Economics
HIS 305 History of Political Theory, or
HIS 328 Developing World Since 1945, or
HIS 340 US 20th Century Foreign Relations, or
POL 302 International Organizations, or
POL 340 Terrorism, or
POL 341 Cyberwarfare and Cyberterrorism, or
POL 345 International Security, or
POL 375 International Political Economy, or
POL 420 Decision Making ............................................. 6

One additional elective from either the
Comparative or International lists .................................. 3
Total elective hours ..................................................... 15
Total hours for the major .............................................. 53-54
Total degree hours .................................................... 126

International Studies Courses (INS)

491 Senior Seminar in International Studies
Work in this course is applied to the formulation and writing of the Senior Integration Paper. During the semester, students will produce some short research projects, a polished SIP proposal, a sizable working SIP bibliography, and a substantial essay on the topic of their SIP involving thoughtful and critical evaluation of appropriate sources. Required of all international studies majors in the fall semester of their senior year. Prerequisite or concurrent: POL 105, 200, 210, ECO 201, 202. Three hours.

492 Senior Integration Paper in International Studies
Prerequisite: INS 491 or permission of instructor. Three hours. “S”

Law
See Pre-Law Studies.

Maclellan Scholars Program

The Maclellan Scholars Program (MSP) offers courses designed to stimulate the thinking and develop the skills of potential Christian leaders. Students planning to enroll in a four-year program at Covenant College or in the College’s dual-degree program with Georgia Institute of Technology are eligible to be selected as Maclellan Scholars. These courses are required of students designated as Maclellan Scholars; most of them are open to a limited number of other students with the permission of the instructor.

Maclellan Scholars Courses (MSP)

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 hours.

WIC Lecture Course.
Freshman Scholars are required to enroll in the special one-hour 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 hours to avoid the additional tuition charge for a course overload in excess of 18 hours. Pass/fail grading only. One hour.

MSP 253 Leadership in Context
A reading and discussion course that explores the factors that influence living and leading in the modern world. This course considers the ways in which leaders are products of their specific places, responsible to other individuals, understood within community dynamics, and culturally bound. The course will conclude with individual final projects, as designed by the class, drawing on key insights and skills developed in both this class and MSP 143. Required of sophomore Maclellan Scholars. Prerequisite: MSP 143. Three hours.

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 hour.

Marketing
See Business.

Mathematics
Department Faculty
Heunggi Park

Department Goals
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.

Teacher Certification
Students who desire teacher certification in Mathematics should complete a BA degree with a major in Mathematics, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades 6-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

Additionally, pre-MAT mathematics majors must take the following specific courses as part of their mathematics major:
- MAT 270 Discrete Math
- MAT 360 Geometry I OR MAT 361 Geometry II
- See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

Requirements for a Major in Mathematics
The core requirements are the same as those listed for baccalaureate degrees (see page 24) 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
COS 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” .......................... 3
MAT 310 Linear Algebra ............................................. 3

112
MAT 350 Modern Algebra ...........................................3
MAT 460 Real Analysis...........................................3
MAT 492 Senior Integration Paper “S” .........................2
Mathematics electives:
  MAT 270 Discrete Math, or
  MAT 360 Modern Geometry I, or
  MAT 361 Modern Geometry II, or
  MAT 470 Topology, or
  MAT 480 Advanced Topics in Mathematics ...........9
PHI 357 Formal Logic or
  MAT 410 Mathematical 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 253 ......................................................3-4
Total hours for the minor .................................19-20

Mathematics Placement Process
Placement in mathematics courses for those with no
previous college mathematics credit is determined on
the basis of mathematics scores on the SAT or ACT with the
following scale:

<table>
<thead>
<tr>
<th>Placement Level</th>
<th>Minimum Subscore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>SAT Math</td>
</tr>
<tr>
<td>Level 1</td>
<td>Below 540</td>
</tr>
<tr>
<td>Level 2</td>
<td>540</td>
</tr>
<tr>
<td>Level 3</td>
<td>570</td>
</tr>
<tr>
<td>Level 4</td>
<td>600</td>
</tr>
<tr>
<td>Level 5*</td>
<td>Score of 4 or higher on AP Calc AB or higher Test</td>
</tr>
</tbody>
</table>

If a student wishes to attempt to achieve a higher
placement level than originally assigned based on test
scores, there will be a mathematics placement test offered
during New Student Orientation. Scores on the mathematics
placement test may increase a student’s math placement
level, but will not decrease that original placement.

Math Placement Level 1: Students majoring in Art, Bible,
English, Foreign Language, History, IDS (if concentrations
do not require math), Music, Philosophy or Theatre may take
MAT 122 Concepts in Mathematics to fulfill the core
mathematics requirement. Students in majors that require
additional math or statistics that includes Business,
Community Development, Economics, Elementary
Education, IDS (if concentrations require additional math),
International Studies, Mathematics, Psychology, Sociology
or any of the science majors, must take MAT 040
Intermediate Algebra before proceeding with other required
math or statistics courses.

Math Placement Level 2: Students should enroll in MAT
111 Math for Educators if majoring in Elementary
Education; MAT 141 College Algebra if majoring in
Business, Community Development, IDS (with math
concentration), Mathematics or any of the sciences; or MAT
122 Concept in Mathematics for all other majors to fulfill
the core mathematics requirement.

Math Placement Levels 3, 4 and 5 who have no specific
math requirements for their major have fulfilled the core
mathematics requirements and are not required to take an
additional math course.

Math Placement Level 3: Students may take MAT 142
Pre-Calculus, MAT 144 Finite Mathematics, or STA 253
Statistics for Decision Makers.

Math Placement Level 4: Students may take MAT 145
Calculus I.

Math Placement Level 5: Students have credit for
MAT145 Calculus I and may take MAT146 Calculus II.

Mathematics Courses (MAT)

040 Intermediate Algebra
A review of elementary and intermediate algebra designed to
assist students in developing the skills necessary for taking
MAT 141 College Algebra. Prerequisite: Placement level 1.
Four hours institutional credit (institutional credit is not
applicable to the 126 hours required for graduation). Only
offered on a Credit (CR) / No Credit (NC) basis.

111-112 Mathematics for Educators I, II
These courses are a two-course sequence of mathematics
content course (not method course) designed to prepare
students to teach elementary and middle school mathematics
for understanding, as envisioned by the National Council of
Teachers of Mathematics, and as described in their
document Principles and Standards for School Mathematics.
The courses will examine deeply those topics in
mathematics which are relevant for elementary and middle
school teaching. MAT 111 focuses on the problem solving
and arithmetic including why standard algorithms work,
properties of arithmetic, and applications of elementary
mathematics. MAT 112 focuses on the problem solving and
gometry including why various standard formulas and
properties in geometry are valid. Prerequisite: MAT 040 or
placement level 2 for MAT 111: MAT 111 for MAT 112.
These courses only fulfill the core mathematics requirement
for an elementary education major. These courses are not
equivalent to either MAT 122 or MAT 141. Three hours
each.
122 Concepts in Mathematics
This course will introduce a variety of topics chosen from the following: Number systems, finite and infinite sets, geometry, topology, chaos theory, probability, and game theory. This course aims to help students to develop an appreciation for the beauty of mathematics, and for the usefulness of mathematical thinking, by examining particularly surprising results in classical and contemporary mathematics. Prerequisite: Placement level 1. This course fulfills the core mathematics requirement for non-science majors, but does not serve as a prerequisite for any other course. Three hours.

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 253. Prerequisite: MAT 040 or placement level 2. This course fulfills the core mathematics requirement; 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 hours.

142 Precalculus 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 hours.

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

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 hours 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 hours.

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 247. Three hours.

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 hours.

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 hours.

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 hours. “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 hours.

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 hours.
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 hours 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 hours.

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 hours.

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 hours.

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. Three hours per semester.

492 Senior Integration Paper
See page 27. “S”

Quantitative Methods Course (STA)

STA 252 Elementary Statistic: Concepts and 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 040 or higher-level mathematics course, or placement level 2 or higher. Four hours.

STA 253 Statistics for Decision Making
This course explores methods of data collection and analysis for making decisions related to business, economics, and other organizational issues. Topics include descriptive statistics, correlation, the Normal distribution, sampling, surveys, statistical inference, hypothesis testing, and regression. Applications focus on real data analyzed with statistical software. Students learn to think critically about conclusions drawn from data and to apply statistical methods in their own studies. Prerequisite: MAT 141 or higher-level mathematics course, or placement level 3 or higher. Four hours.

Medicine
See Pre-Medical Studies.

Ministerial Training
See Pre-ministerial Curriculum.

Missions
See Biblical and Theological Studies and Missions.
Music

Department Faculty
Scott Finch
Brandon R. Kreuze

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, insights 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 four (4) semesters. The number of semesters required for Performance Seminar is modified when a student studies abroad during any semester and for transfer students in the program. 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, a traditional hymn, an instrumental or vocal accompaniment, sight-reading, two-octave major and harmonic minor scales to four sharps/flats, and vocal warm-up exercises. 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. Music majors are expected to complete their piano proficiency exam by the end of the sophomore year. Music minors who declare piano as their principal area of performance must also demonstrate basic piano proficiency skills.

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.

Accompanist fee: While the Music Department provides an accompanist for voice lessons and jury exams, students may be required by their instructor to rehearse with a staff accompanist in order to be prepared for lessons.

Students pursuing a degree in voice are usually expected to rehearse weekly (30 minutes) with an accompanist and will be assessed an accompanist fee of $125.

Students pursuing an instrumental concentration and who wish to work with a staff accompanist should rehearse weekly (30 minutes) and will be assessed an accompanist fee of $125. Students who perform a recital and utilize the services of a staff accompanist will be charged $250 in the semester during which they perform the event.

Teacher Certification
Students who desire teacher certification in Music should complete the Music Education (Pre-MAT) concentration, in addition to the Common Music Core for the BA degree in music, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor (see page 78). Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades P-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

Music Education (Pre-MAT) Concentration
MUS 202A-208A Applied Music (two semesters at 1 hr) ... 2
MUS 282 Basic Conducting.................................................. 3
MUS 220 Music Arranging and Composition.................... 3
Two courses from:
MUS 252 Introduction to Diction, or
MUS 221 String Methods, or
MUS 222 Woodwind Methods, or
MUS 223 Brass Methods, or
MUS 224 Percussion Methods, or
MUS 351 Vocal Pedagogy.............................................. 6
Music Elective.............................................................. 3
Total hours for the concentration ............................. 17
Requirements for Major in Music
Completion of this program requires a total of 126 hours, including 49.59 hours of music depending on the concentration chosen.

The core and distribution requirements for a major in music are those listed for a baccalaureate degree on page 24, with the exception that a course in art, film or theatre is required to fulfill the fine arts distribution requirement:

Core requirements .................................................. 58
Electives ................................................................. 9-19

Major and Supporting Course Requirements
All students will complete the Common Music Core and choose only one concentration. Courses may not be double-counted in order to complete multiple music concentrations.

Common Music Core
MUS 102A-108B Applied Music (two sems at 1-2 hrs) ... 2-4
MUS 111 Performance Seminar: 8 semesters .............. 0
MUS 162 Elementary Concepts of Musical Structure ...... 3
MUS 164 Aural Comprehension I .................................. 1
MUS 171 Introduction to Musical Style ......................... 3
MUS 200 Piano Proficiency (non-keyboard majors) ........ 0
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 371 History of Western Music to 1700 “W” ............ 3
MUS 372 History of Western Music 1700-1900 “W” ....... 3
MUS 373 History of Western Music 1900 to Present “W” .. 3
MUS 491 Senior Music Seminar and SIP “S” ................. 3
Ensemble: 4 semesters at 1 hr .................................. 4
Common Music Core subtotal ................................... 33-35
Completion of a Music Concentration subtotal ............. 16-24
Total hours for the major ......................................... 49-59
Total degree hours ................................................. 126

Music Concentration Requirements
Applied Music requirements for concentrations require study in one chosen instrument. A secondary instrument may be studied for elective credit.

General Music Concentration
MUS 202A-308B Applied Music (two or four semesters) ... 4
Music Elective 300-400 level from theory, music history, or literature courses .................. 3
Music Electives ....................................................... 10
Total hours for the concentration ......................... 17

Music Education (Pre-MAT) Concentration
MUS 202A-208A Applied Music (2 semesters at 1 hr) ... 2
MUS 282 Basic Conducting ......................................... 3
MUS 220 Music Arranging and Composition .......... 3
Two courses from:
MUS 252 Introduction to Diction, or
MUS 221 String Methods, or
MUS 222 Woodwind Methods, or
MUS 223 Brass Methods, or
MUS 224 Percussion Methods, or
MUS 351 Vocal Pedagogy ..................................... 6
Music Electives ....................................................... 3
Total hours for the concentration ......................... 17

Vocal Performance Concentration
MUS 202B-402B Applied Music: Voice (six semesters) ... 12
MUS 252 Introduction to Diction ................................ 1
MUS 351 Vocal Pedagogy, or
MUS 374 Vocal Literature ........................................ 3
MUS 245 Introduction to Musical Theatre, or
MUS 253 Italian Diction, or
MUS 254 German Diction, or
MUS 255 French Diction, or
MUS 282 Basic Conducting, or
MUS 299 Special Topics, or
MUS 351 Vocal Pedagogy, or
MUS 374 Vocal Literature ........................................ 3
MUS 415 Senior Recital ........................................... 1
Ensemble: 4 semesters at 0-1 hr ................................ 0-4
Total hours for the concentration ......................... 20-24

Piano Performance Concentration
MUS 203B-403B Applied Music (six semesters) .......... 12
MUS 472 Piano Literature Survey, or
MUS 481 Piano Pedagogy ......................................... 3
MUS 282 Basic Conducting, or
MUS 376 Hymnology, or
MUS 441 Church Music Internship, or
MUS 472 Piano Literature Survey, or
MUS 481 Piano Pedagogy, or
MUS 482 Advanced Piano Pedagogy ....................... 3
MUS 415 Senior Recital ........................................... 1
Total hours for the concentration ......................... 19-23

Instrumental Performance Concentration
MUS 204B-408B Applied Music (six semesters) .......... 12
MUS 282 Basic Conducting ......................................... 3
MUS 363 Form and Analysis, or
MUS 381 Advanced Conducting, or
MUS 391 Ensemble Seminar, or
MUS 461 Orchestration, or
MUS 474 Symphonic Literature ......................... 3
MUS 415 Senior Recital ........................................... 1
Ensemble: 4 semesters at 0-1 hr ................................ 0-4
Total hours for the concentration ......................... 19-23
**Organ Performance Concentration**
MUS 208B-408B Applied Music (six semesters) ............12
Two courses from:
   - MUS 282 Basic Conducting, or
   - MUS 362 Counterpoint, or
   - MUS 376 Hymnology, or
   - MUS 441 Church Music Internship ..................6
MUS 415 Senior Recital ..................................1
Ensemble: 4 semesters at 0-1 hr ..........................0-4
Total hours for the concentration ......................19-23

**Church Music Concentration**
MUS 202-308B Applied Music (2 or 4 semesters) ...........4
MUS 252 Introduction to Diction ..........................1
MUS 282 Basic Conducting ..................................3
MUS 376 Hymnology ........................................3
MUS 441 Church Music Internship ......................1
MUS 473 Choral Literature .................................3
Electives
   - (MUS 211 Composition I or MUS 220 Music Arranging and Composition), and MUS 212 Comp II, or
   - MUS 351 Vocal Pedagogy, or
   - MUS 362 Counterpoint, or
   - MUS 381 Advanced Conducting, or
MUS 481 Piano Pedagogy ..................................2-3
Total hours for the concentration ......................17-18

**Piano Pedagogy Concentration**
MUS 203-403 Applied Music: 6 semesters at 1 hr ........6
MUS 415 Senior Recital ......................................1
MUS 472 Piano Literature Survey ..........................3
MUS 481 Piano Pedagogy .....................................3
MUS 482 Advanced Piano Pedagogy .......................3
Total hours for the concentration ......................16

**Theory/Composition Concentration**
MUS 202-208 Applied Music (2 semesters at 1 hr) .........2
MUS 211 Composition I, or
   - MUS 220 Music Arranging and Composition .......1
MUS 212 Composition II .....................................1
MUS 311-312 Composition III, IV ........................2
MUS 362 Counterpoint .......................................3
MUS 363 Form & Analysis ..................................3
MUS 415 Senior Recital ...................................1
MUS 461 Orchestration ......................................3
Total hours for the concentration ......................16

**Requirements for Minor in Music**
MUS 102-108, 202-208 Applied Music: 4 semesters .........4
MUS 111 Performance Seminar: 4 semesters ................0
MUS 162 Elementary Concepts of Musical Structure ........3
MUS 164 Aural Comprehension I ..........................2
MUS 171 Introduction to Musical Style ....................3
Ensemble or Additional Applied Music: 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

**General Music Courses (MUS)**
(Also see courses under Applied Music, Ensembles, History/Literature, Recitals, and Theory/Composition)

**111 Performance Seminar**
A weekly seminar for majors and minors. Seminar includes student recitals, lectures, concert attendance and master classes. Required for 8 semesters for majors, 4 semesters for minors. Materials fee $20 per semester. Zero hours.

**199 Special Topics**
Special courses designed to meet special interests and address current trends in the music discipline. Course content is determined by the department. One to three hours.

**200 Piano Proficiency**
All music majors not studying piano as their principal instrument must attain a level of piano proficiency and pass a piano exam or receive exemption from the department. Zero hours.

**221 String Methods**
Basic techniques, problems and teaching approaches for string instruments. Meets twice each week. One hour.

**222 Woodwind Methods**
Basic techniques, problems and teaching approaches for woodwind instruments. Meets twice each week. One hour.

**223 Brass Methods**
Basic techniques, problems and teaching approaches for brass instruments. Meets twice each week. One hour.

**224 Percussion Methods**
Basic techniques, problems and teaching approaches for percussion instruments. Meets twice each week. One hour.

**252 Introduction to Diction**
The study of the principles of diction for singing and an introduction to the International Phonetic Alphabet (IPA) as it is used in English and Latin. Pronunciation concepts will be supported by recitation and performance of representative song repertoire. One hour.
253 Italian Diction
The study of the pronunciation of the Italian language utilizing the International Phonetic Alphabet. Pronunciation concepts will be supported by recitation and performance of representative song repertoire. Prerequisite: MUS 252. One hour.

254 German Diction
The study of the German language utilizing the International Phonetic Alphabet. Pronunciation concepts will be supported by recitation and performance of representative song repertoire. Prerequisite: MUS 252. One hour.

255 French Diction
The study of the French language utilizing the International Phonetic Alphabet. Pronunciation concepts will be supported by recitation and performance of representative song repertoire. Prerequisite: MUS 252. One hour.

282 Basic Conducting
The study of the skills necessary to conduct a vocal or small instrumental ensemble. Prerequisites: MUS 162, 164. Three hours.

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 hours.

313 Stage Dance
Small group study of standard musical theatre dance routines and choreographers. Each semester features instruction in specific dance styles. May be repeated for credit once and taken for zero credit with permission of the instructor. Zero or three hours.

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. Prerequisite: permission of the instructor. Three hours.

381 Advanced Conducting
A course designed to teach the advanced skills necessary to conduct instrumental music. Prerequisite: MUS 282. Three hours.

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 hours.

400 Independent Study
See page 30 for requirements.

413 Stage Choreography
Study in more advanced dance routines with a focus on the choreography required for a specific Broadway show. Requires audition. May be repeated for credit once and taken for zero credit with permission of the instructor. Zero or three hours.

441 Church Music Internship
Off-campus work that utilizes skills developed by the music major to gain experience in church administration (service planning, budget, committee and church hierarchy, rehearsal structure) and provide opportunity to build leadership. One-three hours. May be repeated for credit.

452 Advanced Vocal Pedagogy
This is a course of supervised studio instruction by advanced voice students. Prerequisite: MUS 351. Three hours.

463 Jazz Improvisation
A study of 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. Requires permission of the instructor. Three hours.

481 Piano Pedagogy
A study of pedagogical methods used in studio teaching, curricula, editions, the physiology of the hand and its relationship to piano technique. Lectures include observation of lessons; students teach weekly. Requires permission of the instructor. Three hours.

482 Advanced Piano Pedagogy
Advanced study of technique and teaching pedagogy applicable to college-level piano study and performance. Prerequisite: MUS 481. Three hours.

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. Three hours. “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 hours.

Applied Music
Some 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. 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:

101A, 201A, 301A, 401A Applied Music: Elective
Private instruction (25 minutes) for non-music majors or minors given in an approved instrument. Requires an additional fee of $430. Zero-one hour.

101B, 201B, 301B, 401B Applied Music: Elective
Private instruction (50 minutes) for non-music majors or minors given in an approved instrument. Requires an additional fee of $755. Zero-two hours.

Private instruction (25 minutes) for music majors and minors given in voice. Requires an additional fee of $330. Zero-one hour.

Private instruction (50 minutes) for music majors and minors given in voice. Requires an additional fee of $660. Zero-two hours.

103A, 203A, 303A, 403A Applied Music: Piano
Private instruction (25 minutes) for music majors and minors given in piano. Requires an additional fee of $330. Zero-one hour.

103B, 203B, 303B, 403B Applied Music: Piano
Private instruction (50 minutes) for music majors and minors given in piano. Requires an additional fee of $660. Zero-two hours.

104A, 204A, 304A, 404A Applied Music: Strings
Private instruction (25 minutes) for music majors and minors given in violin, viola, violoncello, or contrabass. Requires an additional fee of $330. Zero-one hour.

104B, 204B, 304B, 404B Applied Music: Strings
Private instruction (50 minutes) for music majors and minors given in violin, viola, violoncello, or contrabass. Requires an additional fee of $660. Zero-two hours.

105A, 205A, 305A, 405A Applied Music: Woodwinds
Private instruction (25 minutes) for music majors and minors given in flute, oboe, clarinet, saxophone, or bassoon. Requires an additional fee of $330. Zero-one hour.

105B, 205B, 305B, 405B Applied Music: Woodwinds
Private instruction (50 minutes) for music majors and minors given in flute, oboe, clarinet, saxophone, or bassoon. Requires an additional fee of $660. Zero-two hours.

Private instruction (25 minutes) for music majors and minors given in French horn, trumpet, trombone, euphonium, or tuba. Requires an additional fee of $330. Zero-one hour.

Private instruction (50 minutes) for music majors and minors given in French horn, trumpet, trombone, euphonium, or tuba. Requires an additional fee of $660. Zero-two hours.

Private instruction (25 minutes) for music majors and minors given in percussion. Requires an additional fee of $330. Zero-one hour.

Private instruction (50 minutes) for music majors and minors given in percussion. Requires an additional fee of $660. Zero-two hours.

108A, 208A, 308A, 408A Applied Music: Other
Private instruction (25 minutes) for music majors and minors given in unclassified instruments (e.g. organ, bagpipe, etc.). Requires an additional fee of $330. Zero-one hour.

108B, 208B, 308B, 408B Applied Music: Other
Private instruction (50 minutes) for music majors and minors given in unclassified instruments (e.g. organ, bagpipe, etc.). Requires an additional fee of $660. Zero-two hours.

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. Requires an additional fee of $330. Zero-one hour.

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. Requires an additional fee of $330. Zero-one hour each.
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. Requires an additional fee of $330. Zero-one hour each.

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. Requires an additional fee of $330. Zero-one hour each.

415 Senior Recital
The preparation and performance of 30-60 minutes of music in a formal recital. Requires concurrent participation in the Recital Seminar, which will address issues related to scheduling, music preparation, stage presence and decorum, construction of programs, etc. One hour.

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

Ensembles
193-194 Covenant Chorale
The study and performance of standard choral literature. Three hours rehearsal weekly. Members are selected by audition. Materials fee $15 per semester. May be repeated for credit. Zero-one hour.

195 Madrigal Singers, and 196 Chamber Singers
The study and performance of standard choral literature appropriate for small voice groups. Two hours rehearsal weekly. Members are selected by audition. Materials fee $15 per semester. May be repeated for credit. Zero-one hour.

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 $15 per semester. May be repeated for credit. Zero-one hour.

283-284 Covenant Jazz Ensemble
The study and performance of diverse styles of jazz and improvisational methods, voicing and jazz repertory. Three hours rehearsal weekly. Members are selected by audition. Materials fee $15 per semester. May be repeated for credit. Zero-one hour.

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 $15 per semester. May be repeated for credit. Zero-one hour.

293-294 Chamber Orchestra
The study and performance of standard symphonic literature. Three hours rehearsal weekly. Members are selected by audition. Materials fee $15 per semester. May be repeated for credit. Zero-one hour.

295-296 Brass Choir
The study and performance of brass choir literature from the 16th Century to the present. Two hours rehearsal weekly. Members are selected by audition. Materials fee $15 per semester. May be repeated for credit. Zero-one hour.

297-298 Instrumental Ensemble
Woodwind quintet, brass quintet, string quartet, piano trio, percussion ensemble, etc. are arranged according to student needs and performance levels. Zero-one hour.

391 Ensemble Seminar
A seminar analyzing concepts and performance practice applicable to small chamber ensembles of 2-6 instrumentalists with or without keyboard. Requires permission of the instructor. May be repeated for credit. Zero-three hours.

393 Early Music 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. Two hours rehearsal weekly. Members are selected by audition. Materials fee $15 per semester. May be repeated for credit. Zero-one hour.

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

History/Literature
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 hours. FAR
245 Introduction to Musical Theatre
A survey of American musical theatre works, significant performers, directors, composers, choreographers and lyricists of 20th Century Broadway. Three hours. FAR

370 American Music: The Cultural Tapestry
An in-depth study of the historical roots of American music with a focus on the cultural statements present in the development of 20th & 21st Century popular musical culture. Three hours. FAR

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. Prerequisites: MUS 162 and 171 or permission of instructor. Three hours. “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 162 and 171 or permission of instructor. Three hours. “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 162 and 171, or permission of instructor. Three hours. “W”

374 Vocal Literature
A comprehensive study of art song literature. Three hours.

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 hours.

472 Piano Literature Survey
Survey of the solo and didactic repertoire for the piano beginning with the works of J. S. Bach and culminating in the study of twentieth-century music. Three hours.

473 Choral Literature
A survey of the literature of choral music of all periods. Representative literature will be analyzed for structure, performing forces and practice, and aural recognition. Three hours.

474 Symphonic Literature
A survey of the literature for the symphony orchestra including score reading and analysis of symphonies, concertos, tone poems, overtures, and incidental music. Three hours.

Theory/Composition

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. (Does not count towards fulfillment of the music major or minor degree) Three hours. FAR

162 Elementary Concepts of Musical Structure
A study of musical rudiments, elementary diatonic harmony, melodic and harmonic phrase structure and analysis. Prerequisite: Exam placement or permission of the instructor. Three hours.

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. One hour.

220 Music Arranging and Composition
Exploration of techniques and strategies for creating original music and for generating arrangements of pre-existing music. Students will also gain basic aptitude in computer applications for notation, sequencing, and digital audio production. Three hours.

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 162 or permission of the instructor. Three hours.

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. Three hours.

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 or permission of the instructor. Three hours.
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. Two hours.

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 263, or permission of the instructor. Two hours.

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

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 hours.

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 hours.

Natural Science Courses (NSC)
The courses below with LAB course code will satisfy the core natural science lab distribution requirement. These courses may not be applied to the majors in biology, chemistry or physics.

105 Physical Science
An introduction to elementary principles in both chemistry and physics. Students will be taught to think about science from a Reformed, biblical perspective. Physical Science is recommended for elementary education majors. Prerequisites: MAT 122 or above with a “C” or better, or math placement level 3 or above, or a math placement level of 2 where the student is currently enrolled in a mathematics course higher than MAT 122. Three hours lecture. Two hours laboratory. Laboratory fee: $15. Four hours. LAB

106 Issues in Contemporary Biology
An examination of major topics in contemporary biology that raise issues of particular concern for Christians in the early 21st century. Topics covered may include: 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; and human nature issues including sociobiology and related evolutionary explanations for human behavior, morality and religion. Laboratory sessions will focus on understanding science as a human endeavor, taxonomy topics, exercises in genetic engineering and examination of evolutionary theory. Three hours lecture, Three hours laboratory. Laboratory fee: $30. Four hours. LAB

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: $30. Four hours. LAB

108 Concepts of Geology
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: $25. Four hours. LAB

Natural Science
Requirements for a Bachelor of Arts degree with a major in Natural Science with a concentration in Pre-Engineering, see the Engineering section. For a major in Natural Science with a concentration in Pre-Nursing, see the Pre-Nursing section.

Teacher Certification
Students who desire teacher certification in Biology, Chemistry or Physics should complete a BA degree with a major in Biology, Chemistry or Physics along with an Education minor, then enroll in the one-year Master of Arts in Teaching program at Covenant College. Refer to Biology, Chemistry, or Physics sections of the catalog for degree requirements.

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information about the MAT program.
110 Concepts of Physical Geography
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. Two hour laboratory. Laboratory fee: $25. Four hours. LAB

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 111 or above, or math placement level 3 or above. Laboratory fee: $20. Four hours. LAB

115 Science in Perspective
A study of natural science in its historical and philosophical context, paying particular attention to the interplay between the practice of science, and religious and philosophical belief. The course will present a foundation for understanding science from a Christian perspective, and from this vantage point will trace the various philosophical traditions surrounding the growth of science from the Early Modern period to the present. A variety of topics in the physical and biological sciences will be used to illustrate the development of science, and in each case students will focus beyond the science itself to related philosophical and theological considerations. Topics to be discussed: forces and motion, gravity, light, special relativity, quantum theory and atomic structure, properties and molecules of living systems, levels of biological organization, molecular and cellular biology, macro/microevolution and intelligent design theory. Laboratory exercises for this course will attempt to illustrate the human aspects of scientific investigation and provide a foundation for judging the strength of scientific claims. Prerequisite: Sophomore standing or higher; MAT 122 or above, or math placement level 3 or above. Exceptions can be made with permission of the instructor. Laboratory fee: $20. Four hours. LAB

170 Introduction to Engineering
An introduction to the field of engineering. The course will discuss the similarities and differences between the major sub-disciplines of engineering (such as mechanical, electrical, and civil), as well as discuss the needed skills and common tools of engineering. The issues of how Christians view technology will be discussed. One hour.

492 Senior Integration Paper in Natural Science.
See page 27. Two hours.

Nursing
See Pre-nursing Studies.

Organ
See Music.

Philosophy
Department Faculty
William Davis
John Wingard, Jr.

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 24, 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

Major and Supporting Course Requirements

PHI 101 Introduction to Philosophy .................................. 3
History of Philosophy (three of the following):
  PHI 201 Classical to Renaissance, or
  PHI 202 Modern to 19th Century, or
  PHI 253 Contemporary Analytic Philosophy, or
  PHI 254 20th-Century Continental Philosophy .................. 9
PHI 301 Moral Philosophy ............................................ 3
PHI 302 Metaphysics .................................................. 3
PHI 303 Epistemology “W” .......................................... 3
PHI 492 Senior Integration Paper Seminar “S” .................... 2
Philosophical electives * (see list below) .......................... 6
Philosophy electives: any philosophy courses .................... 9
  Total hours for the major ........................................ 38
  Total degree hours .............................................. 126

Requirements for the Minor in Philosophy

PHI 101 Introduction to Philosophy .................................. 3
History of Philosophy:
  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 electives: any philosophy courses .................... 6
  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 24, 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 hours. Further, we have a Biblical Studies Department and not a religion department, and the courses required below are in keeping with the religion courses the department does offer.

Core requirements ......................................................... 58
Electives ................................................................. 29-30

Major and Supporting Course Requirements

BIB 487 Modern Theology ............................................. 3
MIS 302 World Religions ............................................. 3
PHI 101 Introduction to Philosophy “W” .......................... 3
History of Philosophy:
  PHI 201 Classical to Renaissance or
  PHI 202 Modern to 19th Century ............................... 3
  PHI 253 Contemporary Analytic Philosophy or
  PHI 254 20th-Century Continental Philosophy .................. 3
  PHI 301 Moral Philosophy ........................................ 3
  PHI 304 Philosophy of Religion .................................. 3
  PHI 492 or BIB 492 Senior Integration Paper “S” ............ 2 or 3
Philosophical elective * (see list below) .......................... 3
Philosophy electives: any philosophy courses .................... 6
Religion electives: philosophical electives that are
  BIB courses * (see list below) .................................. 6
  Total hours for the major ...................................... 38-39
  Total degree hours ............................................. 126

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
  PHI 301 Moral Philosophy ........................................ 3
  PHI 304 Philosophy of Religion .................................. 3
  PHI 492 or BIB 492 Senior Integration Paper “S” ............ 2 or 3
Philosophical elective * (see list below) .......................... 3
Philosophy elective: any philosophy course ....................... 3
Religion elective: philosophical electives that are
  BIB course * (see list below) .................................. 3
  Total hours for the minor ...................................... 18

* Philosophical electives: In addition to any PHI-prefixed course, the following courses may be taken as philosophical electives:
  BIB 302, 303, 372, 373, 376, 383, 386, 387, 388, 487;
  COS 425, ECO 430, EDU 370, ENG 380, HIS 305, 399;
  IDS 310, 335; MAT 290, 360, 410, 470; MIS 302,
  MUS 372, NSC 115; PHY 351, PSY 306, 360; SOC
  342, 402.

Requirements for Double Majors

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

1. Count up to six (6) hours of philosophical electives in the other major discipline also as Philosophy electives in addition to the six hours of philosophical electives already required for the Philosophy or Philosophy & Religion major. (Philosophical electives with prefixes other than “PHI” are "philosophically rich" courses in that they devote significant attention to the metaphysical,
epistemological and/or ethical foundations of another discipline. For the list of approved philosophical electives, please see above.)

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 (PHI)**

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

**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 hours. HUM

**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 hours. “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 hours. “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 hours. “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 hours.

**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 hours.

**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 hours.

**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 hours.

**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 hours.
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 hours.

299 / 399 Special Topics
This course offers opportunities for study in various topics of interest within the field of philosophy. These may be short-term courses offered during the semester or during the summer term. Topics will be decided upon by the philosophy faculty as need and interest arise. Credit to be determined.

301 Moral Philosophy
An examination of classical and contemporary theories in moral philosophy. Attention will be given both to metaethical issues (such as the question of whether there is an objective moral order and the question of the relation of God to ethics) and to historically important normative ethical theories (such as Kantian ethics, utilitarianism, and virtue theory). The course will also focus on the distinctives of Christian ethics from a philosophical perspective. Finally, some consideration will be given to application of moral norms in the context of one or two moral issues of contemporary importance. Prerequisite: PHI 101 or permission from the instructor. Three hours.

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 hours. “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 hours. “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 hours.

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

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 hours.

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 hours.

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 hours.

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 hours.

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, and at least one of PHI 201, 202, 253 or 254. At least one of PHI 301, 302, or 303 is recommended. Three hours.

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 hours.
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, 202, 253 or 254; and at least one of PHI 301, 302, or 303. One hour per 40 hours of work, up to three hours. “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, 202, 253 or 254, and at least one of PHI 301, 302, or 303. Senior standing. Two hours. “S”

Physical Education

Department Faculty
Brian Crossman

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.

Since upper division Physical Education courses are offered on an every fourth semester rotation, students desiring to minor in Physical Education or use the Coaching or Sports Management IDS disciplines need to begin taking courses in those areas by the first semester of their sophomore year if they plan to finish the requirements in four years. Failure to do so will probably cause the student to take course work beyond the traditional four year program.

Requirements for Minor in Physical Education – Coaching
PE 250 Foundations of Sport Ministry ........................................ 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 406 Sport Law and Ethics .................................................. 3
PE 407 Sociology and Psychology of Sport .............................. 3
PE 460 Principles of Coaching ................................................. 3
Total hours for the minor ..................................................... 18

Requirements for Minor in Physical Education – Sports Management
BUS 250 Principles of Management ......................................... 3
PE 250 Foundations of Sport Ministry ....................................... 3
PE 275 Athletics in Secondary and Higher Education .............. 3
PE 318 Sport Facility and Event Administration .......................... 3
PE 405 Management in Sport .................................................. 3
PE 406 Sport Law and Ethics .................................................. 3
Total hours for the minor ..................................................... 18

Physical Education Courses (PE)

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 hours.

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 hour.
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 hour.

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 hours. “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 hours.

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 hours.

275 Athletics in Secondary and Higher Education
This course examines the historical and contemporary development of athletics within secondary schools and American institutions of higher learning. An emphasis is placed on the concepts and ideas that underlie the evolution of and major problems associated with contemporary secondary and intercollegiate athletics. Three hours.

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 hours. “S”

318 Sport Facility and Event Administration
The purpose of this course is to introduce students to principles and practices of planning, funding, maintaining, and managing facilities and events associated with the industry of sport. Three hours.

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: $25. Three hours.

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 hours.

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. Two hours.

337 Individual and Team Sports I
This course studies the teaching, coaching and officiating methods in basketball, soccer, and tennis. Prerequisite: approval of instructor. Three hours. “S”

338 Individual and Team Sports II
This course studies the teaching, coaching and officiating methods in volleyball, football, and indoor racquet sports. Prerequisite: approval of instructor. Three hours. “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 hours.

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 hours. “S”
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 principles that most directly affect the actions and activities of sports professionals will be presented by selected case studies. Prerequisite: Approval of instructor. Three hours. “S”

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 hours.

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 hours.

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 hours.

450 Structure and Methods of Sport Ministry
This course instructs on 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 hours.

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 hours. “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 hours.

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 450. Three hours.

492 Senior Integration Paper in Physical Education
See page 27.

493 Physical Therapy Practicum
Work experience under a certified physical therapist with patients needing various kinds of physical therapy. Prerequisite: approval of department head. Three hours.

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 hours.

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 hours.

Physical Therapy
See Pre-Physical Therapy Studies.

Physics

Department Faculty
Phillip Broussard
Donald Petcher
Curtis Stern

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.

Teacher Certification

Students who desire teacher certification in Physics should complete a BA degree with a major in Physics, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT. program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades 6-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.

Requirements for a Major in Physics

The core requirements are the same as those listed for baccalaureate degrees in general (see page 24), 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 be taken to satisfy the humanities distribution requirement.

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

Major and Supporting Course Requirements

COS 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
Chemistry or Biology electives .............................. 8
Supporting course subtotal .................................. 31

PHY 231-232 General Physics I, II “W” * ...................... 8
PHY 233 Optics and Modern Physics .................... 4
PHY 321 Statics ........................................... 3
PHY 322 Dynamics ....................................... 3
PHY 341 Electromagnetism I ............................... 3
PHY 351-352 Quantum Mechanics I, II ..................... 6
PHY 450 Advanced Physics Lab ......................... 3
PHY 490 Science Seminar “S” ......................... 1
PHY 491 Perspectives on Science ................... 2
PHY 492 Senior Integration Paper .................... 2
Physics elective ........................................ 3
Major course subtotal ..................................... 38
Total hours for the major ................................ 69
Total degree hours ..................................... 126

* PHY 231 General Physics I serves as a multifaceted preparation for other aspects of the college program. These goals cannot be met by transfer of PHY 231 from another institution into Covenant. For details, see the FAQ on the Physics Department website at Physics.covenant.edu.

Requirements for Minor in Physics

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

Physics Courses (PHY)

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 for PHY 131: MAT 142 or equivalent, or permission of the instructor; for PHY 132: PHY 131. Three hours lecture. Three hours laboratory. Laboratory fee: $20. Four hours 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, and simple harmonic motion. Prerequisite: MAT 145 or permission of instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $20. Four hours. “W” LAB

232 General Physics for Scientists and Engineers II

This is the second semester of the calculus-based physics sequence for scientists and engineers, covering waves and sound, fluids, solids, thermodynamics, electricity, and magnetism. Prerequisite: PHY 231, co-requisite: MAT 247 or permission of the instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $20. Four hours. “W”
233 Optics and Modern Physics
This is a continuation of the calculus based physics sequence covering optics and the two “twin pillars” of modern physics: relativity and quantum theory, including simple kinematic and dynamic investigations in special relativity, the twin paradox, a derivation of $E = mc^2$, the historical developments of quantum theory, the Schrödinger equation and the solution to the hydrogen atom. Prerequisites: PHY 232, MAT 247 or the permission of the instructor. Three hours lecture. Three hours laboratory. Laboratory fee: $20. Four hours.

235 Modern Physics II
This is a course dealing with a survey of modern physics concepts and how quantum mechanics is applied in a variety of areas. After a coverage of statistical physics, applications are considered in molecular, solid state, nuclear, and elementary particle physics. Topics in astrophysics and cosmology will also be considered. This course should be taken by all those who desire certification for teaching physics on the secondary level. Prerequisite: PHY 233. Three hours.

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 hours.

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 hours.

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 hours.

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 hours.

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 hours.

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

375 Gravity
A study of Einstein’s general theory of relativity, a theory which connects gravity with the geometric structure of spacetime. In this course we will begin with a review of the special theory of relativity, and then gradually introduce changes to the background geometry of spacetime until we work up to the general equations of the theory. Along the way we will study various solutions to the equations, which will include spherically symmetric stars, black holes, gravitational waves, and models for cosmology. Prerequisites: PHY 233 and MAT 258 or permission of the instructor. Three hours.

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 hours.

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 hours.

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

441 Statistical Mechanics
A study of the basic concepts and techniques in the statistical mechanical description of thermodynamics. Prerequisites: PHY 231-233 and COS 130, or permission of the instructor. Three hours.

450 Advanced Physics Lab
Students complete an individual research project conducted and reported under supervision of a faculty member. Six hours laboratory. Laboratory fee: $20. Three hours.
461 Research in Physics: Thin Films
A semester of research into thin films can be carried out by qualified students. This course includes learning the operation of film production equipment as well as characterization of thin films. This course can be taken more than once for credit, but cannot be counted as a physics elective for the major or minor. Prerequisite: Permission of the instructor. Three hours per semester.

480 Science Seminar
See PHY 490 for a description. This zero credit option is for those who wish to place the course on their official schedule, so as to avoid being scheduled for work-study or some other obligation during the time of science seminar. Students who are not giving a talk should not take the course for credit. Pass/Fail. Repeatable. Zero hours.

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 hour. “S”

491 Perspectives on Science
This course studies historical, philosophical and theological considerations in relation to 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 junior standing. Two hours.

492 Senior Integration Paper in Physics
See page 27.

Pre-Engineering
See Engineering.

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-Medical Studies
Medical schools are seeking students who are much more than narrowly trained technicians. They are looking for service-minded individuals of integrity, who are well developed as whole persons and well informed about the world at large. They want to recruit students that are able to think critically and systematically, who have human relational skills and are well prepared in the foundational aspects of the biological and physical sciences. Covenant’s emphases on theological and spiritual development, on the liberal arts and on challenging coursework make Covenant an ideal environment for premedical education.

Although a science major is not a premedical requirement, most premedical students major in a scientific discipline. Covenant offers rigorous majors in each of the
disciplines in which medical schools specify course prerequisites in the sciences. The faculty members in the sciences have extensive research and teaching experience in their disciplines. They do not see scientific study as an impediment to the faith or as a substitute for faith or as an area of human activity isolated from faith, but they are theologically committed to the principle that scientific study emerges naturally from our commitment to the Creator/Redeemer Lord and our faith in Him should be integral to our work in the sciences.

Those considering pre-medical studies should be aware that due to the challenging nature of medical school prerequisite courses students with combined SAT critical reading and math scores of less than 1200 or ACT composite scores of less than 27 have typically struggled to complete the program. Although admission to medical schools is highly competitive, a majority of Covenant students (85%) who completed the premedical program have been accepted at medical schools across the country and are now engaged in medical studies or have become practicing physicians.

Students considering pre-medical studies should contact Professor Tim Morris at TiMMorris@covenant.edu with any questions and also should see more information in the Biology section.

Although there is some variation among medical schools, the following is a typical medical school prerequisite list.

General Biology (with lab)................................. 2 semesters
Inorganic Chemistry (with lab)........................... 2 semesters
Organic Chemistry (with lab)............................. 2 semesters
Physics (with lab)............................................. 2 semesters
English .......................................................... 1 or 2 semesters
Mathematics (when required)............................. 1 or 2 semesters

Pre-Nursing Studies
Contemporary nursing is a demanding multifaceted calling that utilizes a wide variety of personal characteristics and technical skills such as: compassion, discernment in understanding complex human physical, mental, emotional and spiritual needs, knowledge of disease processes and healing countermeasures, wisdom in approaching ethical issues in modern healthcare, ability to connect quickly and meaningfully with others, perseverance, attention to detail, the ability to quickly learn new methods and new technologies, flexibility in the face of changing health care delivery models, and the ability to responsibly exercise authority and to work under authority.

There are a variety of options for students who want to take advantage of a Covenant education as they prepare for a career in nursing. (A helpful resource on the web that gives a brief description of a variety of nursing education options is www.allnursingschools.com/faqs/progtypes.php).

1. two years of study at Covenant leading to a transfer to a BSN program at another institution. See further description of this option below.

2. a BA in Biology with a Health Professions concentration as a preparation for direct entry into a Master of Science in Nursing (MSN) or an accelerated second degree BSN programs. See http://www.aacn.nche.edu/Media/FactSheets/AcceleratedProg.htm for descriptions and a current list of institutions offering these programs. See further description of this option below.

3. a BA in the student’s major of choice, while also taking approximately 25 hours of natural and social science prerequisites for direct entry into an MSN/accelerated second degree BSN program. Prerequisites vary but typically include courses in human anatomy and physiology, microbiology, nutrition, statistics and developmental psychology.

4. an MSN/BA dual degree with Vanderbilt University. See further description of this option below.

Contact Professor Wenger for further pre-nursing information.

Transfer option
By satisfactorily completing two years of 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 participates in a cooperative program with the Nell Hodgson Woodruff School of Nursing of Emory University, Atlanta, Georgia to facilitate this option. Other universities have also accepted our students after their two years of preparation at Covenant. 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. Freshmen also need to consult with their advisor concerning the specific schedule of pre-nursing courses the department plans to offer in the two year period the student plans to attend Covenant so that appropriate plans can be made if specific courses are needed by the student but will not be offered in a particular two year period.

A BA in Biology with a Health Professions Concentration
As nurse practitioners play an increasing role in delivering primary care as well as care in a variety of specialties, deeply and broadly educated nurses will be increasingly in demand. MSN programs now accept well qualified students
who have majored in areas other than nursing in their undergraduate programs. These "direct entry" programs are increasingly offered in an accelerated format of 2-25 years. A full biology major in the Health professions allows able students to take full advantage of the opportunities for Christian academic development at Covenant as well as to keep a wide variety of career options in the health professions open. For more information see the description of the Biology section and the requirements for the health professions concentration.

Dual Degree Program with Vanderbilt University

Covenant participates in a dual-degree program leading to a Master of Nursing Science at Vanderbilt University in Nashville, Tennessee. Students attend Covenant for three years and apply to Vanderbilt’s graduate school during their junior year. 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 specialization in adult health care, primary care, psychiatric-mental health, perinatal nursing, neonatal nursing, parent, child and adolescent, or nursing administration. Further general information on the Vanderbilt MSN programs can be found at http://www.nursing.vanderbilt.edu/msn/index.html and more specific information about the dual degree partnership programs can be found at http://www.nursing.vanderbilt.edu/msn/snrria.html.

Important notes: 1) Although Covenant students have been successful in the Vanderbilt MSN admissions process, admission is competitive and is not guaranteed by simply completing Covenant’s program requirements. 2) Because of the rigorous nature of this program, a minimum combined SAT score of 1100 (sum of the critical reading and math section scores), or composite ACT score of 24 is normally required for those entering the program. Interested students with lower test scores should consult the Biology Department chair before registering for courses required in the program. 3) In order to finish the Covenant portion of the dual degree requirements in 3 years, students in the program may need to take the required Microbiology course and a social science elective course during a summer term before enrolling at Vanderbilt. Suitable courses are widely available at community colleges may be available during Covenant’s May term. Before taking a summer course, students should get the course approved for transfer (See Professor Wenger).

Requirements for BA/MSN Dual Degree Program

BIB 111 Old Testament Introduction..............................3
BIB 142 New Testament Introduction..............................3
Psychology

Department Faculty
Kevin Eames
Michael Rulon
Phillip Wright

Department Goals
The discipline of psychology is concerned with the examination of human behavior.

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

For the Major Field
For students majoring in psychology, the goals of the Psychology Department are:
1. to provide students with the state-of-the-art understanding of human behavior,
2. to help students develop the capabilities needed to conduct research that adds to our understanding of human behavior,
3. to prepare qualified students for advanced work in psychology,
4. to instill in students the value of competence and professionalism when making application of principles drawn from psychology,
5. to encourage the active involvement by students in departmental activities such as field trips, department colloquia, and ongoing research by faculty members.

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

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

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

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

For further information about the program in psychology, contact the Department of Psychology by emailing: psychdept@covenant.edu.

Requirements for Major in Psychology

The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on page 24, with the exception that a course in economics, finance or sociology is required to fulfill the social science distribution requirement.

Core Requirements .......................................................... 58
Electives ........................................................................... 25-28

Major and Supporting Course Requirements
PSY 100 or 101 General Psychology ................................. 4 or 2
PSY 200 History and Systems of Psychology .................... 3
PSY 205 Psychology as a Profession .............................. 1
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 331 Psychology of Personality ................................. 4
PSY 344 Abnormal Psychology ....................................... 4
PSY 492 Senior Integration Paper in Psychology “S” ........ 2
Psychology electives (300 level or above) ...................... 10
STA 252 Elementary Statistics: Concepts and Methods ..... 4
Total hours for the major ................................................. 40-43
Total degree hours.......................................................... 126
Requirements for Major in Psychology, Concentration in Clinical Psychology

The core and distribution requirements for a major in psychology are those listed for the baccalaureate degrees on page 24, with the exception that a course in economics, finance or sociology is required to fulfill the social science distribution requirement.

Core Requirements........................................... 58
Electives......................................................... 14-16

Major and Supporting Course Requirements

PSY 100 or 101 General Psychology .................... 4 or 2
PSY 200 History and Systems of Psychology .......... 3
PSY 205 Psychology as a Profession ................... 1
PSY 220 Christian Issues in Psychology ................ 3
PSY 261 Introduction to Research Methods “W” ........ 4
PSY 306 Cognitive Psychology ........................... 4
PSY 331 Psychology of Personality ...................... 4
PSY 344, Abnormal Psychology ........................... 4
PSY 345 Counseling and Psychotherapy ................. 4
PSY 346 Behavior Therapy .................................. 4
PSY 349, Professional Issues in Clinical Psychology .. 3
PSY 353 Psychological Assessment ...................... 4
PSY 441 Psychology Internship ........................... 4
PSY 492 Senior Integration Paper in Psychology “S”... 2
Psychology electives (300 level or above) ............... 3
STA 252 Elementary Statistics: Concepts and Methods .. 4

Total hours for the major .................................. 52-54
Degree total .................................................... 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 24, with the exception that a course in economics, finance or sociology is required to fulfill the social science distribution requirement.

Core Requirements........................................... 58
Electives......................................................... 13-17

Major and Supporting Course Requirements

PSY 100 or 101 General Psychology .................... 4 or 2
PSY 200 History and Systems of Psychology .......... 3
PSY 205 Psychology as a Profession ................... 1
PSY 220 Christian Issues in Psychology ................ 3
PSY 261 Introduction to Research Methods “W” ........ 4
PSY 306 Cognitive Psychology ........................... 3
PSY 346 Behavior Therapy .................................. 3-4
PSY 331 Psychology of Personality ...................... 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) ............... 6
STA 252 Elementary Statistics: Concepts and Methods .. 4

Total hours for the major .................................. 52-55
Degree total .................................................... 126

Other courses fulfilling upper-division Psychology Electives

LIN 415 Child Language Acquisition .................... 3
PHI 358 Philosophy of Mind ................................ 3
SOC 244 Social Psychology ............................... 3
SOC 348 Marriage and Family Counseling ............... 3
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

Psychology Courses (PSY)

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: $40. Four hours. SSC

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: $40. Two hours.

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. Three hours.

201 Psychology Classics
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 hours.

205 Psychology as a Profession
This course familiarizes students with the basic tools students need to succeed as psychology majors and which are transferable to other areas, including scientific reading and writing. Students will also explore the various applications of psychology, how psychology prepares students for success in their interpersonal and occupational pursuits, and what opportunities exist for graduate education in psychology. Prerequisite: Sophomore standing. One hour.

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: STBA. Two hours.

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 hours.

233 / 333 Cross-Cultural Psychology
The field of psychology has come to recognize the importance of cultural mediators in the research and analysis of psychological phenomena. Cross-cultural psychology is the scientific study of human behavior and cultural transmission, exploring the ways in which human thought and behavior are shaped and influenced by social and cultural forces. This course provides students with an expanded psychological framework that explores variations in cultural syndromes, human development, sensation and perception, cognition, emotion, social behavior, personality, mental illness, and psychotherapy. Additional assignments for upper-division credit. Three hours. SSC

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 252 at least concurrently. Four hours lecture. Laboratory fee: $40. Four hours. “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 hours.

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; or Education or Community Development majors and sophomore standing. Three hours lecture and field observations. Four hours. SSC for Education majors only.

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 252. Three hours lecture plus laboratory. Laboratory fee: $25. Three hours.

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 hours.

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 hours.

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 hours.

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 hours.

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 hours.

360 Psychology of Religion
A study of religion from a psychological perspective. Topics include historic development of the psychology of religion, religious development across the lifespan, aspects of religious conversion and experiences, varieties of religious orientation, attitudes, and behaviors, the relationship between religion and personality, and research and assessment methods in the study of the psychology of religion. Prerequisite: PSY 100. Three hours.

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: $40. Four hours.

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 hours.

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 hours.

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 252 or permission of the instructor. Laboratory fee: $25. Four hours.

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 hours.

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 six hours.

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 hours. “S”

Sociology

Department Faculty
Antonio Chiareli
Matthew Vos

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 interactions),
   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 24, with the exception that a course in economics, finance or psychology is required to fulfill the social science distribution requirement. Sociology courses may only be used to fulfill one major 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 Concerns, Social Institutions, and Social Interaction Electives) ........................................ 15
STA 252 Elementary Statistics: Concepts and Methods ..... 4
Total hours for the major ........................................... 32
Total degree hours .................................................. 126

140
Requirements for a Major in Sociology with a Concentration in Intercultural Studies

The core and distribution requirements for a major in sociology are those listed for the baccalaureate degrees on page 24, with the exception that a course in economics, finance or psychology is required to fulfill the social science distribution requirement. Sociology courses may only be used to fulfill one major requirement. This concentration requires a Field Research Practicum that is normally completed during a foreign or domestic May Term trip. This practicum would require May Term fees and associated travel costs.

Core requirements .......................................................... 58
Electives ........................................................................ 21

Major and Supporting Course Requirements

SOC 141 Principles of Sociology ........................................ 3
SOC 229. Cultural Anthropology ..................................... 3
SOC 361 Methods of Social Research “W” ...................... 4
SOC 365 Qualitative Research Methods ......................... 3
SOC 402 Contemporary Social Thought ......................... 3
SOC 419. Social Diversity & Inequality .......................... 3
SOC 445 Field Research Practicum (May Term) .............. 3
SOC 490 Senior Integration Seminar in Sociology “S” ...... 3
STA 252 Elementary Statistics: Concepts and Methods ... 4

Foreign language: Two semesters of intermediate
level language course work (201 and 202) .................. 6
Intercultural Studies elective listed below .................. 3
Social Institutions elective listed below ...................... 3
Social Interaction elective listed below ...................... 3
Sociology course (one) from the Concerns,
Institutions or Interaction electives listed below ........ 3
Total hours for the major ............................................. 47
Total degree hours ...................................................... 126

Intercultural Studies Electives

CDV 300 Living and Working in a Multicultural Context ... 3
EDU 234 Teaching in a Pluralistic Society ..................... 3
HIS 351 History & Culture of African Americans to 1877 .. 3
HIS 352 History & Culture of African Am 1965-present ...... 3
MIS 302 World Religions ............................................. 3
PSY 233 Cross-cultural Psychology ............................. 3
SOC 241 Social Problems .......................................... 3
SOC 317 Community Life and Social Structure .............. 3
SOC 342 Sociology of Religion .................................. 3

Social Concerns Electives

SOC 229. Cultural Anthropology ................................. 3
SOC 241 Social Problems .......................................... 3
SOC 246 Crime and Delinquency ................................ 3
SOC 250 Introduction to Social Work ......................... 3
SOC 317 Community Life and Social Structure .............. 3
SOC 419. Social Diversity & Inequality ......................... 3

Social Institutions Electives

SOC 201 Sociology of Sport ....................................... 3
SOC 341 The Family .................................................. 3
SOC 342 Sociology of Religion .................................. 3
SOC 343 Sociology of Health ..................................... 3

Social Interaction Electives

SOC 244 Social Psychology ....................................... 3
SOC 249 Interpersonal Communication ...................... 3
SOC 347 Relational Counseling ................................ 3
SOC 348 Marriage and Family Counseling .................. 3

*Note: Some special topics courses offered by the department may fulfill requirements in these three areas. Please consult the department chair with questions about particular special topics offerings.

Sociology Minor

Sociology courses fulfilling major or minor requirements may not be used to fulfill a second major or minor requirement.

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

Other course fulfilling Sociology Electives

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

Sociology Courses (SOC)

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(640,657),(989,735)
201 Sociology of Sport
A study of sport from a sociological perspective. Attention is given to such topics as sports and socialization, violence and deviance in sports, gender, race, and ethnicity in sports, sports and the economy, sports and media, the role of sports in high schools and colleges, and the relationship between sports and religion. Three hours. SSC

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 hours. SSC

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 hours. SSC

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 hours. SSC

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 hours.

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 hours.

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 hours.

317 Community Life and Social Structure
An exploration and analysis of the social forces that structure human community. An overview of the process of urbanization in America, and the various ways in which rural and urban community life is organized into diverse social patterns. This course contains a service-learning component. Three hours.

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 hours. SSC

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 hours.

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 hours.

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 hours.

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 hours.

361 Methods of Social Research
An examination of data collection and evaluation techniques in practical research situations. The course will help students understand the mechanics of sociological research, including
topic development, research ethics, survey research, experimentation, and content analysis, and will expose them to both quantitative and qualitative methodologies. Prerequisites: SOC 141; STA 252. Four hours. “W”

365 Qualitative Research Methods
This course is designed to provide students with conceptual tools and research skills in various qualitative methodologies developed in the social sciences. The hands-on approach to the instruction helps students prepare to design and conduct their own group ethnographic research in culturally diverse settings. Specifically, the course covers the theoretical principles and applied techniques of field research, the practice of ethnographic study in culturally specific contexts, and the foundations of qualitative analysis of field data. The thematic emphasis of the course is on intercultural studies. This course is a prerequisite for the May Field Research Practicum course, both of which are integral parts of the Intercultural Studies concentration in sociology. Prerequisite: SOC 229. Three hours.

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 252. Three hours.

419. Social Diversity & Inequality
This course is designed to familiarize students with the presence and circumstances of numerous minority groups in American society. The basic goal of the course is to equip students with general knowledge of race and ethnic relations, and to prepare them for contact with various diverse groups. Prerequisite: SOC 141. Three hours.

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 hours in sociology. Three hours.

445 Field Research Practicum
This course constitutes a field experience in ethnographic research, to take place at a designated intercultural/international location. Students are required to conduct this field research practicum by applying the conceptual tools and practice experience they have received in the Qualitative Research Methods course. A team-ethnography format is employed, with on-site supervision by the teaching faculty. A formal field research-based presentation is required at the end of the term. This May term course constitutes a field practicum prerequisite for the Intercultural Studies concentration in sociology. Prerequisite: SOC 365. Three hours.

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 252. Three hours. “S”
*Note: SOC 490 may be taken concurrently with SOC 402.

Spanish
See Foreign Language.

Statistics
See Mathematics.

Theatre
Department Faculty
Camille Hallstrom
Deborah Kirby

Department Goals
The Department of Theatre seeks to help students to understand the dramatic arts from the perspectives of both informed audience members and godly-wise arts practitioners, by developing both critical and production skills, and developing Christian ethical problem-solving skills as students contemplate the professional theatre and film worlds as a “mission field” in need of Christian intervention.

Teacher Certification
Students who desire teacher certification in Drama should complete a BA degree with a major in Theatre, then enroll in the one-year Master of Arts in Teaching program at Covenant College. To ensure eligibility for entry to the MAT program, it is recommended that you complete the Education Minor. (See page 78.) Two of the courses in the minor, EDU 222 Educational Psychology and EDU 361 Education of Exceptional Children, are required for admission to the program. This program leads to grades P-12 teacher certification through the state of Georgia and through the Association of Christian Schools International (ACSI).

See Dr. Jim Drexler in Brock Hall 303 (jdrexler@covenant.edu) for more information.
Requirements for Major in Theatre

The core and distribution requirements for a major in Theatre are those listed for baccalaureate degrees on page 24, with the exception that a course in art, film or music is required to fulfill the core fine arts.

Core requirements ................................................................. 58
Electives ............................................................................. 22-26

THT = Theatre course at Covenant.
UTC = University of Tennessee at Chattanooga theatre course.*

THT 101 Company Muster I (first term as major) ............. 0
THT 102 Company Muster II (every on-campus
semester not enrolled in 101 or 103) ......................... 0
THT 103 Company Muster III (senior year) ............ 0-1
THT 202 Introduction to Theatre ................................... 3
THT 220 Contemporary Drama “W” ......................... 3
THT 235 Acting I ............................................................. 4
THT 250 Theatre History I “W” ................................. 3
THT 251 Theatre History II “W” ............................... 3
THT 290/390 Production Practicum (2 times one hour) .... 2
THT 297 Voice and Diction, or
THT 397 Accents and Dialects, or
other approved performance elective ....................... 2-3
THT 300 Stage Management, or
THT 390 Prod Practicum Technical Assignment .......... 2
THT 302 Dramatic Arts and Christian Thought .......... 3
THT 310 Playwriting, or
THT 315 Screenwriting ............................................. 3
THT 360 Basic Design ...................................................... 3
THT 370 Professional Development for the Theatre “S” .... 2
THT 402 Dramatic Arts and Christian Thought II, or
THT 435 Acting II, or
THT 450 Directing ............................................................ 3-4
THT 492 Senior Integration Paper ............................. 2-3
UTC 1000r. Performance and Production* ......... 1
UTC 1410 Theatre Practice & Theory (Stagecrafts)* .... 3
Total hours for the major ................................................. 42-46
Total degree hours ......................................................... 126

Recommended electives from other departments:
ENG 266 Reading Film, ENG 401 Special Topics (if has dramatic literature focus), ENG 418 Shakespeare,** MUS 245 Introduction to Musical Theatre, or UTC theatre courses.*

* Prerequisite for all UTC coursework. Students must have completed THT 302 and have the THT Department's approval before beginning course work at UTC.

** Prerequisite for ENG 418 for theatre students is ENG 201 or permission of the instructor. ENG 201 may also satisfy the Core Humanities requirement.

Requirements for Minor in Theatre

THT 101 Company Muster I (first term as minor) .......... 0
THT 102 Company Muster II (every semester enrolled
as a minor; minimum of 3 times after THT 101:
may substitute THT 103 one time for 102) ............... 0-1
THT 202 Introduction to Theatre ................................. 3
THT 220 Contemporary Drama ................................... 3
THT 235 Acting I ............................................................. 4
THT 290 Production Practicum (2 times one hour)
(UTC 1000r Performance and Production may be
substituted for one of these*) .................................. 2
THT 302 Dramatic Arts and Christian Thought .......... 3

THT Electives: Two courses taken from
THT offerings (may include THT 290 more than once),
ENG 266 Reading Film, or
ENG 401 Special Topics in English (if having
a dramatic literature focus), or
ENG 418 Shakespeare**, or
MUS 245 Introduction to Musical Theatre, or
UTC theatre courses* ................................................. 2-7
Total hours for the minor ............................................ 20-25

* Prerequisite for all UTC coursework. Students must have completed THT 302 and have the THT Department's approval before beginning course work at UTC.

** Prerequisite for ENG 418 for theatre students is ENG 201 or permission of the instructor. ENG 201 may also satisfy the Core Humanities requirement.

Theatre Courses (THT)

101 Company Muster I
This course is a pass/fail requirement for theatre majors and
minors to develop a greater sense of collaboration,
community and ensemble as well as provide additional
opportunities for continued development as a Christian
artist. The first semester in the sequence requires
participation in the makeup and auditioning workshops.
Most events also open to interested students outside of the
department. Every semester. Zero hours.

102 Company Muster II
This course is a pass/fail requirement for theatre majors and
minors to develop a greater sense of collaboration,
community and ensemble as well as provide additional
opportunities for continued development as a Christian
artist. Should be repeated each semester a declared theatre
major or minor is in residence unless they are registered for
THT 101 or THT 103. Most events also open to interested
students outside of the department. Every semester. Zero hours.
103 Company Muster III
This course is a pass/fail requirement for theatre majors and minors to develop a greater sense of collaboration, community and ensemble as well as provide additional opportunities for continued development as a Christian artist. Each student is required to attend a theatre-focused professional conference, choice of conference must be approved by the theatre faculty. Most events also open to interested students outside of the department. Every semester. Zero to one hour.

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; introductory discussion of Christian philosophy of dramatic art. Offered every semester. Three hours. FAR

220 Contemporary Drama
A study of European and American masterpieces of drama from the 1960s to the present day from a Christian perspective. Every other spring. Three hours. HUM

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 fall. Four hours. FAR

250 Theatre History I: Ancient Theatre through the Eighteenth Century
This is a survey course examining Western theatre history from the Ancient Greeks, through the Middle Ages, Renaissance, and Restoration up to the 18th century as well as touching on theatre traditions of Asia. Attention will be placed on the dramatic literature of various periods, conventions of production, subsequent interpretations of the literature, the larger historical context for each period and the changing relationship between religion and theatre. Every other fall. Three hours. FAR

251 Theatre History II: Eighteenth Century to Mid-Twentieth Century
This is a survey course examining Western theatre history from the 18th century up through the avant-garde theatre of the 1960’s. Attention will be placed on the dramatic literature of various periods, conventions of production, subsequent interpretations of the literature, the larger historical context for each period and the changing relationship between religion and theatre. Every other spring. Three hours. FAR

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 hours.

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 through the Lessac method, 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 transcription work, oral drill and performance. This class serves as the prerequisite to THT 397. Accents and Dialects. Every other fall. Three hours.

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

300 Stage Management
A course exploring the various tasks and arts which encompass the job of a stage manager in various venues including Equity houses. Prerequisites: THT 202. Offered every other spring. Two hours.

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

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 THT 202, or permission of instructor. Every other spring. Three hours.
315 Screenwriting
This course emphasizes the analysis and writing of film screenplays. It acts as a workshop for understanding story structure and development, and enables the scripting of scenes and short films through several informative lectures and workshops. The goal is to help the student identify and write a short script that is creative, marketable, and effective by Hollywood’s standards, while also reflecting a biblical Christian worldview. Prerequisite: ENG 111 English Composition with a grade of "B" or higher, or permission of instructor. Every other spring. Three hours.

360 Basic Design
This course introduces students to the design process for the theatre in the areas of sets, costumes, lighting and sound. Emphasis will be placed on distilling a play into a design concept, developing a design from that concept and working with other designers to achieve a unified design. Co- or prerequisite: UTC 1410 Stagecrafts. Every other fall. Three hours.

370 Professional Development for Theatre
Course designed to prepare students for work in semi-professional and professional theatre including writing resumes, creating portfolios and preparation of audition monologues. Course will cover areas of interest in acting, design and/or stage management. Offered every other spring. Two hours.

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 THT 290 or equivalent, plus permission of instructor. May be repeated for credit two times. One to three hours.

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: THT 297 or permission of instructor. Every other fall. Three hours.

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 the discipline not fully covered in available courses. Credit to be determined in each case; maximum credit, three hours per semester.

402 The Dramatic Arts and Christian Thought II
A continued study of Christian thought on the arts, with specific reference to theatre and film. Prerequisites: THT 302, and Sophomore standing or permission of the instructor. Offered every other fall. Three hours.

411 Theatre Internship
Experience working in various capacities, as assigned, in a professional theatre. Such capacities may include but need not be limited to acting, directing, stage management, house and publicity, design, set/prop/costume construction, make-up, crewing, work with theatre outreach and/or education ventures of the theatre. Prerequisite: permission of instructor. Three hours.

435 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: THT 235. Four hours.

450 Directing
An upper-division laboratory class in which students will learn the basics of directing plays for the stage as well as direct selections from plays. Prerequisites THT 202 and 235. Offered every other spring. Four hours.

492 Senior Integration Paper
The student will explore and analyze a topic related to the discipline of Theatre in the light of Christian philosophy. The study may result in a written thesis, though often projects such as directing a play, performing a major role, designing a show, etc. are permitted if the student’s first reader deems that the student has successfully completed sufficient preparatory course work. Upon completion of the paper or project, there is a final oral exam. Two or three hours.

UTC Theatre course descriptions for both required and elective courses may be seen at http://www.utc.edu/Academic/TheatreAndSpeech/curriculum.php

Voice
See Music.

Youth Ministries
See Biblical and Theological Studies.
Bachelor of Science  
Adult Degree  
Completion Program  

Early Childhood Education (P-5)  
(BSECE)  

About the Program  
The Bachelor of Science in Early Childhood Education (BSECE) is designed to provide individuals with at least two years of college a pathway to earn a baccalaureate degree and an initial, clear renewable certificate in Early Childhood Education (P-5) from the Georgia Professional Standards Commission (GaPSC), valid for five years.  
The Early Childhood Education certification programs were re-approved and the MAT program approved by the Georgia Professional Standards Commission (GaPSC) in May 2011. Upon completion of these degree programs, passing the GACE Program Admission and Content Assessments, and a clear Personal Affirmation (see certification application form), graduates are eligible to receive an initial clear renewable teaching certificate for the state of Georgia, valid for five years. These graduates are considered program completers and must be recommended for certification within five years of completing the BA, BS or MAT per GaPSC Rule 505.-3-.01.  
See [www.gapse.com](http://www.gapse.com) for information about the GaPSC and [www.gace.ets.org](http://www.gace.ets.org) for information about GACE.  

Upon completion of this program, graduates are also eligible to receive a renewable certificate at the elementary (P-5) level, valid for five years from the Association of Christian Schools International. (See [www.acsi.com](http://www.acsi.com)).  

Structure of the Program  
Completing the BSECE program takes approximately 23 months with classes distributed over four semesters. Field experience is a vital part of the program linking college class discussions 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 two placements. The eight-week placement is in a grade chosen from one of the following grade level groupings: K, 1-3, 4-5. The four-week placement is in a grade from an alternate grade level grouping, choosing from: PreK-K, 1-3, 4-5.  
The student teacher has the full teaching load for a minimum of three weeks of the eight-week placement and for two weeks of the four-week placement.  
The eight-week placement may be in the classroom of employment, providing the student is employed in a self-contained K-5 classroom with a certified teacher. If a student’s classroom of employment is a state-approved PK program with a certified teacher and a certified principal over the building, that student may complete the shorter four-week practicum in their classroom of employment and the longer eight-week placement elsewhere. If a student’s classroom of employment is a PK program that is not state-approved or does not have a certified teacher and a certified principal, that student will need to leave his/her classroom of employment for the entire 12 weeks.  

Teacher Education Program Conceptual Framework  

Purpose Statement:  
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:  

**Domain A: Knowledge**  

1. **Framework.** Apply a biblical worldview to the nature and needs of learners, the role of schools in society, content and professional knowledge, and instruction.  

2. **Student Development.** Use knowledge of human learning and development to provide learning opportunities that support students’ physical, intellectual, emotional, social, and spiritual growth.  

3. **Content.** Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of the subject matter meaningful for students.  

**Domain B: Planning**  

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

5. **Diversity.** Create instructional opportunities adapted to the needs of diverse learners, including differences related to culture, ethnicity, race, language, gender, social class, learning styles, and exceptionality.
Domain C: Instruction
6. Instructional Strategies. Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Domain D: Assessment
8. Assessment. Understand and use formal and informal assessment strategies to evaluate and ensure students’ continuous intellectual, emotional, and social development.

Domain E: Classroom Environment
10. Communication. Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Domain F: Professional Growth
11. Professional Growth. Evaluate effects of choices and actions on others and actively pursue individual and collaborative opportunities to grow professionally as an active, reflective practitioners.
12. Community. Foster relationships with colleagues, parents, and agencies in the larger community to support student learning and well being.

Schedule for Completion of BSECE Program

Note: The Teacher Education Program at Covenant College is governed by the Georgia Professional Standards Commission. Students participating in the Teacher Education Program at Covenant College must submit passing scores on the GACE Program Admission Tests for entry into the program. Upon exiting from the program, students must submit scores for the GACE Content Assessment in their particular field of study. Passing scores on both GACE Program Admission Tests and Content Assessments are required for recommendation for certification for the GaPSC. These required assessments are incorporated into the Gates below.

Gate 1: BSECE Requirements for Admission to Covenant College and the Teacher Education Program (TEP)

- Be at least 23 years of age.
- Be currently employed full-time in an instructional role or other qualifying position
- Have at least one year’s previous experience working in an instructional role in a school setting.

- Submit passing scores on the GACE Program Admission Tests, or acceptable SAT or ACT scores. Acceptable SAT scores: 1000 composite of Critical Reading and Math scores; acceptable ACT scores: 43 composite of English plus Math scores.
- 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.
  - Developmental Psychology ........................................ 3
  - English Composition .................................................. 3
  - Fine Arts Distribution Requirement ** ................. 3
  - Mathematics Core Requirement .................................... 3
  - Natural Science Distribution Requirement ** .......... 3
  - Social Science Distribution Requirement ** ............ 6
  - United States History ................................................. 3
  - Total Designated Credits .......................................... 24
  - Plus additional elective credits .............................. 34
- Total credits required to enter program ........ 58

- Submit an application form with accompanying $25 fee.
- Submit official transcripts from each college or university attended.
- Submit a statement of faith.
- 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 two recommendation forms (one 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 yourself, by your principal (or director) and by your 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.
- Obtain a clear background check using the instructions provided by the Education Department.

PROVISIONAL ADMISSION: If all entrance requirements are not met, a candidate may be provisionally approved to the BSECE Teacher Education Program under these stipulations:
1. An applicant who has not taken the GACE Program Admission Tests, but has met all other admission requirements, may be considered for provisional TEP admission. Prior to admission, the applicant must show proof of registration for the next available GACE test.
2. An applicant who has taken the GACE Program Admission Tests but has not passed all sections, while meeting all other admission requirements, may be
considered for provisional TEP admission. If admitted provisionally, the applicant will work with the Director of the BSECE to develop an Individual Plan for Success (IPS). The IPS may include work in the Writing Center (at the student’s expense), and/or other appropriate steps. Dates for retaking the GACE will be specified in the IPS. The student will meet regularly with the Director to review and refine the IPS.

3. An applicant who does not meet the 2.50 GPA requirement, but has met all other requirements, may be considered for provisional admission.

4. An applicant who is lacking up to six credit hours of the required transfer credits, but who has met all other admission requirements, may be considered for provisional admission.

5. Passing scores on all sections of the GACE Program Admission Tests, completion of all required transfer credits, and a cumulative GPA of 2.50 or higher must be achieved before beginning the third semester of coursework.

6. The subcommittee of the Teacher Application Committee (TAC) will make decisions regarding any exceptions to these stipulations.

NOTE REGARDING GPA
☐ A minimum total institutional GPA of 2.50 must be maintained throughout the program.
☐ A student whose GPA falls below 2.50 at the conclusion of a semester must withdraw from the cohort and retake courses until his/her GPA is at least a 2.50.
☐ A student may retake a particular course in the program only once. If the student fails to achieve at least a “C-“ on the second attempt, that student will be dismissed from the program.
☐ If a student receives a grade below “C-“ in more than two courses, that student will be dismissed from the program.
☐ An appeal of a dismissal 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 the degree program. The student will then be notified in writing of the action on the appeal taken by the subcommittee of the Teacher Application Committee (TAC). If an appeal is granted, the student will be permitted to re-enroll.

Specific Guidelines about transferring in Teaching Field or Professional Education courses:
- The following courses may not be transferred, due to their perspectival nature:
  EDU 120 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 the BSECE Director before registering for any course that he/she intends to transfer to Covenant College.
- If a student’s credit hours drop below 12 for any given semester, that student will not be eligible for financial aid.

Gate 2: Initial Approval for Student Teaching
Persons desiring to student teach must formally apply and be approved by the Teacher Application Committee prior to enrolling in EDU 492 Teaching Practicum Elementary Grades.
☐ Submit a completed Student Teaching Application. Applications will be distributed at the mid-point of the second semester of the program. Complete and submit to the 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 minimum total institutional GPA of 2.50. (Note: This GPA must be maintained throughout the program.)
☐ Have full TEP approval. (No student who has provisional approval to the TEP will be permitted to begin student teaching.)
☐ Receive official notice of initial approval to student teach from the Teacher Application Committee.

Gate 3: Final Approval for Student Teaching
☐ Complete all education courses in the first three semesters with a grade of C- or better by noon, one week prior to student teaching.
☐ Maintain a minimum total institutional GPA of 2.50.
☐ Receive official notice of final approval to student teach.
Gate 4: Student Teaching and Exit from Program

- Complete all education courses with a grade of C- or better.
- Maintain a minimum total institutional GPA of 2.50.
- Take the GACE Early Childhood Education Content Tests at the beginning of the fourth and final semester.
- Submit a completed Georgia Certification Application to the Education Office.
- Confirm that all Placement File materials have been submitted to the Education Office.
- 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.
- Pass EDU 480 Senior Integration Paper.
- Pass EDU 489. *Student Teaching Seminar.*
- Pass EDU 492 Teaching Practicum I and II.

The Developmental Portfolio

The Developmental 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 Developmental Portfolio is a requirement for the successful completion of the Covenant College Teacher Education Program and is completed through LiveText.

LiveText

LiveText is a suite of web-based tools that are used to submit course assignments online for review/assessment as well as to develop the electronic Developmental Portfolio. (See www.livetext.com.)

Teacher Placement Service

A variety of services are offered to TEP students and alumni 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.

Course Requirements for a BS Degree in Early Childhood Education

General Education (Core) Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 251</td>
<td>Biblical Literature for Educators</td>
<td>3</td>
</tr>
<tr>
<td>BIB 252</td>
<td>Christian Doctrine for Educators</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>English Composition</td>
<td>3</td>
<td></td>
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<tr>
<td>Fine Arts Distribution Requirement **</td>
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<tr>
<td>Mathematics Core Requirement</td>
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<tr>
<td>Natural Science Distribution Requirement **</td>
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<td>Social Science Distribution Requirement **</td>
<td>6</td>
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</tr>
<tr>
<td>United States History</td>
<td>3</td>
<td></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.*

**See Core and Distribution Requirements on page 26.**

The Natural Science course is not required to have a laboratory component, but is preferred.

General Electives

Transfer or other Covenant elective courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
</table>

*General Electives* ................................................................. 34

Teaching Field

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 266</td>
<td>Literature for Children</td>
<td>3</td>
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<tr>
<td>EDU 313</td>
<td>Language Arts Content and Skills in the Early Grades</td>
<td>2</td>
</tr>
<tr>
<td>EDU 315</td>
<td>Teaching Reading in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 317</td>
<td>Assessing and Correcting Reading Difficulties</td>
<td>2</td>
</tr>
<tr>
<td>EDU 324</td>
<td>Science Content and Skills in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Math Content and Skills in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 328</td>
<td>Social Studies Content and Skills in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 337</td>
<td>Teaching Art/Music/PE in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 342</td>
<td>Essentials of Instruction in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU 454</td>
<td>Organization/Management of Early Grade Classroom</td>
<td>2</td>
</tr>
<tr>
<td>EDU 480</td>
<td>Senior Integration Paper</td>
<td>2</td>
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*Teaching Field subtotal* .................................................... 29

Professional Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 120</td>
<td>Foundations of Education</td>
<td>4</td>
</tr>
<tr>
<td>EDU 215</td>
<td>Technology for Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDU 222</td>
<td>Educational Psychology</td>
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</tr>
<tr>
<td>EDU 234</td>
<td>Teaching in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Professional Development Experience I</td>
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</tr>
<tr>
<td>EDU 311</td>
<td>Professional Development Experience II</td>
<td>0</td>
</tr>
<tr>
<td>EDU 312</td>
<td>Professional Development Experience III</td>
<td>0</td>
</tr>
<tr>
<td>EDU 361</td>
<td>Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDU 370</td>
<td>History and Philosophy of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 410</td>
<td>Educational Assessment</td>
<td>1</td>
</tr>
<tr>
<td>EDU 489</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDU 492</td>
<td>Teaching Practicum: Elementary Grades</td>
<td>12</td>
</tr>
</tbody>
</table>

*Professional Education subtotal* ........................................ 33

*Degree total* ........................................................................ 126
Education Courses (EDU)

120 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 hours.

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 hours.

222 Educational Psychology
The central concern of this course is the question, “How do people learn?” To answer that question, a biblical view of human beings, their behavior, and their relationship to learning is the starting point. Through this 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 hours.

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 hours.

266 Literature for Children
This course is designed to explore the vast resources in children’s literature. Course participants will consider the value of literature for children, investigate the characteristics of specific genres, and develop criteria for selecting high-quality literature. Participants will consider how a biblical frame of reference informs censorship issues and will read widely across a range of genres and reading levels. Directed field-based experience is required. Three hours.

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. These courses are 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.

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. Course participants examine how oral and written language develop and investigate goals, instructional strategies, and evaluation tools for teaching the six language arts: reading, writing, speaking, listening, viewing, and visually representing (NCTE). Pre-service teachers will be introduced to second language acquisition principles and learn methods for teaching English Language Learners. Directed field-based experience is required. Two hours.

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. Specifically this course addresses knowledge and skills needed to teach phonological awareness, phonics, fluency, vocabulary, comprehension and motivation within a comprehensive literacy framework. Directed field-based experience is required. Three hours.

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 hours.
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 hours.

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 hours.

328 Social Studies Content and Skills in the Early Grades
The course is an introduction to the theory and practice of teaching social studies in the early grades as a function of “placing social studies in the center” of student content learning. 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. Use of both Common Core and Georgia Performance Standards will focus student learning upon the development of an integrative unit plan that is multidisciplinary in nature and uses Lynn Erickson’s Concept-based Instruction as a scaffold. Three hours.

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 hours.

342 Essentials of Instruction in the Early Grades
Essentials of Instruction is designed to introduce the pre-service teacher to professional knowledge and skills of planning with Common Core and Georgia Performance Standards. Instructional activities focus teacher learning upon the place and role of instructional planning on large and small scales – inclusive of curriculum design methodology using Lynn Erickson’s Concept-based Instruction to develop a multidisciplinary integrated unit plan, lesson plans, and affiliated assessments. Research based best practices for planning, managing for learning, assessment, and differentiation will inform principle and practice in the course. Directed field-based experience is required. Three hours.

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 hours.

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 hours.

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; affective assessment; and standardized assessments. Course participants will reflect on current trends and practices in a high-stakes, standards-based environment using a biblical frame of reference. One hour.

454 Organization and Management of the Early Grade Classroom
Organization and Management encourages students to develop knowledge, skills, and dispositions necessary for a structured, but caring classroom community of learners in the elementary school years. Special emphasis will be placed on the role of the Responsive Classroom model to inform and pattern understanding of the developmental, personal, and societal aspects of the world of children with practical implications for building classroom community, problem-solving for behavioral issues, and interacting around classroom values and rules, procedures, and scheduling. Students will draft a management plan based upon the principles and practices of the Responsive Classroom model. Directed field-based experience is required. Two hours.

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 hours.
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 hour.

492 **Teaching Practicum: Elementary Grades**
The professional teaching practicum in the final semester consists of two placements. The eight-week placement is in a grade chosen from one of the following grade level groupings: K, 1-3, 4-5 The four-week placement is in a grade from an alternate grade level grouping, choosing from: PreK-K, 1-3, 4-5 Pass/fail grading only. Prerequisite: Approval to student teach given by the Teacher Application Committee. Twelve hours.

**Bible Courses**

251 **Biblical Literature for Educators**
This course surveys 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 (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 hours.

252 **Christian Doctrine for Educators**
This discussion of Christian beliefs is centered around the following six topics: (1) the Bible, (2) the triune God, (3) sin and its effects, (4) Jesus (5) the Christian church, (6) the study of the last things. The topics will be studied from a scriptural and historical point of view. Three hours.

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

**Semester One:**
- EDU 120 Foundations of Education................................. 4
- EDU 222 Educational Psychology ................................ 3
- EDU 234 Teaching in a Pluralistic Society ........................ 3
- EDU 266 Literature for Children.................................... 3
- EDU 310 Professional Development Experience I ............ 0
- EDU 361 Education of Exceptional Children................... 3

**Semester Two:**
- BIB 252 Christian Doctrine for Educators ....................... 3
- EDU 311 Professional Development Experience II .......... 0
- EDU 315 Teaching Reading in the Early Grades .............. 3
- EDU 324 Science Content and Skills in the Early Grades ... 3
- EDU 326 Math Content and Skills in the Early Grades .... 3
- EDU 342 Essentials of Instruction in the Early Grades...... 3
- EDU 410 Educational Assessment .................................. 1

**Semester Three:**
- BIB 251 Biblical Literature for Educators .................... 3
- EDU 215 Technology for Educators ............................... 3
- EDU 312 Professional Development Experience III ........ 0
- EDU 313 Language Arts Content and Skills in EG .......... 2
- EDU 317 Assessing and Correcting Reading Difficulties ... 2
- EDU 328 Social Studies Content and Skills in EG .......... 3
- EDU 370 History and Philosophy of American Education .. 3
- EDU 454 Organization and Management in Early Grades... 2

**Semester Four:**
- EDU 337 Teaching Art/Music/PE in the Early Grades ...... 3
- EDU 480 Senior Integration Paper ................................ 2
- EDU 489, Student Teaching Seminar ......................... 1
- EDU 492 Teaching Practicum: Elementary Grades ....... 12
Faculty

Year in parenthesis indicates date of joining faculty.

**BAGBY, Amy H.**
Director of the BSECE Program (2009)
MEd, University of Tennessee at Chattanooga
BA, Covenant College

**BARHAM, Robert Erle**
Assistant Professor of English (2012)
PhD, University of North Carolina
MPhil, University of Cambridge-Queen’s College
MA, University of Virginia
BA, Louisiana State University

**BECKMAN, Jack E.**
Professor of Education (2004)
PhD, University of Cambridge
MPhil, University of Cambridge
MEd, Covenant College
BS, Georgia State University

**BROUSSARD, Phillip R.**
Professor of Physics (2000)
PhD and MS, Stanford University
BS, Louisiana State University

**CHIARELI, Antonio**
Professor of Sociology (2007)
PhD and MA, Northwestern University
BA, Macalester College

**COCRAN, Diana D.**
Assistant Professor of Modern Languages (2003)
MA, Reformed Theological Seminary
MA and BA, Florida State University

**CORBETT, Stephen A.**
Assistant Professor of Community Development (2007)
MEd, University of Georgia
BA, Covenant College

**CROSSMAN, Brian F.**
Professor of Physical Education (1984)
DA, Middle Tennessee State University
MEd and BS, Frostburg State College

**DAVIS, William**
Professor of Philosophy and
Coordinator of Faculty Development (1997)
PhD and MA, University of Notre Dame
MA, Westminster Theological Seminary
BA, Covenant College

**DENNISON, William D.**
Professor of Interdisciplinary Studies (1993)
PhD, Michigan State University
ThM and MDiv, Westminster Theological Seminary
BA, Geneva College

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

**DODSON, Rebecca J.**
Associate Dean of the Master of Education Program (1989)
MS, Southern Illinois University at Edwardsville
BA, Covenant College

**DONALDSON, Sarah E.**
Assistant Professor of Education (2012)
PhD and MEd, University of Georgia
BA, Covenant College

**DREXLER, James L.**
Dean of Social Science and the Master of Education program, and Chair of the Education Department (2004)
PhD, Saint Louis University
MEd, University of Missouri
MDiv, Covenant Theological Seminary
BA, Covenant College

**DRYDEN, Jeff**
Professor of Biblical Studies (2007)
PhD, Cambridge University
ThM and MDiv, Covenant Theological Seminary
BEE, Georgia Institute of Technology

**EAMES, Kevin J.**
Director of Institutional Effectiveness and
Professor of Psychology (2003)
PhD and MS, Georgia State University
BA, Florida State University

**FIKKERT, Brian T.**
Professor of Economics & Community Development and
Executive Director of the Chalmers Center (1997)
PhD and MPhil, Yale University
BA, Dordt College

**FINCH, Scott M.**
Associate Professor of Music (2013)
DMA, The University of Arizona
MM, Temple University
BA, Covenant College
FOLLETT, Richard R.
Professor of History (2001)
PhD and MA, Washington University (St. Louis)
BA, Arizona State University

FOREMAN, Clifford W.
Professor of English and Moderator of the Faculty (1986)
PhD and MA, Boston University
AB, Gordon College

GREEN, Jay D.
Professor of History (1998)
PhD, Kent State University
MA, Trinity Evangelical Divinity School
BA, Taylor University

HADDAD, Daphne W.
Professor of Education (1996)
PhD, University of South Carolina
MA, Trinity Evangelical Divinity School
BA, Taylor University

HALL, Jeffrey B.
Vice President for Academic Affairs (1994)
EdD, University of Tennessee
MEd, Slippery Rock University
BA, Grove City College

HALLSTROM, Camille J.
Professor of Theatre (2000)
MFA, University of Pittsburgh
MA, Covenant Theological Seminary
BA, Indiana University of Pennsylvania

HALVORSON, J. Derek
President (2012)
PhD, Loyola University
MA, University of Arizona
BA, Covenant College

HOLBERG, John E.
Research, Instruction and Special Collections Librarian (2003)
MSt, University of Oxford
MA, University of Arizona
MA, University of Nebraska
BA, New Mexico State University

HORNE, Cale D.
Assistant Professor of Political Studies (2011)
PhD, University of Georgia
MA, University of South Carolina
BA, Covenant College

HORNER, Thomas E. Jr.
Resource Sharing and Preservation Librarian (2013)
MLIS, Trevecca Nazarene University
BA, Covenant College

HORTON, Phillip B.
Professor of Education (1998)
PhD, Florida State University
MST, Middle Tennessee State University
BA, Bryan College

HUDSON, Ginner W.
Dean of Instructional Technology (2006)
PhD, Georgia Institute of Technology
MS and BA, Georgia State University

HUFFINES, Sarah L.
Associate Professor of English and Director of Writing Center (2007)
MFA, Pennsylvania State University
BA, University of Florida

HUMPHRIES, Jeffrey W.
Associate Professor of Computer Science (2012)
PhD, Texas A & M University
MS, Georgia Institute of Technology
BS, United States Air Force Academy

HUNT, John M.
Associate Professor of Computer Science (2006)
PhD, Clemson University
MS, Johns Hopkins University
BS, University of Maryland
BA, George Washington University

JACKSON, Alicia
Associate Professor of History (2004)
PhD, University of Mississippi
MA, Louisiana Technical University
BA, Centenary College

JONES, Ronald F.
Associate Professor of Business (2010)
Master of Accountancy, New Mexico State University
BA, Covenant College

JONES, Scott C.
Associate Professor of Biblical Studies (2005)
PhD, Princeton Theological Seminary
MDiv, Reformed Theological Seminary
BA, University of Mississippi
JOSEPH, Kayb W.
Associate Professor of Art (2004)
MFA, University of Michigan
MA, Wheaton College
BA, Hillsdale College

KAPIC, Kelly M.
Professor of Theological Studies (2001)
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History of Covenant College

On April 5, 1955, the Presbytery of the Great Plains met in Wilton, North Dakota, to consider establishing a liberal arts college under the Bible Presbyterian Synod. The College was organized by the Synod and named “Covenant” by Dr. Robert G. Rayburn, the school’s first president. In the fall of 1955, the school began operation at the Pasadena City Church in Pasadena, California. Covenant was to be a Christian liberal arts college acknowledging Christ’s preeminence to help Christians learn to live as active, reforming members of a complex society.

In 1956, Covenant College moved to Creve Coeur in St. Louis County, near St. Louis, Missouri. The first property purchased in St. Louis, from Millstone Construction Company, consisted of twenty-five acres, with one building located in the center that was used for all functions. A number of professors from Faith Theological Seminary near Philadelphia came to St. Louis, and Covenant became a four-year liberal arts college and a three-year theological seminary operated by one board and one administration.

An order of Catholic sisters at St. John’s Hospital donated a building to the College which eventually became the administration building. Both the College and the seminary increased in size, and soon a new residence hall was needed. Mr. Hugh Smith heard that the “Castle in the Clouds,” near Chattanooga, Tennessee, was for sale. After much debate, the old hotel was purchased for Covenant College in 1964. Today the College campus contains over 400 acres.

Covenant College has had six presidents: Dr. Robert G. Rayburn, Dr. Marion D. Barnes, Dr. Martin Essenburg, Dr. Frank A. Brock, Dr. Niel B. Nielson, and Dr. J. Derek Halvorson, who now serves in this capacity.

Today Covenant’s total enrollment is more than 1,100, with 47 states and 21 foreign countries represented. 92 percent of the teaching faculty members have earned doctoral or terminal degrees.

Covenant offers bachelor of arts, bachelor of science, master of arts, and master of education degrees. Several pre-professional programs are also available. Students are encouraged to develop an active Christian mind.

Covenant’s intercollegiate sports include men’s baseball, men’s and women’s basketball, men’s and women’s cross-country, men’s and women’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.