Undergraduate Curriculum

General Education, Majors, and Minors
PHILOSOPHY OF EDUCATION

The following Philosophy of Education was adopted by the faculty of Grace College and Theological Seminary on April 7, 2010.

As faculty members at Grace and individuals who are committed to a life of worship and spiritual growth, we actively look for reflective and practical ways the Christian faith intersects with our disciplines. The integration of faith and learning is based on the shared understanding that our faith “sacralizes” the pursuits of the Christian academician. That is, to the extent to which we do our work consciously as Christians, our professional lives become an offering of worship to God, and our faith “gives the questions we struggle within our work and in our lives larger significance.” In other words, we are whole individuals and recognize the deficiency of a compartmentalized life. Based on this foundation, our faith informs our work and makes it distinctive. This distinctiveness may be further enhanced by the richness of our Grace Brethren heritage, which is rooted in the Pietist, Anabaptist, and Evangelical traditions, and we value the contributions these historical streams have to offer.

As we strive for greater integration of faith and learning, our Christian faith prompts us to facilitate a rich sense of collegiality and community among faculty and students. This is largely made possible through the fruit of the

1 See Richard T. Hughes, How Christian Faith Can Sustain the Life of the Mind (Grand Rapids: Eerdman’s Publishing Co., 2001) and Arthur F. Holmes, The Idea of a Christian College (Grand Rapids: Eerdmans, 1987). Holmes writes (46), “Integration should be seen not as an achievement or a position but as an intellectual activity that goes on as long as we keep learning anything at all.”


4 For more on Christian distinctiveness, consult Marsden, Outrageous Idea, 68–70.

5 For examples of how others within the Anabaptist tradition have wrestled with the integration of faith and learning, see J. Denny Weaver, and Gerald Biesecker Mast, eds. Teaching Peace: Nonviolence and the Liberal Arts (San Antonio: Rowman and Littlefield Publishers, Inc., 2003) and David Weaver-Zercher, ed., Minding the Church: Scholarship in the Anabaptist Tradition.


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spirit. Humility prods us to consider our own biases and presuppositions. It calls us to listen to competing voices and perform our work in dialogue with colleagues and others within the broader discipline. Integrity requires that we accurately represent the views of others, resisting generalizations and caricatures. It also requires that we strive for Christian excellence in all that we do, maintaining the highest standards of professionalism. Love prompts us to encourage and challenge each other as faculty members while caring for and serving our students. In an atmosphere permeated by the fruit of the spirit, our community will be a grace–filled place for us and our students to think critically, ask questions, and wrestle with the challenges of our world.

God has called us to be a certain kind of people (BEING), for example, humane, communal, compassionate, redemptive, honest, just, hard working, etc. Further, God has called us to a life of learning and has invested us with the requisite skills and resources to learn (KNOWING), such as the mind and its cognitive capacities, the Scriptures, academic institutions, life experiences, peoples and nations, etc. Finally, God has asked us to convert our being and knowing into service to others (DOING) as a way of expressing our love for and service to him. Therefore, Grace College and Grace Theological Seminary and their faculties are committed to integrated learning as a necessary component for empowering people to create lives that are whole, full, balanced, and rewarding.  

There are a myriad of specific ways to accomplish the integration of faith and learning in our study and in our teaching. They will vary depending on the context and discipline, but will always move beyond mere indoctrination. At times, they may be of a reflective nature, having more to do with the questions that we ask and less about our conclusions. We might ask ourselves and our students, “How is the understanding that God created and sustains the world relevant to the material in question?” or “How does my belief in the fallen nature of human beings affect my world view?” or “How does the belief that all of humanity is loved and valued by God influence the way I consider those of...

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7 From, Forbes, et. al., “Philosophy of Liberal Education,” Appendix C.

8 According to Arthur Holmes (Idea of a Christian College, 46) “prepackaged answers” will never satisfy inquiring minds. “Students need rather to gain a realistic look at life and to discover for themselves the questions that confront us. They need to work their way painfully through the maze of alternative ideas and arguments while finding out how the Christian faith speaks to such matters. They need a teacher as a catalyst and guide, one who has struggled and is struggling with similar questions and knows some of the pertinent materials and procedures. They need to be exposed to the frontiers of learning where problems are still not fully formulated and knowledge is exploding, and where by the very nature of things indoctrination is impossible.”
other cultures?" Other times, the integration of faith and learning will be of a more applied nature. This will happen in many ways, not only in the classroom, but also as we mentor and advise students. We may prod ourselves and our students to consider ethical questions related to medical, scientific, or business practice. We may bring discussions of justice and caring for the oppressed into our classrooms and offices. We will no doubt consider specific portions of the Bible. And we may engage students in questions concerning the most effective ways of ministering, expressing themselves artistically, or serving Christ in local industries or within a chosen field.

9 On the significance and usefulness of theological questions within the context of Christian higher education, see Denise Lardner Carmody, Organizing a Christian Mind (Valley Forge, PA, Trinity Press International, 1996).

10 George Marsden observes that faith can and should be integrated within even the most applied disciplines. He writes, “Even mathematicians or technical scientists will be able to point out some faith-related considerations that have relevance to the foundational questions affecting the frameworks of their disciplines or the application of their work. It simply does not follow that, because there is no special Christian view of photosynthesis, there is therefore not a Christian view of biology.”

11 For some practical examples from several Grace faculty members, of the way faith and learning might be integrated within a variety of disciplines, see James E. Bowling and Joel B. Curry, Values in a Christian Liberal Arts Education (Winona Lake, BMH Books, 1992).
At Grace, we believe that an education that emphasizes the integration of faith and learning lays the foundation for and is in perfect concert with the institutional mission. Our mission statement reads: “Grace is an evangelical Christian community of higher education which applies biblical values in strengthening character, sharpening competence, and preparing for service [emphasis added]. Our curriculum and delivery system are designed to achieve these goals.

Character is the sum of distinctive dispositions, traits, qualities, attributes, and behaviors that constitute the nature of an individual or community. People of good character are marked by a desire to be learners. The goal of a Grace College education is to create people of deeper substance who understand and desire the more noble and healthy values. They are able to make discriminating judgments between truth and error, merit and demerit, the substantial and superficial. They possess a developing sense of self and place in God’s world and purpose. They are people who have maturing skills and a growing sense of confidence that they can contribute and make a positive difference. People of strong character appreciate (give place to) and engage (think through, even debate) the perennial and often controversial questions of life in a civil and reasonable way. People of character possess an elevated work ethic, care about workmanship, and are committed to a productive life, careful performance, and excellent products. As Christians, we best demonstrate this character when we live intentionally and consistently through our calling and profession of faith and biblical/theological commitments. Therefore, the undergraduate curriculum at Grace is designed to strengthen character.

Competence is the pursuit of proficiencies and credentials that enable one to be a contributing member of society. A competent person possesses the requisite capacities and skills essential to a personal, professional, and community life. A competent person increases knowledge bases and sharpens abilities and dispositions to put this knowledge to use in productive ways. A person who is competent is one who can gather data, think, discern, analyze, synthesize, and create solutions to problems. Such a person is one who suspends personal prejudices, who uses wise judgment, and who negotiates the world of ideas, grasps issues, wrestles with argumentation, interprets and traces implications, and makes connections to others and their ideas and expressions. A competent person is a literate person who is empowered to take in more and contribute more with his or her mind and life. A competent person is creative, enterprising, and confident -- one who exercises initiative, takes risks, exhibits leadership, and commands respect. A competent person is thoughtful, articulate, expressive, and able to communicate in knowledgeable and persuasive ways. Such a person is one whose curiosity is wide ranging and one
who can conduct a substantive conversation on a variety of subject matters, someone who is interesting to be around. Therefore, the Grace undergraduate education is designed to produce people who are sharpening their competence as persons, Christians, citizens, and professionals.

Service is a central imperative of the Christian faith. It is the natural outgrowth of loving and worshiping God. It is an outcome of a life well-lived. People of character serve competently. One ought to use one’s personal and professional competencies to serve one another and the larger society, thus fulfilling one’s service to God. Learning for the purpose of service is an act of stewardship and worship. Learning is a prerequisite that empowers service. A Grace education contributes to both the practical and moral dimensions of life. Practically, it empowers people to gain the proficiencies that make them marketable and employable. One’s professional life produces the resources and contexts for service. However, this is not the total goal of education. Life is more than work for personal gain. The Grace education should inspire students to build lives and careers that will be turned toward advancing the cause of the One whom we ultimately serve. The mode of Christian servanthood can be expressed in several specific imperatives, each located somewhere in the curricular and co-curricular educational activities (e.g., go make disciples, call God’s people to a renewed vision and energy to serve Christ and his kingdom, defend and perpetuate the truth of God’s revelation, work for the moral health of society, and pursue peace and justice in the world). The investment of our time, skills, intellect, and energies will leave an effect on our families, communities, work places, churches, the market place, and all of society. Therefore, at Grace, we have an education designed to foster service.

In summary, as faculty, we strive to do our work as faithful worshippers of God, to embody the Fruit of the Spirit, and to prod ourselves and our students to reflect on the ways our respective disciplines intersect with the depths of the Christian faith. This is an issue of character that enhances competence and empowers us for service.

12 The definitions of Character, Competence, and Service are from: Forbes, et. al. Appendix C.

13 See James E. Bowling and Joel B. Curry.
GENERAL EDUCATION CURRICULUM

The general education curriculum consists of 51 hours of study. The curriculum is arranged around two major components: the Grace Core and the electives.

The Grace Core

The Grace Core is composed of five courses:

1. Freshman Foundations (LAC101)
2. Christianity and Critical Thinking (LAC102)
3. Global Perspectives (LAC200) and Global Experience (LAC204–206)
4. Effective Writing (ENG110)
5. Public Speaking in Society (COM110)

Every student is required to take these courses, as they comprise the common Grace experience the institution desires for every student. In some cases, transfer students may be granted exemptions depending on how transcripts are analyzed during the admissions process.

LAC101 Freshman Foundations

The purpose of this course is to facilitate the transition and integration of new students into Grace College. This is a practical, academic course that is intended to prepare new students to engage in three key areas of their first-year transition into college: understanding who we are, understanding who they are, and understanding the Call.

This course is designed to make their four years at Grace the best experience possible. This course will help students discover God–given strengths, navigate through current college issues, and help the student better understand what makes a Christian liberal arts education valuable. It will also introduce students to the value of service in the local community and introduce students to prospective departments and faculty within the institution, assisting in the selection process of choosing a major and a career. Three hours.

LAC102 Christianity and Critical Thinking

This course is an introduction to Christianity and the life of the mind. It examines how faith and intellect relate. Course materials will include an examination of modern Christianity and ask if it is sufficiently rigorous to face the postmodern world. The course will also examine how to investigate an idea by raising the right kinds of questions. How has Christianity come to us in history? What are its core ideas? Is theology static or a process? How does Christianity differ from other worldviews? How should a lively and vigorous
Christianity be expressed in the lives of individuals and churches? This course is required in the liberal arts curriculum. Three hours.

**LAC200 Global Perspectives**
Global Perspectives is a team-taught course that seeks to develop a biblical lens for seeing the world in order to live meaningfully and biblically in increasingly multi-cultural societies. Major themes in the course include Christ’s incarnation as a model for crossing cultural boundaries, tools necessary for the cultivation of cultural intelligence, an introduction to the basic beliefs of Islam, and a general awareness of world geography. This course includes a required cross-cultural field experience within one calendar year of completion of LAC200. Two hours.

Students will also select one of the following options for a cross-cultural field experience: LAC 204, LAC 205, or LAC 206. This requirement can also be completed through participation in a college-sanctioned study abroad program.

**LAC204: Independent International Cross-Cultural Field Experience**
Students who select this option create their own international field experience in consultation with the Global Perspectives faculty. These experiences must be pre-approved and must last a minimum of seven days. Students must complete a debriefing lab in the semester immediately following their trip. One hour.

**LAC205: Global Experience**
A course designed for bicultural individuals for whom the United States is a cross-cultural experience. Students explore some of the assumptions, values, and beliefs that characterize the United States and compare those with other cultures. They also discover the third culture, as defined by Dr. Useem, “created, shared, and learned” by those who are from one culture and are in the process of relating to another. One hour.

**LAC206: Grace College Cross-Cultural Field Experience**
Students selecting this option will choose from a number of domestic and international trips that are organized and administered by Grace College. One hour.

**General Education Electives**
In addition to the Grace Core, there are 33 hours (11 classes) of required general education electives. The electives component is organized around four clusters of investigative learning — Humanities, Biblical Studies, Natural Sciences, and Social Sciences. The course of study outlined below reflects the general requirements for undergraduate degrees offered by Grace College. Each degree program adjusts this course of study, however, in order to avoid repetition between courses required by the major and the general education electives. In addition, some majors require students to take specific courses from the options listed below.
Humanities

Choose 1 of the following 3-credit courses:
- CHI/FRE/SPA 101   Beginning Language & Culture
- GRE/HEB 101   Greek or Hebrew
- COM 213   Interpersonal Communication
- BHS 251   American Multicultural Experience

Fine Arts

Choose 1 of the following 3-credit courses:
- ART 100   Art Appreciation
- MUL 100   Music Appreciation
- MUL 102   Perspectives of World Music

Choose 1 of the following 3-credit courses (prefer LIT210 or LIT324):
- LIT 210   Literature of Mankind
- LIT 324   Christian Classics
  or any 3-credit LIT course

Natural Sciences

Any 3-credit MAT course except MAT 010
Any 3–4credit BSC/SCI/CHM/PHY course

Biblical Studies

- BIB 105   Exploring the Bible
- BIB 201   Scripture and Interpretation
- BIB 330   Essential Doctrinal Themes

Social Sciences

Choose 1 of the following 3-credit courses:
- PSY 110   Introduction to Psychology
- SOC 110   Introduction to Sociology

Choose 1 of the following 3-credit courses:
- BUS 221   Macroeconomics
- BUS 243   Principles of Management
- BUS 300   Personal Finance

Choose 1 of the following 3-credit courses (prefer HIS138):
- HIS138   Contemporary America and the World
  or any 3-credit HIS course
Students should consult with their academic advisors, academic check sheets, and the respective section of the academic catalog regarding courses required in their chosen major or discipline.

Psychology of Success
Assistance for students needing support for academic success is available through the Learning Center. Students admitted on a provisional status or placed on academic probation will be enrolled in the Psychology of Success course, which is considered a general elective in the general education curriculum, but does not fulfill degree-program requirements in majors or minors.

LAC150 Psychology of Success
Through discussion, lectures, outside assignments, in-class learning experiences and guest speakers, students are introduced to the course philosophy, taught the basic skill sets crucial to success in life and school, and assisted in making connection with peers and faculty. The foundation of the course is based on goal setting and self-responsibility. These important principles are emphasized in each skill set. Three hours.

COLLEGE DEGREE PROGRAMS

Associate of Science
An associate degree is available in either Biblical Studies or Organizational Leadership through the Prison Extension Program only. The program consists of 60 hours, including 27 hours of Bible and the balance in general education.

An associate degree in nursing is available through a combined Grace College/Bethel College nursing program. Two- and three-year AND options are available. More information may be obtained from the nursing coordinator on the Grace College campus.

Bachelor of Arts and Bachelor of Science
Grace College offers a variety of majors leading to the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) degrees. Most majors require a minor. Specific program requirements are available in the respective catalog section of each department, at the Registrar’s Office, and at The Learning Center.

The requirements for the B.A. degree include the successful completion of one major and one minor (if required), the specified program of general education, second-year of a foreign language, and the institutional requirement of a minimum of 123 semester hours of course work.

The requirements for the B.S. degree include the successful completion of one major and one minor (if required), the specified program of general education,
and the institutional requirement of a minimum of 123 semester hours of course work.

Majors available as a B.A. and/or B.S. are:

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<tr>
<th>Major</th>
<th>BA</th>
<th>BS</th>
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<td>Accounting</td>
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<td>Art Education (all grade)</td>
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<td>Bible (second major only)</td>
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<td>Biblical Studies</td>
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<td>Graphic Design</td>
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<td>Communication Studies</td>
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<td>Film Studies</td>
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<td>English</td>
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<td>Finance</td>
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<td>French</td>
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<td>General Business</td>
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<td>General Biology</td>
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<td>Graphic Design</td>
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<td>Illustration</td>
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<td>Intercultural Studies</td>
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<td>International Business</td>
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<td>Life Science Education</td>
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<td>Management of Information Systems</td>
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<td>Marketing</td>
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- Mathematics
- Mathematics Education
- Nursing (degree completion)
- Political Science
- Psychology
- Social Studies Education
- Sociology
- Spanish
- Spanish Education
- Special Education
- Sport Management
- Web Design and Development
- Youth Ministries

**MA in Ministry Studies**
The college offers a 36-credit hour M.A. in Ministry Studies degree-program delivered in a hybrid–online format. Interested students should refer to the M.A. in Ministry Studies’ graduate catalog for more information.

**Minors**
Most majors at Grace College require a minor. The minors available are:

- Accounting
- Art
- Behavioral Science
- Biblical Languages
- Biblical Studies
- Biology
- Business Administration
- Chemistry
- Communication
- English
- Environmental Biology
- French
- General Science
- Geography
- History
- Intercultural Studies
- International Business
- Journalism
- Management of Information Systems
- Marketing
- Mathematics
- Music
- Pedagogy (Education)
- Political Science
- Pre–law (combined with any major)
Grace College is vitally interested in encouraging students to expand their global awareness. To enrich their cross-cultural experience, numerous opportunities are available for study abroad. These experiences are available through the Study Abroad Program for language and non-language majors and minors, and through the cultural liaison in the Student Affairs office for students planning cross-cultural experiences to meet their general education requirements for the Global Perspectives course. In addition to these programs, other cross-cultural opportunities are available through summer missions service. Students are encouraged to take advantage of these experiences to broaden their global awareness.

The Study Abroad Program at Grace College coordinates cross-cultural experiences for both language and non-language majors.

**Study Abroad for Language Majors and Minors**
For language majors and minors, Grace’s Study Abroad Program requires qualified students to study abroad their sophomore or junior year. We believe immersion in the target culture and language is the greatest means of attaining proficiency.

Through this cross-cultural experience, students learn to appreciate another part of the world. They are placed with a host family or in a residence, participate in the life of a church, and are enrolled in some of the world’s best-known universities, with whom Grace College has transfer and credit agreements. By signing a language pledge, students commit to speak the target language throughout their experience and, therefore, attain near-native fluency by the end of the program.

For their overseas experience, Spanish students have the choice of studying in the capital of Argentina, Buenos Aires, or in Madrid, Spain. The beautiful cities of Paris and Dijon are the choices our French students have in France.

International language majors also have the option of programs through Ambex, about which more information is available in the Languages, Literature, and Communication Department.

**Study Abroad for Non-Language Majors**
Students who desire to study abroad where the instruction is in English may select from pre-approved study abroad programs.
The Council of Christian Colleges and Universities (CCCU), a Washington, D.C.-based association of 90 colleges and universities rooted in the arts and sciences, is North America’s primary organization devoted specifically to serving and strengthening Christ-centered higher education. The BestSemester Programs through the CCCU include “Culture Shaping Programs” (e.g., American Studies, Contemporary Music Center, L.A. Film School, and Washington Journalism Center), and “Culture-Crossing Programs” such as Australia, China, Latin America, Middle East, Oxford, and Uganda. The CCCU Student Programs are designed to be multi-disciplinary, but certain majors may find some programs more suitable given the course of studies offered in the program. More information about both the culture shaping and the culture crossing programs, including course descriptions for individual programs, is available through http://www.bestsemester.com/.

Because Grace College is a member of the CCCU, these diverse off-campus study programs are available to juniors and seniors with a minimum GPA of 2.75; however, the last semester prior to graduation should not be used for studying abroad to assure that the student’s transcripts have been received and verified for graduation from the college. For further information regarding academic requirements, financial arrangements, and schedule planning, visit the Study Abroad page of the campus Web site or contact the Study Abroad Coordinator in the Student Life Office.

Pre-Professional and Professional Programs and Certificates

Some disciplines offer pre-professional, professional, or certificate programs including the disciplines of education (secondary education programs), English (a TESOL minor, including a certificate), political science (pre-law), and science (e.g., pre-med, pre-veterinary, etc.). Details about these programs are available in the respective academic section of this catalog and from the department.

Pre-Law Program

Students preparing for law school are encouraged to consider the pre-law program. Student may choose from a broad range of majors, will be assigned a pre-law advisor, may declare a pre-law minor, and will have internship possibilities. Further details are included under the Department of History and Political Science, which administers this rigorous program.
Pre-Seminary Program: Advanced Standing
Grace College students can gain advanced standing toward several masters programs at Grace Theological Seminary in the following ways:

1. Greek and Hebrew language courses taken while a Grace College student are accepted by the seminary with all fees waived. However, the student must have earned a minimum grade of “B-” in each class.

2. A student may gain additional hours of credit by testing. To qualify to take a test there must have been a similar course taken in the college and the minimum grade earned must be no less than “B-.” A list of courses available for testing can be obtained from the seminary office.

3. Some courses are accepted without testing provided that the student has earned the minimum grade of “B-.”

Maximum limits have been established for the various master’s programs in accordance with the seminary accreditation standards. More information about advanced standing may be obtained from the School of Ministry Studies or the student’s faculty advisor.

Science and Mathematics Pre-Professional Programs
The Department of Science and Mathematics manages pre-professional programs in dentistry, medicine, optometry, pharmacy, physician assistant, physical therapy, veterinary medicine along with a number of other less common professional programs.

Students preparing for the study of dentistry, medicine, physician assistant and physical therapy can usually meet the specific requirements for admission to their respective professional programs by pursuing a department major in biology (B.A. or B.S.). Students may major in any other discipline as long as they include in their course selection those courses required for admission by the professional programs for which they are seeking admission. The admission requirements for any professional program may be obtained on-line directly from the professional schools or from the Grace College Health Professions Advisor. Grace College has an articulation agreement with Southwest Baptist University whereby Grace pre-physical therapy students meeting certain course requirements will automatically receive preference points for admission to the Doctor of Physical Therapy Program at Southwest Baptist. Details may be obtained from the Health Professions Advisor.

Students preparing for the study of pharmacy should pursue the department major in biology. It is prudent to identify the admission requirements of one or more specific colleges of pharmacy early in the advising process in order to plan the most desirable pre-professional programs since some pharmacy schools may admit students with less than four years of pre-professional work.
Students preparing for the study of veterinary medicine may complete the specific requirements for most schools of veterinary medicine by majoring in biology and including in their program those course requirements specified by the school of veterinary medicine for which they are applying. A list of the specific course requirements can be obtained from the Health Professions Advisor.

Students preparing for careers in optometry or chiropractic medicine should plan on a department major in biology. However, since the admission requirements for those professional programs are quite diverse, it is important to meet with the Health Professions Advisor to identify them.

Secondary Education Programs
Students preparing to teach in high school or desiring secondary certification must elect a major from the designated teaching majors. Since various states differ in specific requirements for certification, students should plan their course work to meet the expectations for the specific licensing. Indiana requirements are generally acceptable, or close to that of most states. In addition to the hours required in a teaching major, students must take the professional education core of requirements. A complete list may be obtained from the School of Education.

TESOL Certificate
The Languages, Literature, and Communication Department offers a minor that leads to a certificate for those who desire to teach English to speakers of other languages. The certificate is targeted for adults and for a global ministry setting and is not certifiable for teaching in state-accredited schools, nor is it a part of the programs in the School of Education. More information is available from the chair of the department.