The provisions and requirements stated in the Goshen College catalog are not to be considered as an irrevocable contract between the student and the college. The college reserves the right to make changes that it deems necessary, including course and program changes and cancellations. The online version of the catalog will be updated periodically to reflect such changes. The responsibility for understanding and meeting the graduation requirements published in the Goshen College catalog rests entirely with the student.
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Academic life

Mission

Goshen College is a four-year liberal arts college dedicated to the development of informed, articulate, sensitive, responsible Christians. As a ministry of the Mennonite Church, we seek to integrate Christian values with educational and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual and social growth. We view education as a moral activity that produces servant-leaders for the church and the world.

Ten outcomes

At Goshen College we intend to create a community of faith and learning wherein students will be developing . . .

1. faith that is active and reflective.
2. intercultural openness with the ability to function effectively with people of other world views.
3. the ability to communicate effectively in a variety of sign systems.
4. the ability to think actively and strategically.
5. an understanding of the transcendent reality of aesthetic and spiritual experience.
6. personal integrity that fosters ability to resolve conflict and to promote justice.
7. leadership ability that empowers self and others.
8. an understanding of responsible stewardship for human systems and the environment.
9. a sense of vocational direction.
10. a healthy understanding of self and of others that is reflected in social relationships of interdependence and mutual accountability.

Facilities and resources

General classroom facilities and faculty offices are located in nine buildings – Administration, Arts, Church-Chapel, Good Library, Newcomer Center, Roman Gingerich Recreation-Fitness Center, Science, Union and Visual Arts. Special departmental facilities are provided for music practice, radio and video production, computer work, science laboratories and athletic activities (in gymnasium and on fields).

These facilities and resources are especially noteworthy:

Music building. Under construction and scheduled for completion in 2002. It is located in the northeast corner of the campus and contains a large concert hall, a smaller recital hall, rehearsal rooms, classrooms, practice rooms, offices and an art gallery.

Roman Gingerich Recreation-Fitness Center. Completed in 1994, the multi-use recreation-fitness facility includes three basketball courts, a swimming pool, jogging track, racquetball courts, weight room, classrooms, laboratories, an athletic training room and office space for the campus health center and physical education department.

Information Technology Services. All student lab computers are upgraded annually. The student to computer ratio in labs is 7.6 to 1, and both MacIntosh and PC computers are available. Students who own their own computers can easily connect them to the campus network because all residence halls are networked and a free dial-up service is available for commuting students. Students have access to an ever expanding array of network services, software and hardware. All classrooms have network connections and major classrooms have multimedia and computer projection capabilities. The Residential Computing Consultant program provides students with support in the residence halls. Schertz Computing Center is staffed by student consultants full-time and Kratz-Miller Lab is staffed during evening hours. A telephone help desk is available for help from off campus. ITS also holds special Install Fair events to help get student computers configured for use from home or residence hall room. For more information, see the ITS web page at www.goshen.edu/compser/whygctech.html

Science Building and Schrock Annex. Completed in 1992, this facility provides modern laboratory and research facilities for biology, chemistry, physics and mathematics. Special research facilities are:

• Turner Laboratory. Established in 1970 through a gift from the Basil S. Turner Foundation, the endowed Turner laboratory is a center for research in X-ray crystallography. Experimental and theoretical investigation of semiconductor crystals, surface films and novel heterostructures are conducted with a unique collection of computer controlled X-ray spectrometers. Undergraduate students are actively involved in cooperative research projects with Bell Telephone Laboratories, CTS Corporation and the University of Notre Dame.

• Biology Research Laboratory. The research laboratory has been the center of basic research in genetics and cell biology since 1964. An electron microscope is used both in research and teaching. The laboratory includes numerous additional items of equipment related to basic research in genetics and cell biology.

Multicultural Education Office. Established in 1992, this office provides course enrichment grants to encourage infusion of multicultural topics and resources into the curriculum. It houses a collection of resources for use by students and professors and sponsors programs designed to sensitize and educate majority persons to minority issues. The multicultural education office also helps in recruiting and retaining of faculty, staff and students from under-represented groups.

Good Library. The Harold and Wilma Good Library connects the campus to ideas and information in a variety of formats. In addition to a well-developed collection of over 125,000 books and periodicals, the library is the gateway to extensive electronic resources, including digital journals, e-books and scholarly databases. Collection strengths include peace studies, the J. D. Hartzler Music Collection of early American hymnody, and curriculum materials. Librarians are available for assistance throughout much of the day and evening and also offer class-specific guidance and instruction. A Web-based catalog includes the collections of the Good Library, the Mennonite Historical Library, and 25 other Indiana college libraries. Inter-library loans provide access to materials in most North American libraries. Tables, study carrels and a comfortable lounge seat up to 200 people, with laptop PC/network hookups available in some areas. Listening/viewing stations are also available for using audio and video media. Author visits, thematic programs and educational exhibits round out the library’s services.

Mennonite Historical Library. The Mennonite Historical
Library, housed on the third floor of the Good Library, contains close to 60,000 volumes, an unrivaled collection of published works by and about Anabaptists, Mennonites and related groups (Amish, Hutterites, etc.). Resources also include substantial source materials on the Protestant Reformation, local and family history and Pennsylvania Dutch culture.

Art Gallery. The Art Gallery is located in the lower level of the Good Library. It provides a refreshing alternative to the study routine with monthly exhibitions from September through May. The featured exhibits include one-artist and student group shows as well as shows that feature special themes. Some shows feature Goshen alumni from throughout the U.S. and Goshen art-faculty work.

Merry Lea Environmental Learning Center. The Merry Lea Environmental Learning Center is a 1,150-acre complex of fields, forest, bogs and meadow located 30 miles south of the campus. Facilities include overnight accommodations and an environmental-education building that houses a classroom, offices and library. Opportunities are available for field research in natural sciences as well as short-term teaching internships in outdoor education.

Marine Biology Laboratory at Layton, Fla. A housing-laboratory structure provides a permanent home for the marine-biology program that has been a unique part of Goshen College since 1966. The facility houses 24 students during an intensive experience in marine biology in the Florida Keys and may be available by reservation to alumni and friends of Goshen College during the year.

Writing Center. Located on the second floor of Good Library, the Writing Center provides trained student tutors to help with writing for walk-ins or by appointment.

Academic year: Two semesters plus a May term
In addition to fall and spring semesters, Goshen has a three and one-half week May term that is considered part of the regular school year. Students who are enrolled full time in fall and spring semesters pay no additional tuition or room and board costs for the May term. Commencement is held annually at the end of the May term. Students may enroll for three or four credit hours in a wide range of May term courses offered both on and off campus. Two summer sessions during June and July offer a limited number of courses in addition.

The summer Study-Service Term starts at the beginning of the May term and ends in July. A calendar for the 2001-2002 school year is located on the last page of this catalog.

Degrees
The Bachelor of Arts is the primary degree awarded by Goshen College. The program that leads to this degree includes general education requirements, a major, and electives that can be used for a second major, one or more minors or to complete professional programs in elementary or secondary education and social work.

The Bachelor of Science in Nursing is a professional degree. Upon completion of the nursing curriculum, graduates take the State Board Examination to become registered nurses. Graduates of associate degree programs are welcome to enter and pursue a modified program.

The Bachelor of Science in Organizational Management and in Management Information Systems are designed for students with two or more years of college. Classes are offered in the evening by the Goshen College Adult Program and accommodate adult needs in content and learning style.

Majors and minors
The major is a specified concentration of courses in a department, in addition to designated electives in related departments, which develop expertise in the concepts and skills of a discipline. Many majors offer specialized concentrations, which allow students to tailor a program to their personal interests. Each major includes an internship and departmental or interdisciplinary seminar at the senior level. Majors range in size from 30 credit hours to 60 or more in professional programs.

A total of 36 majors are offered in:

- accounting
- art
- Bible and religion
- biology
- business
- business information systems
- chemistry
- communication
- computer science
- computer science and applied mathematics
- early childhood education
- economics
- elementary education
- English
- environmental studies
- French
- German
- Hispanic education in theology and leadership
- history
- history and investigative

Minors supplement the major, often emphasizing a special interest, an interdisciplinary approach or vocational skill. They require 18-20 credit hours of study.

A total of 36 minors are offered in:

- accounting
- Anabaptist-Mennonite studies
- art
- Bible and religion
- business
- business information systems
- church music
- communication
- computer science
- conflict studies
- economics
- education
- English
- environmental studies
- French
- German
- graphic design
- health and safety
- Hispanic education in theology and leadership
- history
- intercultural studies
- mathematics
- multimedia communication
- music
- peace and justice studies
- philosophy
- physical education
- piano pedagogy
- political science
- psychology
- sociology/anthropology
- Spanish
- teaching English to speakers of other languages (TESOL)
- theater
- women's studies
- writing
programs section of the catalog. Handbooks on professional programs such as nursing or education are available in the appropriate departmental offices.

**Declaring a major or minor**

Students who wish to declare a major or minor should meet first with the faculty member who is their academic adviser, then notify the registrar's office of their intent. The registrar will begin a plan of study form that is to be filled out by the student's major and/or minor adviser(s).

**Certificate programs**

Certificate programs are designed for persons with special interests who want to spend one year at Goshen College. These programs are open to high school graduates and other mature adults. Certificate programs are offered in biblical studies, business administration, church music, early childhood education, management information systems, Mennonite studies, organizational management, piano pedagogy, recreational leadership and teaching English to speakers of other languages (TESOL). A two-year certificate in Hispanic education in theology and leadership is also available. Details of each program are available from the related department or from the registrar's office.

**Pre-professional programs**

Certain bachelor degree programs are offered at Goshen College to prepare students for professional study at the graduate level. Pre-professional programs at Goshen College include:

- medical technology
- pre-dental
- pre-engineering
- pre-law
- pre-medicine
- pre-pharmacy
- pre-physical therapy
- pre-seminary
- pre-veterinary

**Pre-seminary.** There is close cooperation between Goshen College and Associated Mennonite Biblical Seminary, Elkhart, Ind. Students anticipating seminary study are counseled to complete a B.A. degree with a major in Bible/religion, humanities or social sciences. Early in the senior year the student should contact AMBS or any other seminary under consideration for admission information.

**Pre-medicine, pre-veterinary, pre-physical therapy or dentistry.** Since course sequencing is important, any student interested in these programs should consult the pre-medical adviser or advisers in the biology and chemistry departments about course selection. Early in the spring semester of the junior year, the pre-medical adviser will meet with students interested in applying to professional schools and explain the application and recommendation process. Applications should be sent before the fall of the senior year.

**Pre-law.** Law schools want students who can think, read and write well and who have some understanding of what shapes human experience. No specific major is required. Economics, history and English are good choices, but, depending on student interests, natural science, communication, Bible and religion or other fields could serve just as well. The most important thing is to select rigorous courses in wide-ranging fields. Stuart Showalter serves as the pre-law adviser. Materials for the Law School Admissions Test (LSAT) and information about many law schools and pre-law internships is available in Ad 13.

**Undergraduate professional programs**

Professional programs in education (early childhood, elementary and secondary), nursing and social work are offered as majors or supplements to majors at Goshen College. Details about these programs are in the education department pages in the academic programs section of the catalog.

**Professional degree programs completed at other colleges**

Each of these programs involves two or three years of study at Goshen College and the remaining work at a professional school. Upon completion of several of the professional programs, a B.A. degree can be granted by Goshen College.

**Engineering.** This is a two degree, or 3-2, program resulting in a B.A. in physics, chemistry or mathematics from Goshen College and a B.S. in engineering from a major university (with an accredited engineering program). The student spends the first three years at Goshen and the final two years at the university. For details and requirements, see the program description of the physics and pre-engineering department.

**Medical technology.** This is a 3-1 or 4-1 program and results in a major in biology, chemistry or natural science at Goshen College. The last year is spent at an approved school of medical technology. During the sophomore year the student should ask the registrar's office for assignment to the appropriate academic adviser.

**Pharmacy.** This program is normally a 2-3 program, with the last three years spent in an accredited college of pharmacy. The program at Goshen College consists of general-education and science courses selected to meet the requirements of a specific college of pharmacy. The student should consult the college of pharmacy early in the freshman year to select appropriate courses at Goshen College. This program does not result in a Goshen College degree.
General education curriculum
Director, Associate Professor B. Martin Birky

The Goshen College general education program provides a core of common courses and activities for students in every major. Central to Goshen College general education is the Study-Service Term (SST), with its strong emphasis on international, intercultural education. As a Christian liberal arts college, Goshen also gives Bible and religion studies a prominent place in its liberal arts core.

What is a liberal arts education?
At the heart of the liberal arts tradition is the assertion that only an educated person – one who is aware of self and of the other; one capable of independent discernment, analysis, and judgment; one gripped by the quest for truth – can be truly free. The Bible also reflects this notion in Jesus’s words, “You will know the truth, and the truth will make you free.”

The basic question that drives all liberal arts inquiry is “What is truth?” Since different disciplines offer different approaches to the exploration of truth, the general education core at Goshen College gives students courses and experiences in a wide range of disciplines: communication skills, mathematics and natural science, history and social science, physical education, humanities, Bible and religion, and international education. As the Goshen College learning community pursues truth together, our aim is to develop “informed, articulate, sensitive, responsible Christians.”

Common experiences beyond the classroom
In addition to the courses listed below and described in the following pages, all students regularly attend chapel or convocation presentations as part of their general education core. Each year a “community theme” and two books are chosen for interdisciplinary discussion across the campus community. Over their college career, students will also develop a portfolio documenting their learning and growth both in and out of the classroom. In some majors, this general education “Growth Portfolio” becomes the foundation for a professional portfolio upon graduation.

Special features in the senior year
Students in nearly every major participate in an internship during the senior year in which they apply academic learning to practical problem-solving or a position of employment. In addition, seniors enroll in a senior seminar appropriate to their major. Senior seminars integrate and synthesize learning from students’ entire college experience and guide them in exploring future vocations. Senior seminars also address ethical issues in the major field from a Christian perspective and sometimes include a major research project.

Summary of general education course requirements
See approved courses on pp. 7-8.

Orientation
1
Colloquium (attached to another course)

Communication skills
5-6
Engl 110, Literature and Writing (three hours)
Comm 202, Oral Communication (two-three hours)
General education curriculum

<table>
<thead>
<tr>
<th>International/Intercultural education</th>
<th>8-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language proficiency through 102 level required (or alternate)</td>
<td>0-8</td>
</tr>
<tr>
<td>Study-Service Term (SST) (international or domestic options)</td>
<td>12-13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bible/religion/philosophy/peace studies</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibl 100, Biblical Literature (three hours)</td>
<td></td>
</tr>
<tr>
<td>Bible or religion course (three hours)</td>
<td></td>
</tr>
<tr>
<td>Peace/justice/conflict studies or philosophy course (three hours)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics** and natural science (choose any two areas)</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (three-hour)</td>
<td></td>
</tr>
<tr>
<td>Biological science (three-hour)</td>
<td></td>
</tr>
<tr>
<td>Physical science (three-hour)</td>
<td></td>
</tr>
<tr>
<td>**Competency through Math 030 required</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History and social science</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>History (three hours)</td>
<td></td>
</tr>
<tr>
<td>Social science (three hours)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical education</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhEd 100, Wellness</td>
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</table>

<table>
<thead>
<tr>
<th>Humanities</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hum 420-425, Humanities</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** | 44-56 |

*General education requirements for students who matriculated before 1999 are listed in the 1997-99 catalog, pp. 39-40.

**Descriptions of courses and areas of study in the general education curriculum**

**Colloquium**
All first-time first-year students enroll in a learning community called colloquium in the fall semester at Goshen College. Colloquium, a one-credit-hour course attached to another 1-4 credit course, is a set of activities that introduces students to academic life. Most of the courses with colloquium attachments meet a general education core requirement. Class size is limited to 20-22 students, giving them close contact with a small group of other students and the professor.

Colloquium students learn about the resources and values of Goshen College, process the changes that happen at college and find encouragement to grow socially, spiritually, psychologically and academically. The colloquium class introduces competency requirements in information literacy and begins to document students’ academic learning. The colloquium professor serves as academic adviser to students in the colloquium class for the first semester at Goshen College. Required of all transfer students with fewer than 15 credits of college courses.

**Communication skills**
Courses in this area build a solid foundation in reading, writing, speaking and thinking skills to be used throughout students’ academic careers. Close, careful reading and effective speaking and writing are essential skills for academic success. The writing class includes readings in classical and contemporary literature, including the “community book” for the current semester. The oral communication class includes an introduction to diversity in American culture and the communication challenge that this diversity presents. Both courses also develop critical thinking skills.

**Study-Service Term**
The core requirement in international/intercultural education provides students with an opportunity to learn about the values and assumptions of their own and other cultures. Most students choose to meet this requirement by participating in the unique Study-Service Term, or SST program.

For most students, SST is a full semester of international service learning in a country significantly different from the United States. Groups average about 20 students and are led by a Goshen College professor. Students live with host families and study the language and culture of the host country in a large city during the first half of the semester. Much experiential learning occurs as students scatter to outlying locations during the second half of the term. Current SST countries include Dominican Republic, Mali or Côte d’Ivoire, Germany, Ethiopia, China and Indonesia.

This core general education requirement may also be met through domestic intercultural study that combines academic coursework and experiential learning.

(See a fuller description of both SST and other alternatives in the international education section of the catalog.)

**Study-Service Term abroad (13 credits)**
Requires the following language proficiency as a prerequisite (0-8 hours)
- French, German and Spanish SST units - 102 level in the language of the country;
- Other units— one elementary language course in the language of the country and one of the following: MCLL 125, Comm 206, Engil 310, SoAn 230, Phil 307 (China or Indonesia only), SoAn 340 (Ethiopia only) or other foreign language competency at the 101 level or higher.

**Domestic SST (12 credits)**
Requires the following language proficiency as a prerequisite (0-8 hours)
- Comm 206, Communicating Across Cultures and MCLL 125, Introduction to the Study of Language or
- 101 level language proficiency and Comm 206 or
- 102 level language proficiency.

**Bible/religion/philosophy/peace studies**
Because Goshen College considers biblical literacy to be a foundational requirement for a well-rounded education, all students take Bibl 100, Biblical Literature. Some may choose to meet this requirement through a competency exam that allows them to select a higher level Bible class as an alternate.

In addition, all students choose at least one of the Bible or religion classes below. Each of these courses is designed to give students a deeper knowledge of biblical faith or Christian history.

- Bibl 300, Jesus and the Gospels
- Bibl 301, Hebrew Prophets
- Bibl 303, Paul
- Bibl 324, Women in the Bible
- Rel 201, Anabaptist/Mennonite History
- Rel 202, Religious History of the Americas
- Rel 316, Liberation Theologies
- Rel 320, Christian Faith

Also, all students choose at least one of the philosophy or peace/justice/conflict studies classes below. Each of these courses broadens the knowledge base and cultivates critical thinking skills in students as they face both current and perennial issues.

- Phil 300, Introduction to Philosophy
- Phil 302, Ethics and Morality
- Phil 307, Asian Thought
- PJCS 312, War, Peace and Nonresistance
- PJCS 313, Violence and Nonviolence (note prerequisite)
Goshen College is involved in three major types of international-education activity. First, there are the offerings to fulfill the general education requirement of a Study-Service Term (SST) or its equivalent (Sections I and II). Second, there are a variety of other overseas educational opportunities offered by Goshen College or other organizations with whom we cooperate (Sections III, IV and V). The third type of activity is the international student program directed by the multicultural education office on the Goshen campus.

I. The Study-Service Term (SST)

A. Program

SST is a program designed to immerse students for one term in a culture significantly different from that of the United States. Its goals for each student are to develop intercultural openness, communication in a variety of sign systems, thinking that is active and reflective, and understanding of self and others. Spanish SST units are offered in the Caribbean and Central America. Currently units also operate in Germany, West Africa, China, Indonesia and Ethiopia.

The student chooses a language area for SST in consultation with his/her academic adviser and spends one term in a location of that language, preferably during the sophomore year. Students are urged to plan and sign up for SST participation upon entering college because spaces are limited.

At each location, Goshen faculty leaders arrange the academic program and give personal counsel to a group of up to 23 students. The first seven weeks of the term are spent studying the history of that language, preferably during the sophomore year. Students are urged to plan and sign up for SST participation upon entering college because spaces are limited.

B. The third type of activity is the international education program.

International education program

Director and International Education Adviser Professor W. Birky

The core requirement in natural science is designed to help students understand the scientific approach to the pursuit of knowledge and the nature of the scientific community. Courses include laboratory experiences as well as classroom instruction.

Since the ability to think quantitatively and reason accurately from data is a fundamental skill for every educated person, all students must meet a mathematics competency requirement by taking a competency/placement exam. Students who do not meet the minimum competency requirement must pass Math 030 before taking mathematics or natural science general education courses.

All students choose at least one course from two of the three areas below.

Note: The preferred mathematics course for students who do not have a mathematics requirement in their major is Math 150. Also, Biol 101, Phys 202 and Phys 204 may be taken without Biol 100, Phys 201 or Phys 203 as prerequisites.

Mathematics

- Math 102, Precalculus
- Math 131, Foundations of Arithmetic
- Math 141, Finite Mathematics
- Math 150, Mathematical World
- Math 211, Calculus I

Biological science

- Nasc 101, The Biological World
- Nasc 104, Health in a Changing Environment
- Biol 100/101, Biological Principles
- Biol 203, Human Anatomy and Physiology

Physical science

- Nasc 100, The Physical World
- Nasc 200, Descriptive Astronomy
- Chem 101, Chemistry and Physics of Life
- Chem 111, General Chemistry
- Phys 201/202, College Physics
- Phys 203/204, General Physics

History and social science

- Hist 100, Human Stories
- Hist 101, or 203 World History I/II
- Hist 102, European History
- Hist 105 or 202, American History I/II

Students select at least one of the following history courses:
- Econ 201 or 202, Principles of Economics
- PoSc 200, Introduction to Political Science
- Psyc 100, General Psychology
- SoAn 200, Principles of Sociology
- SoAn 220, Principles of Anthropology

Physical education

Everyone has both the challenge and the opportunity to improve and preserve health in body, mind and spirit. Toward this end, all students take PhEd 100, Wellness as part of the general education core. This course explores wellness in many dimensions: physical, mental and spiritual. It is taught in the physical education department in collaboration with student life professionals.

Humanities

The humanities – art, music, literature, theater, and other fine arts – have long been a central part of a liberal arts education because they offer both an expression of and an inquiry into human experience. These interdisciplinary courses give students an opportunity to study the history of artistic expression while participating in artistic activities and examining the relationship between the arts and their own lives.

Students select one humanities course:
- Hum 420, Humanities: Literature and Art
- Hum 421, Humanities: Literature and Music
- Hum 422, Humanities: Theater and Literature
- Hum 423, Humanities: Music and Art
- Hum 424, Humanities: Music and Theater
- Hum 425, Humanities: Art and Theater
language and culture of the host country. The faculty leader uses local resources to support a largely experience-based learning program: home stays, lectures, discussion, field trips, journal writing, readings, special projects and examinations. Library resources, although somewhat limited, are available at each unit.

During the last six weeks of the term, the student works in a field/service-learning assignment, usually in a rural area. Throughout the term, students live in homes of the host country and eat at least two meals daily with their “families.”

Participation in SST is an educational privilege for those whose recent performance suggests that they are ready for the special challenge of SST. A screening process reviews the health and the academic and behavioral performance of all SST applicants throughout the preparation process until departure. On location all SSTers are expected to follow both the standards of the college and the guidelines more specific to the norms of the host culture and host family.

Student fees in the Caribbean-Central American areas, including travel costs, are the same as for a semester’s tuition, room and board on campus. Units in other locations involve extra cost.

### SST locations for 2001-2004

<table>
<thead>
<tr>
<th>Fall semester</th>
<th>Spring semester</th>
<th>Summer semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>Dominican Republic</td>
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<tr>
<td></td>
<td>Ethiopia</td>
<td>Mali or Côte d’Ivoire</td>
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<tr>
<td>2002-03</td>
<td>Dominican Republic</td>
<td>Dominican Republic</td>
</tr>
<tr>
<td></td>
<td>China</td>
<td>Mali or Côte d’Ivoire</td>
</tr>
<tr>
<td>2003-04</td>
<td>Dominican Republic</td>
<td>Dominican Republic</td>
</tr>
<tr>
<td></td>
<td>Indonesia</td>
<td>Mali or Côte d’Ivoire</td>
</tr>
</tbody>
</table>

### B. Credit

The student normally receives 13 credit hours for the Study-Service Term, distributed as follows:

- Foreign language: 4
- Intercultural communication: 3
- (Country): Social science: 3
- (Country): Humanities: 2
- (Country): Natural science: 1

Additional credit in foreign language may be awarded when testing shows unusual progress.

The credit received for the 13 hours in the Study-Service Term normally is lower-level credit. However:

1. Any foreign language credit beyond the 205 level is upper-level credit.
2. Any student who enters SST with 60 or more hours of college credit automatically receives upper-level credit for the nine hours of non-language coursework. Those with fewer than 60 credit hours receive lower-level credit. Credit received in the Study-Service Term counts as residence credit at Goshen College.

### C. Evaluation

For the foreign language credit, the student chooses letter grading or CR/NC.

All the other credits are evaluated on a CR/NC basis. The faculty leader completes an academic evaluation sheet summarizing the unit activities and the individual student’s performance. This becomes part of the student’s academic record, for release by request of the student or transcript recipient.

### D. Prerequisites for SST

1. Students participating in French, German or Spanish units need to establish 102-level competency (by course or test) in the language of the country.
2. Students participating in any other foreign language unit will complete one elementary course in that language, offered on campus especially for that SST group prior to departure, and one course selected from any of the following: MCLL 125, Comm 206, Engl 310, SoAn 230, Phil 307 (China or Indonesia only), SoAn 340 (Ethiopia only), or other foreign language competency at the 101 level or higher.
3. Students are responsible for completing these essential prerequisites prior to SST. The associate dean of the college must approve any exceptions, although initial contact should be made with the director of international education.

### II. Alternate ways to achieve the international education goals

#### A. Approved study-abroad programs

The approved study-abroad programs described in section IV may be used toward the alternative to the SST, if they are in a foreign-language location.

#### B. Other international and cross-cultural study-service options

This program is designed for those whose needs call for an experience different from the full three-month SST unit abroad. While immersion in another culture through SST comes nearest to our ideal for an integrative experience in international education for most students, we intend other options to promote the same learning outcomes as SST. Through courses on the Goshen campus, experiences and resources in the surrounding community, and where possible participation in shorter seminars abroad, this program includes a serious study in culture, encourages an interdisciplinary service learning component and invites an integrative activity to bring the various components into a meaningful whole. Required are:

1. A prerequisite of two units of foreign language and culture which may be completed in any one of the following ways:
   a) 102-level course or competency in any foreign language,
   b) 101-level language plus Comm 206, or
   c) MCLL 125 plus Comm 206.
2. Twelve hours in courses selected from the list of courses below. These courses may not also count toward major, minor or other general education requirements.

With assistance from advisers, students are encouraged to plan an integrated program to meet particular educational goals rather than to select courses based on random interest.

The following list of international-studies courses may be supplemented with one-time courses approved by the dean and the director of international education. Some courses are offered in alternate years.

- Bus 375, International Business
- Comm 206, Communicating Across Cultures
- Econ 306, International Economics
- Econ 308, Introduction to Economic Development
- Engl 201, International Literature
- Engl 207, 307, Irish Literature in Ireland or Folklore
- Engl 310, Introduction to Linguistics
MCLL 300, International Classics
MCLL, Any foreign language literature course
HTML 204, Hispanic Culture and Society
Hist 240, World Geography
Hist 255, History of Global Poverty
Hist/WoS! 330, International Women's History
Hist 335, History of Ethnic Conflict
Hist 344, Latin American History
Hist 350, African History
Intl 250/350, Intercultural Service-Learning (see description below)
PJC! 310, Borderland Justice Issues
Psyc 322, Analysis of Racism and Power
PoSc 308, International Politics
PoSc 318, Latin American Politics
Phil 307, Asian Thought
Rel 319, Doing Theology Abroad
Rel 316, Liberation Theologies
SoAn 220, Principles of Anthropology
SoAn 230, Cultural Anthropology
SoAn 330, Family Systems Across Cultures
SoAn 334, Race and Ethnic Relations
SoAn 336, Latin American Societies and Cultures
SoAn 340, African Societies and Cultures
SoAn 342, Native North American Societies and Cultures

**Intl 250, 350 Intercultural Service-Learning 1-6**
A field assignment in an intercultural setting through an approved voluntary-service agency. Arranged by the student with the international education director and faculty adviser. An alternative short-term course at Urban Life Center, Chicago, can be arranged with the associate dean.

**C. Modified program for students with other intercultural experience**
North American students who have considerable intercultural experience may qualify for a reduced international-education requirement. Students must meet one of the following requirements:

1. Live in another country outside the United States or Canada at least six months after completing high school.
2. Live in another country outside the United States or Canada for at least two years after the age of 12.
3. Participate in an organized service program operated by a church or service agency in a cultural group significantly different from one’s own, for a period of at least six months.

If ANY one of the above conditions is met, the student must then:

1. Meet the standard language prerequisite to SST (See II.B.1.).
2. Earn eight credit hours in international-studies courses from the above options. Four hours of language learned in a foreign country may count as part of the eight hours.

**D. International students**
Studying in the United States meets the international-education requirement for international students, though they are encouraged to seek service experience in this country. They may participate in SST, but any GC grants to international students may not be applied to SST.

**III. Goshen in Europe and beyond**
During the May term or summer, Goshen College may offer special courses abroad. Locations vary, but in the past they have operated in England, Ireland, Italy, the Middle East and Guatemala.

Credits may be earned in several areas, among them language, history, literature and peace studies. Some credits may apply as international study options (II-B).

*Details are available in the registrar’s office. Application must be made by Jan. 15.*

**IV. Year abroad with other international programs**
Year-abroad study is available at colleges or universities in the People’s Republic of China, the Dominican Republic, Ecuador, Lithuania, Germany, France, Great Britain, Japan and Spain. Special application must be made on forms available from the international education adviser.

Goshen College students have access to approved year-abroad programs through affiliation with the Council of Mennonite Colleges, Brethren Colleges Abroad (BCA) and the Council on International Educational Exchange (CIEE). Most of these programs (except in Great Britain) may be used as an SST option with the approval of the registrar.

Some one-semester or short-term courses offered by the above and other organizations, such as CASAS in Guatemala, are also approved.

Goshen College students in these programs will be registered as students at Goshen College in absentia.

Sources of student financial aid and scholarships normally are limited to outside funding such as Pell Grants, state grants, outside scholarships and Guaranteed Student Loans while under these programs. Only when the international program is required by the student’s major may Goshen College scholarships and financial aid be used. An application must be submitted and the major must be declared by April advising days prior to the year of off-campus study. Contact the director of student financial aid for more information.

Credit for work in other foreign universities or programs may count for international education only with the approval of the registrar.
The department of collegiate studies has three tasks: (1) to help students adjust to academic life; (2) to help students obtain correct academic information in order to select courses, majors and minors; and (3) to provide career counseling for all students.

All Goshen College faculty have an interest in this department, because the students' adjustment to Goshen College and ability to make wise decisions about majors and careers are prerequisites for successful academic life.

The department itself offers neither a major nor a minor; instead, it offers services:

- An academic home for all first-semester first-year students and deciders (those students still in the process of selecting a major);
- Coordination of the colloquium program for first-semester first-year students;
- Academic advising for all deciders;
- Workshops and inventory-assessment services, career counseling, and placement services for all students.
- Production of resources such as Adviser newsletters and an Advising and Growth Portfolio.

**DCS 100, 101 College Success Seminar** 1,1
Resources to help students succeed in college. Content includes time management, organization, test-taking, note-taking, reading textbooks, effective studying and other relevant topics. Required for all students admitted on academic warning and for all first-time students who matriculate in second semester.

**DCS 210 Foundations for Vocational Choices** 1
In this course students examine cultural, intellectual and religious perspectives on vocation. Students explore the meaning of Christian stewardship and the philosophy of work. They take inventories of personal aptitudes, interests and skills. They gather data about the job market and study people on the job, and they discuss the relevance to vocation of personal values and priorities.

**DCS 300 Colloquium Assistant Leadership** 1
Leadership training for colloquium assistants selected through an application process. Students serve as an assistant to one colloquium professor during the fall semester first-year student program. Responsibilities include assisting in orientation activities, planning events, and conducting interviews.

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**Art**

*Chair, Associate Professor J. Blosser*

*Associate Professors J. Mishler, J. Wenig-Horswell*

*Assistant Professor G. Miller*

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**Major in art**

Requires a minimum of 30 hours in art:

- Art 101, Drawing 3
- Art 107, Design 3
- Art 202, Painting 3
- Art 205, Figure Drawing 3
- one 3-D course (ceramics, jewelry or sculpture) 3
- Art 341-342, History of Art 6
- Art 409, Internship (senior exhibition) 1
- Art 410, Seminar 3
- Art electives/concentration 5-20
- Thea 245, Aesthetics plus one related non-art course 6

All art majors must have a senior exhibition. Art majors with a graphic-design concentration may exhibit an electronic presentation. Note: 52 art hours required for K to 12 art teaching certification. 75 non-art hours are required for graduation.

Beyond the basic requirements for a major, the department suggests that each student develop a program from the elective courses in one of the concentration areas below.

**Concentration areas**

*Architecture: Pregraduate school program.* Art 206; Art 214; Art 314; Art 316; Art 345; Art 412; Art 414; Math 211, Calculus I, for architectural design; Math 213, Calculus III, and Math 321, Differential Equations, for architectural engineering. Thea 332, Design for the Theater; Thea 387, History of Theater.

*Art education all-grade major.* Art 204; Art 206; Art 217, Art 207, Art 255, Art 309, Art 311; Art 343 plus electives to make a total of 52 hours. A 36-hour secondary teacher-education program (grades seven to 12) is also available. For more details see Visual Art and Secondary Education pages of the Goshen College Teacher Education Handbook.

*Art therapy: Pregraduate school program.* Art 204; Art 206; Art 207, Art 207; Art 309; Art 311; Art 412; Psy 210, Developmental Psychology; Psy 306, Abnormal Psychology.

*Curatorial studies: Pregraduate school program.* Art 343; Art 412; Comm 324, Principles of Public Relations; Engl 204, Expository Writing; selections from history, French, German,
philosophy and anthropology.

**Graphic design.** Art 108, Art 208, Art 308, Art 408; Art 203, Art 207; Art 315, Comm 326, Comm 375, or Comm 255; Art 343; Bus 336, Advertising; Bus 121, The Business Process; Engl 204, Expository Writing; Comm 212, Electronic Media Production.

**Production crafts.** Art 206; Art 343; 9-15 hours in ceramics or jewelry; Bus 328, Entrepreneurship; Bus 121, Business Process; Acc 201, 202, Accounting.

**Studio art.** For students preparing for graduate school or a career as a studio artist. Art 206; Art 343; 9-15 hours in selected studio courses in two or three-dimensional media. Engl 204, Expository Writing. (Selections from history, French, German, philosophy and anthropology.)

**Planning guide**
(We recommend at least one, but not more than two, studio art classes per term.)

**First year**
- General education
- Drawing
- Design
- Painting
- Any art 3-D media course

**Second year**
- General education
- Figure Drawing
- Balance of remaining first-level studio courses
- Begin art concentration courses
- Aesthetics (offered on alternate years)

**Third year**
- General education
- History of Art
- Aesthetics/related courses from other departments
- Art concentration

**Fourth year**
- Remaining general education courses
- History of Art
- Remaining major courses, concentration courses and electives
- Internship
- Seminar

**Minor in art**
Requires 20 hours in art including Art 101, Drawing; one from Art 107, Design or Art 202, Painting; History of Art; one from Art 341, 342 or 343; and 11 hours of electives. Eight hours of the 20 required must be upper-level courses.

**Minor in graphic design**
Requires 18 hours in art including:
- Art 101, Drawing 3
- Art 107, Design 3
- Art 108, Digital Design 3
- Art 208, Graphic Design I 3
- Art 308, Graphic Design II 3
- Art 341, 342, or Art 343, Art History 3
- Plus one elective from:
  - Art 315, Photography 2
  - Art 408, Graphic Design III 3
  - Bus 336, Advertising 3

**Minor in multimedia communication**
Requires 18 hours.
- Art 108, Digital Design 3
- BIS 220, Knowledge Work Software Tool Kit 3
- Comm 326, Creating for the Web 3
- Art/Comm 375, Multimedia Concepts 3
- and six hours (at least two hours upper level) from:
  - Art 107, Design 6
  - Art 208, 308, 408, Graphic Design I, II, III 3
  - BIS 310, Information Technology Hardware and Networks 3
  - Bus 336, Advertising 3
  - Comm 212, Electronic Media Production 3
  - Comm 250, Introduction to Reporting 3
  - CoSc 101, Introduction to Programming 3
  - CoSc 375, Special Topics (must be related to multimedia communication) 3
  - CoSc 400, Independent Study (must be related to multimedia communication) 3

**Courses**

**Art 101** Drawing 3
Fundamentals of drawing as applied to pictorial organization. Emphasis placed on rendering skills: the use of line, value and perspective. Includes the use of various dry and wet media and expressive approaches. Encouraged as a first course in art. Open to all students.

**Art 107** Design 3
A beginning course focusing on art elements and principles. Through experimentation, exercises, specific problems and using basic media and techniques, the student becomes familiar with art concepts. Studio experience, critique and some research/writing are included. Encouraged as a first course in art. Open to all students.

**Art 108** Digital Design 3
This course in visual expression and communication will introduce students to relevant computer programs including QuarkXpress, Adobe Illustrator and Photoshop. Through exercises, projects and critiques, students will learn both creative visual design and technical aspects of computer-generated images and composition. **Prerequisite:** Art 101 or 107.

**Art 202, 302, 402** Painting 3, 3, 1-3
The first course in painting is an introduction to the use and control of acrylic medium. Emphasis on technique, color and composition. Advanced courses emphasize independent investigation leading to a personal expressions in oil paint. **Art 202 open to all students**. **Prerequisite for Art 302 is Art 202; and for Art 402 it is Art 302 plus Art 101 or Art 107.**

**Art 203, 303, 403** Watercolor 3, 3, 1-3
Through studio activity, a wide range of subject matter and techniques are explored. Skill and control of the medium are encouraged through practice. **Art 203 open to all students. Prerequisite for 403: Art 101 or Art 107.**

**Art 204, 304, 404** Ceramics 3, 3, 1-3
In the first term, students use the potter’s wheel and other methods to create visual ideas and/or pottery in clay, both sculptural and functional. Forming, glazing and firing are learned. Second-term students do glaze or clay research and continue skill and concept development. Advanced students develop personal...
styles. Two-thirds studio, one-third verbal interpretation. Art 204 open to all students. Prerequisite for Art 404: Art 101 or Art 107.

Art 205, 305, 405 Figure Drawing 3, 3, 1-3
Studio based largely on the human figure, using a variety of drawing techniques, brief and sustained poses. Further development of perception and knowledge of the human figure stressed in advanced work. Features a variety of media, the relationship of figures to ground and a variety of conceptual approaches. Prerequisite: Art 101.

Art 206, 306, 406 Sculpture 3, 3, 1-3
Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors. Art 206 open to all students. Prerequisite for 306 is Art 206 and for 406: Art 101 or Art 107.

Art 207, 307, 407 Printmaking 3, 3, 1-3
The study of woodcut and intaglio techniques. Advanced work directed toward experimental techniques and skill development. Individual and group critiques. Art 207 open to all students. Prerequisite for Art 407: Art 101 or Art 107.

Art 208, 308, 408 Graphic design 3, 3, 1-3
First-term students are introduced to the elements and principles of graphic design/visual communication. Emphasis will be placed on aesthetic use of typography and image in the conceptual development of projects in publication, poster and advertising design. The course will also provide a historical overview of the influences and movements in the field of graphic design.

Second-term students continue the study of graphic design/visual communication. Emphasis will be placed on the design and implementation of corporate symbols. Students will design various symbols and identities and carry the visuals through to stationary, packaging, advertising and various other marketing projects. Production standards for layouts, inks and paper and the printing process will also be studied.

In the third and consecutive terms, students concentrate on developing skill in various areas of interest. Projects from GC and the Goshen community are used with input and critique from students and instructor. Projects are chosen with the purpose of developing experience in working with clients and portfolio development.

Graphic design courses must be taken in sequence. Art 108 is prerequisite for Art 208.

Art 214 Drafting and Design 3
The study of computer-aided design and drafting for products, furniture, interiors and architecture. AutoCAD is the primary software used. Engineering and architectural drafting, notation, lettering and designing are included. Open to all students.

Art 217, 317, 417 Jewelry 3, 3, 1-3
Three-dimensional design in metals including basic fabrication techniques, silver soldering, cold connections, stone setting, chain making and polishing processes. Includes study of historical and contemporary work in metal. Advanced students learn lost wax centrifugal casting. Art 217 open to all students. Prerequisite for Art 417: Art 101 or Art 107.

Art 255 Photo Communication 3
(See Comm 255)
Art 409 Internship
A senior exhibition emphasizing studio work in an area in which the student has specialized and developed a personal style. Course includes gallery installation, publicity and education relating to the exhibit. Prerequisite: 6-9 hours in medium with consent of instructor.

Art 410 Senior Seminar
Integrating creative endeavors, life’s purpose and faith. Issues concerning vocational, ethical, theological and historical dimensions of art are explored. Prerequisite: Required of all senior art majors; consent of instructor.

Art 412 Special Projects
Independent self-directed work or apprenticeship at an advanced level beyond that which is offered in regular courses or an internship related to an art concentration area. Prerequisite: consent of instructor.

Bible, religion and philosophy
Chair, Professor J. Brant (Acting Chair 2001-02 K. Graber Miller)
Professors R. Krall, K. Graber Miller
Associate Professor P. Keim

Major in Bible and religion
Twenty-seven hours in the department:
Bibl 300, Jesus and the Gospels 3
Bibl 301, Hebrew Prophets 3
Elective in Bible 3
Rel 320, Christian Faith 3
Rel 318, Anabaptist/Mennonite History or Hist 321 History of Mennonites in America 3
Phil 302, Ethics and Morality or Rel 312, War, Peace and Nonresistance 3
Phil 300, Introduction to Philosophy or Phil 307, Asian Thought or Phil 401, Philosophy of Religion 3
Bibl/Rel 409, Internship 3
Bibl/Rel 410, Seminar 3
Related courses in the department or in supporting courses such as Hist 304, PJCS 313, Psyc 314, SoAn 210/310, SoAn 300 in consultation with the adviser. 12
Bibl 100 may not be applied to the major by attending regular church services and events and to be an observer of at least one of the youth programs in the church.
Rel 210, Introduction to Youth Ministry 3
Rel 374, Youth Ministry Seminar 3
Bibl 300, Jesus and the Gospels 3
Bibl 301, Hebrew Prophets 3
Rel 320, Christian Faith 3
Hist 318, Anabaptist/Mennonite History or Hist 321, Mennonites in America 3
Worship Elective, select one:
Mus 313, Topics in Music Literature: Church Music 3
AMBS Church and Ministry courses (final selection of courses to be determined in consultation with your adviser and the seminary)
Spirituality or Pastoral Care, select one:
AMBS/CHM 501, Personal Spirituality 3
AMBS/CHM 502, Congregational Spirituality 3
AMBS/CHM 531, Person, Faith, and Pastoral Care 3
AMBS/CHM 532, Introduction to Pastoral Care and Counseling * 3
AMBS/CHM 631, Family Systems and Pastoral Care * 3
* With consent of the student’s adviser and AMBS
PCJS 325, Conflict Mediation 3
Educ 309, Educational Psychology: Secondary or Psyc 210, Developmental Psychology 3
Rel 330, Religion and Sexuality or SoAn 300, Human Sexuality or SoAn 210, 310 Marriage and Family 3
PhEd 102, First Aid and CPR* 2
Rel 409, Internship 3
Rel 410, Senior Seminar 3

In addition, we strongly recommend Bibl 324, Phil 302, Rel 306, Rel 322, Rel 405, Art 309/311, PhEd 210/228, and applied music courses.

Youth ministry growth portfolio requirements
Event planning account
Program profile
Program evaluation
Personal pastoral identity statement
A résumé of pastoral experience
Damascus Road Anti-racism Training

Planning guide
First year
General education

Second year
General education
SST
200-300 level courses in major including Bibl 301

Third year
General education
Upper-level courses in major including Bibl 300
Related courses

Fourth year
Balance of general education
Balance of major
Internship
Seminar

Concentration in youth ministry: An apprenticeship in ministry.
Forty-one hours in total.
When a student declares a youth ministry major concentration, the chair of the BRP department or a designated faculty member will assign him or her to a mentoring congregation. The student will be expected to participate in the life of that congregation.
### Bible, religion and philosophy

**Biblical Literature**
- 200-level courses in concentration

**Second year**
- General education
- SST
- 200-300-level courses in concentration including Rel 210

**Third year**
- General education
- Upper-level courses in concentration including Rel 374

**Fourth year**
- Balance of general education
- Balance of major including worship and pastoral care courses
- Internship
- Seminar

### Minor in Bible and religion

Eighteen hours in the department:
- Bibl 300, Jesus and the Gospels
- Bibl 301, Hebrew Prophets
- Elective in Bible
- Phil 302, Ethics and Morality
- Rel 320, The Christian Faith
- Elective in Religion or Philosophy

### Minor in philosophy

Eighteen hours of required courses:
- Phil 300, Introduction to Philosophy
- Phil 302, Ethics and Morality
- At least six hours from the following:
  - Phil 305, Philosophy of Science
  - Phil 310, Topics in Philosophy
  - Phil 400, Advanced Readings in Philosophy
  - Phil 401, Philosophy of Religion
- Up to six hours from the following:
  - Phil 307, Asian Thought
  - PoSc 303, Political Philosophy
  - Thea 245, Aesthetics
  - Math 300, Conjecture and Proof*

*with consent of the instructor

### Certificate programs

One-year certificate programs are available in biblical studies and Mennonite studies. See the department chair or the registrar for more details.

### Courses

**A. Bible**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Bibl 100</td>
<td>Biblical Literature</td>
<td>3</td>
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<tr>
<td></td>
<td>Study of Old and New Testament literature examining questions of inspiration, authorship, content and application. Attention is given to background, culture setting and history.</td>
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<tr>
<td>Bibl 201</td>
<td>New Testament Greek</td>
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<tr>
<td>Bibl 300</td>
<td>Jesus and the Gospels</td>
<td>3</td>
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<tr>
<td></td>
<td>Study of the life and teachings of Jesus, focusing on birth, life and teachings, death and resurrection. Inductive studies are basis for discussion and theological interpretation of Gospel content. Application of Jesus’ teachings in the contemporary setting.</td>
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<td></td>
<td>Prerequisite: Bibl 100 or consent of instructor.</td>
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<tr>
<td>Bibl 301</td>
<td>Hebrew Prophets</td>
<td>3</td>
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<td></td>
<td>A study of the Hebrew prophetic literature and movement. Attention is given to historical and literary considerations. Lectures, discussions and assignments are based upon close readings of the text and the demands placed upon the audience of the prophecy and upon the contemporary reader of the text. Treatment of the prophetic material keeps its Scriptural nature constantly in view.</td>
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<td>Prerequisite: Bibl 100 or consent of instructor.</td>
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<tr>
<td>Bibl 302</td>
<td>Acts of the Apostles</td>
<td>3</td>
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<tr>
<td></td>
<td>A course in how to study and teach the Bible using Acts as the textual material, looking at themes, background, narrative tensions and textual relationships. Attention will be given to structure, Luke’s development of ideas, as well as methods for study and teaching. Students will prepare and lead class discussions.</td>
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<td>Prerequisite: Bibl 100 or consent of instructor.</td>
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<tr>
<td>Bibl 303</td>
<td>Paul</td>
<td>3</td>
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<td>Study of the Pauline letters, examining critical issues through inductive study, consideration of cultural settings, Old Testament backgrounds and contemporary theological readings. Analysis of Paul’s counsel regarding women, the state, salvation, church life, Holy-Spirit expression, Jesus’ return and the impact of these issues upon contemporary Christian faith.</td>
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<td>Prerequisite: Bibl 100 or consent of the instructor.</td>
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<tr>
<td>Bibl 304</td>
<td>Writings of John</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the theology, themes, literary structure and social world of the fourth Gospel. Special attention is given to the unique contribution of the fourth Gospel to the New Testament canon, to our understanding of the Christ event and to Christian thought. Other Johannine writings are examined in relation to the Gospel.</td>
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<td>Prerequisite: Bible 100 or consent of instructor.</td>
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<tr>
<td>Bibl 310</td>
<td>Biblical Studies</td>
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<td>Lecture, research and discussion oriented around specific biblical studies and themes such as the biblical narrative The Book of Revelation.</td>
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<td>Prerequisite: Bibl 100.</td>
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<tr>
<td>Bibl 321</td>
<td>Biblical Themes of Peace</td>
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<td>A study of the themes and concepts that provide a biblical basis for non-retaliation and peace making. Particular attention is given to the nature of God’s sovereignty, forgiveness versus vengeance, and love of enemies.</td>
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<td>Prerequisite: Bibl 100.</td>
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<tr>
<td>Bibl 324</td>
<td>Women in the Bible</td>
<td>3</td>
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<tr>
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<td>An examination of the characterization of women in Old and New Testament narratives and their role in biblical societies and the early church. The course draws upon current research and exegetical strategies in biblical studies.</td>
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<td>Prerequisite: Bibl 100.</td>
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<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibl 409</td>
<td>Bible Internship</td>
<td>3</td>
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<tr>
<td></td>
<td>An approved internship or work experience related to biblical studies. Examples are: Ministry Inquiry Program, supervised work in local campus ministries, church agencies or hospital chaplaincy.</td>
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</tbody>
</table>
### B. Religion

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rel 201</td>
<td>Introduction to Anabaptist-Mennonite History</td>
<td>3</td>
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<tr>
<td></td>
<td>Beginning with the 16th-century origins of Anabaptist-Mennonite faith, then following the people and issues that gave it life and direction through the centuries, this course will examine how these issues are being faced in contemporary Mennonite faith. Students will reflect on their own faith history, the specific contribution of Mennonites to religious faith and creative ways to express historic beliefs.</td>
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<tr>
<td>Rel 202</td>
<td>Religious History in the Americas</td>
<td>3</td>
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<td></td>
<td>An overview of religious life in the Americas, beginning with Christianity's impact on indigenous religions of South, Central and North America. The course will focus on Christian movements and institutions in North America, with special attention given to Catholicism and Protestantism, Native American, African-American and Hispanic faith expressions.</td>
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<tr>
<td>Rel 210</td>
<td>Introduction to Youth Ministry</td>
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<tr>
<td></td>
<td>Covers models of youth ministry, relevant theories of development and aspects of pastor identity formation. Prerequisites: Bible 100 and sophomore status.</td>
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<tr>
<td>Rel 306</td>
<td>The Mission of the Church</td>
<td>3</td>
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<tr>
<td></td>
<td>Story of Christian missionary movement in world history, its purposes and strategies, shortcomings and achievements. Attention will be given to worship, evangelism and service as critical elements of mission. Contemporary issues, current situation and future prospects for mission will be discussed.</td>
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<tr>
<td>Rel 310</td>
<td>Topics in Religion</td>
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<tr>
<td></td>
<td>Lectures, research and discussion of specific topics in religion such as politics and religion, spirituality, religion and the media.</td>
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<tr>
<td>Rel 312</td>
<td>War, Peace and Nonresistance</td>
<td>3</td>
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<td></td>
<td>(See PJCS 312)</td>
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<tr>
<td>Rel 313</td>
<td>Violence and Nonviolence</td>
<td>3</td>
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<tr>
<td></td>
<td>(See PJCS 313)</td>
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<tr>
<td>Rel 315</td>
<td>Religion in Culture and Society</td>
<td>3</td>
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<tr>
<td></td>
<td>An analysis of the social, cultural and political contexts that profoundly affect religious institutions and expressions, and upon which religion has an influence. Course includes such topics as meaning and belonging, modern individualism, dynamics of religious collectives and the impact of religion on social change.</td>
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<tr>
<td>Rel 316</td>
<td>Liberation Theologies</td>
<td>3</td>
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<tr>
<td></td>
<td>Surveys theologies that are arising as contemporary liberation movements in the American hemisphere: black theology, feminist theology and Latin-American liberation theology.</td>
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<tr>
<td>Rel 318</td>
<td>Anabaptist/Mennonite History</td>
<td>3</td>
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<tr>
<td></td>
<td>(See Hist 318)</td>
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<tr>
<td>Rel 319</td>
<td>Doing Theology Abroad</td>
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<td></td>
<td>A course in theological studies offered outside the United States. Course content will focus on the intersection of socio-political realities with theological discourse. Course locations may vary depending on available faculty resources and political situations in host countries. Prerequisite: Bibl 100 or consent of instructor.</td>
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<tr>
<td>Rel 320</td>
<td>Christian Faith</td>
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<td></td>
<td>An introduction to theology, examining the character of Christianity by identifying and defining basic features and themes (e.g. Christology, atonement, church, eschatology). Careful attention will be paid to both historical development of theology as well as contemporary credibility. Prerequisite: Bibl 100 or consent of instructor.</td>
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<tr>
<td>Rel 322</td>
<td>Worshipping Communities</td>
<td>3</td>
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<td></td>
<td>An introductory survey course about worship which examines styles and patterns of worship as practiced by local communities of faith. Includes weekly attendance at worship services in a variety of denominations.</td>
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<tr>
<td>Rel 328</td>
<td>Spiritual Writings of Women</td>
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<td></td>
<td>A survey of women's writings about the spiritual journey. Includes a range of medieval through 20th-century women. Examines women's use of their experiences as one source of theologizing.</td>
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<tr>
<td>Rel 330</td>
<td>Religion and Sexuality</td>
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<td>An exploration of the meaning and purpose of human sexuality in the context of Christian (and other) religious faith(s) and in relation to culturally based attitudes. Topics addressed will include body phenomenology, body theology, gender issues, historical developments, sexuality and spirituality, singleness, marriage, friendship, sexual violence, and a variety of other theological, ethical and relational issues. The course draws extensively on feminist models, themes and authors.</td>
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<tr>
<td>Rel 374</td>
<td>Youth Ministry Seminar</td>
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<td>Focuses upon the development of a resource file, testing of items in the programs of a mentoring congregation, adaptation of materials for an Anabaptist curriculum, and participation in a either a Youth Ministry resource event or a major Youth Ministry event.</td>
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<tr>
<td>Rel 402</td>
<td>Christianity and Modern Thought</td>
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<td></td>
<td>A seminar examining and assessing narrative theology and ethics. An attempt to state faith in meaningful terms by understanding the principles and structures of narrative and habitually using them. This course also serves as the Rel 410 Seminar.</td>
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<tr>
<td>Rel 405</td>
<td>Spiritual Care and Healing</td>
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<td>Especially oriented towards the professional caregiver, this course emphasizes the interaction of spiritual factors with physical and emotional ones in the lives of helpers and their clients. Course enrollment includes a commitment to regularly practice one of the classical spiritual disciplines as a source of spiritual renewal and healing.</td>
<td></td>
</tr>
<tr>
<td>Rel 409</td>
<td>Religion Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved intern or work experience related to studies in religion. Examples are Ministry Inquiry Program, supervised work in campus ministries, church agencies, chaplaincy or congregational programs.</td>
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</tbody>
</table>
**Rel 410  Religion Seminar**  3
Advanced work in principles and problems of religious studies through the examination and assessment of narrative theology and ethics. Constant attention is given to meaningful articulation of faith. (See Rel 402, Christianity and Modern Thought)

**C. Philosophy**

**Phil 300  Introduction to Philosophy**  3
An introduction to the major problems of philosophy such as the nature of knowledge and reality, the relation of faith and reason, moral reasoning, politics and aesthetics. Discussion of the problems is driven by self-examination of each student’s reasoned ideas and the contributions of major philosophers from a variety of traditions.

**Phil 302  Ethics and Morality**  3
A study of the nature of moral claims and the bases for ethical principles. Fall sections of this course will focus more on issues and concerns related to Christian ethics and the May section will be rooted in moral philosophy. All sections will address the development of character as well as patterns and methods for both individual and corporate decision-making.

**Phil 305  Philosophy of Science**  3
A study of the nature and history of scientific inquiry, the role of rationality, intuition and truth in the sciences, as well as the relationship of the sciences to other realms of discourse, especially religion.

**Phil 307  Asian Thought**  3
The main aim of this course is to introduce the student to the questions, methods, goals and character of Asian philosophies and to instill in him or her a sensitivity to the profundity of thought that informs Asian history and culture.

**Phil 310  Topics in Philosophy**  3
Study in specific areas of philosophic thought such as ancient/medieval, logic, modern philosophy, theory of knowledge, theory and problems of reality.

**Phil 400  Advanced Readings in Philosophy**  1-3
Special topics for majors and minors.

**Phil 401  Philosophy of Religion**  3
Traditional and modern encounters of religion and philosophy; theistic arguments, faith and reason, apologetics, natural theology and philosophical theology.

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**Biology**

*Chair, Professor J. Miller*

*Professors S. Grove, J. N. Roth*

*Associate Professors M. Linton, L. Yoder*

*Assistant Professor D. Miller, J. Jenkins, B. Minter*

The biology department offers three majors: biology, environmental studies and molecular biology. It also offers a minor in environmental studies.

**Major in biology**

**Career opportunities**
Biology graduates are active in human medicine and related areas, veterinary medicine, the agricultural sciences, cell biology, microbiology, marine biology, biotechnology, ecology, environmental analysis, science communications and science education, as well as basic research in numerous biological areas.

**Requirements**
Minimum of 24 hours in biology (plus Biol 409 and 410), of which 12 hours must be upper level, plus courses in related sciences for a total of 40 hours as follows:

**Core courses required for all majors**
- Biol 100-101, Biological Principles  8
- Biol 300, Microbial Biology  4
- Biol 301, Genetics  4
- Biology electives (at least four hours must be upper level)  8
- Biol 410, Biology Senior Seminar  3
- Biology experience: Biol 209 (Field Experience), Biol 400 (Biology Research), Biol 409 (Internship), or other equivalent experience entailing at least 120 clock hours of practical experience in biology. See adviser for internship form.  0-3

**Related courses**
- Chem 111-112, General Chemistry  8
- Chem 303, Organic Chemistry  4
- Additional science electives  1 or more

Students expecting to major in biology should elect General Chemistry, Chem 111-112, in the freshman year.

Secondary education majors must take Biol 200, 201 or 310; Biol 203; and Biol 304 or 309. For additional education requirements see the education department pages or the *Goshen College Teacher Education Handbook*.

Areas of interest for which majors may prepare by careful selection of courses include: agriculture, allied health (medical technology, pharmacy), biotechnology, botany, cellular biology, ecology, environmental biology, field biology, genetics, human biology, marine biology, microbiology, molecular biology, preprofessional (dentistry, medicine, veterinary medicine, physical therapy), teaching biology, tropical agriculture, wildlife biology or zoology.

**Field studies**
Field studies are usually based at one of two Goshen College facilities: the Merry Lea Environmental Learning Center and the Marine Biology Laboratory. Additional field study and other courses can be done at Au Sable Institute.

**Planning guide**

*First year*
General education
Biological Principles
General Chemistry
Calculus I, II (recommended)

Second year
General education
Microbial Biology
Genetics
Organic Chemistry
SST (summer)

Third year
General education
Upper-level biology
Physics
Developmental Vertebrate Biology (pre-med)
SST (if not in second year)

Fourth year
Balance of general education
Balance of major
Internship or equivalent
Biology Senior Seminar

Major in molecular biology

Career opportunities
A molecular biology major provides excellent preparation for further study in medical or graduate school, or direct entry into the job market. Molecular biology provides a foundation for careers in biochemistry, molecular biology, molecular genetics, biotechnology, genetics, molecular medicine, genomics, molecular diagnostics, drug discovery, and many related areas.

Requirements
Completion of the following courses or the equivalent:
- Biol 100-101, Biological Principles I and II 8
- Biol 301, Genetics 4
- Biol 307, Molecular Cell Biology 4
- Biol 409, Internship or alternate 0-3
- Biol 410, Biology Senior Seminar 3
- Chem 111-112, General Chemistry I and II 8
- Chem 303-304, Organic Chemistry I and II 8
- Chem 430-431, Biochemistry & Lab 4
- Math 211-212, Calculus I & II 8
- Phys 203-204, General Physics 8

Recommended electives
- Biol 300, Microbial Biology
- Biol 302, Developmental Vertebrate Biology
- Chem 200, Analytical Chemistry
- Chem 310-313, Physical Chemistry I & II plus labs

Recommended enrichment activities
- Research Seminar, Biol 330; undergraduate research project — credit available through advanced biology (if done on campus) or internship (if done off campus).

Planning guide
First year
- General education
- Biological Principles
- General Chemistry

Second year
- General education
- Calculus I, II

Major in environmental studies

Coordinator, Associate Professor M. Linton

Students who choose an environmental studies major (rather than biology with an emphasis in field biology or natural science for environmental chemistry or pre-environmental engineering) anticipate significant work with regulatory agencies to accomplish their career goals. The environmental studies major includes course work that will equip students to tackle problems of human ecology in urban areas, wilderness areas, and a variety of human situations between those two extremes.

Career opportunities
Environmental studies graduates will be prepared to work in the fields of restoration ecology, conservation biology, land and aquatic stewardship, fisheries and wildlife, sustainable agriculture, community supported agriculture, environmental education, environmental advocacy, water and air quality measurement, environmental impact assessment, and land use planning, as well as basic research in these fields. Potential employers include church and community agencies, local, state and federal government, private advocacy, stewardship and commercial groups, as well as industry.

Required core courses (24-27 credit hours)
- Biol 100, Biological Principles I 4
- Biol 201, Botany of Seed Plants 4
- NaSc 201, Introduction to Environmental Science 3
- Biol 309, General Ecology 3
- Econ 202, Principles of Economics 3
- PoSc 210, Introduction to Public Policy 3
- NaSc 330, Natural Resources Policy Seminar 1
- Biol 409, Internship 0-3
- Biol 410 or NaSc 410, Senior Seminar 3

These core courses equip all majors to analyze environmental issues from biological, resource, economic and political points of view. All of these tools are necessary for addressing questions of human ecology. Students should choose SoAn 200 or SoAn 220 as their general education social science class. When students declare the environmental studies major, they will, with their academic adviser, choose an area of concentration that reflects their interests and career goals. Available areas of concentration are:

Conservation biology (31 credit hours)
- Chem 111/112, General Chemistry 8
- Chem 303, Organic Chemistry 4
- NaSc 320, Geology 4
- Econ 207, Introduction to Statistics 3
- Biol 301, Genetics 4
Environmental analysis (27 credit hours)
Chem 111/112, General Chemistry 8
Chem 200, Analytical Chemistry 4
Chem 303, Organic Chemistry 4
Biol 300, Microbial Biology 4
Econ 207, Introduction to Statistics 3
One course chosen from:
- Biol 301, Genetics 4
- Biol 307, Molecular Cell Biology 4
- NaSc 320, Geology 4

Resource management (27 credit hours)
Chem 111/112, General Chemistry 8
Biol 312, Land Management 4
Biol 345, Forest Resources 4
Econ 207, Introduction to Statistics 3
Field courses approved by adviser 8

International resource management (25 credit hours)
Biol 312, Land Management 4
Biol 345, Forest Resources 4
Foreign Language 201 (or proficiency) 3
SoAn 230, Cultural Anthropology 4
One field biology course approved by adviser 4
Two courses chosen from:
- Econ 308, Introduction to International Development 6
- Engl 201, International Literature
- SoAn 301, Community Development
- Comm 206, Communicating Across Cultures
- Phil 307, Asian Thought
- Rel 316, Liberation Theologies
- or other intercultural courses approved by adviser

Environmental justice (22-23 credit hours)
PJCS 312, War, Peace and Nonresistance 3
PJCS 313, Violence/Non-violence 3
PJCS 320, Transforming Conflict and Violence 3
PJCS 325, Conflict Mediation 4
Three courses chosen from:
- Econ 308, Introduction to Economic Development 9-10
- Biol 312, Land Management
- Rel 316, Liberation Theologies
- PJCS 316, Strategies and Tactics of Nonviolence
- PJCS 420, Transforming Organizational Conflict
- PJCS 425, Macrosystem Conflict Intervention
- SoAn 301, Community Development
- or other appropriate courses approved by adviser

Planning guide
First year
- General education
- Biological Principles I (General Chemistry)
- Principles of Economics (202)
- Principles of Sociology or Anthropology
Second and third years
- General education
- SST

Fourth years
- Courses in concentration area
- Upper-level humanities
- Internship
- Senior Seminar

Field studies
Field studies in the environmental studies major may take place at the Merry Lea Environmental Learning Center of Goshen College, an 1,150-acre nature preserve 30 miles from the Goshen campus. This preserve contains prairies, grasslands, upland forests, lowland forests, lakes, ponds and senescent bogs. The marine biology course is taken at the Goshen College Marine Biology Laboratory, located on Long Key in Florida. Additional field courses are available through the Au Sable Institute, a field station with three U.S. locations and two international programs. The Great Lakes campus of Au Sable is near Mancelona, Mich., near state and national forests, Lake Michigan, two trout rivers and numerous ponds, bogs, etc. Summer programs and a May term are available at the Great Lakes campus. Au Sable-Pacific Rim offers a summer program from their campus on Whidbey Island in the Puget Sound. Au Sable-East Coast has a summer program on the Chesapeake Bay, with a focus on environmental conflict resolution. AuSable-India, located near Tamil Nadu, South India, offers a summer program in the natural history, resources, conservation and ecology of the Indian tropics. Au Sable-Africa offers a summer program in tropical biology and ecological sustainability from their campus near Nairobi, Kenya.

Practical experience in environmental studies
Students should enrich their course work in the major with appropriate experiences/internships. Many Goshen students have worked on projects in environmental education, city planning, municipal water quality assessment, organic agriculture, conservation biology, urban forestry, wilderness trail and facility maintenance, restoration ecology, wetland construction and planting, and field biology. Appropriate international experience can be gained on SST, in Au Sable-India and Au Sable-Africa programs, and with specially arranged programs.

Minor in environmental studies
Coordinator, Associate Professor M. Linton
Requirements include Biol 100 and one course selected from NaSc 310, NaSc 320, Biol 360; one from Biol 309 (General Ecology) or a plant or animal ecology course from AuSable; one from Phil 302, Econ 202, SoAn 301, Biol 345, 346; applied experience in environmental studies; and 6-7 hours of field studies selected from Biol 201, Biol 308, Biol 309, Biol 310, Biol 345, Biol 361, Biol 362, Biol 363.

A minor in environmental studies is appropriate for elementary and secondary teachers, regional planners, interpretive naturalists, land-resources analysts, environmental analysts, water-resources analysts, and conservation biologists.

Field studies in the minor are usually based at the Merry Lea Environmental Learning Center and the Marine Biology Laboratory. Additional field study and other courses can be done at Au Sable Institute.
## Courses

### Biol 100-101 Biological Principles  4+4
Emphasis on the basic principles of life such as cell organization, metabolism, growth, responsiveness and reproduction. A survey of the plant and animal taxa, with special emphasis on vascular plants and vertebrate animals. Three lectures, one three-hour lab.

### Biol 200 General Zoology  4
A survey of representative animal groups from Protozoa through the Chordata. Includes anatomy, morphology, systematics, life histories and ecology. Three lectures, one three-hour lab. Prerequisite: Biological Principles, Biol 100-101, or permission of instructor.

### Biol 201 Botany of Seed Plants  4
A major study of the stems, roots, leaves, flowers, fruits and seeds of the advanced vascular plants. Emphasis is placed on plant anatomy, morphology and physiology. Two lectures and two two-hour labs. Prerequisite: Biological Principles, Biol 100-101, or permission of instructor.

### Biol 203-204 Human Anatomy and Physiology  4+3
A study of the organ systems of the human body, their gross and microscopic structure and their functions. Laboratory demonstrations and dissections. Three lectures, one two-hour lab. With permission of the instructor, biology majors may take Biol 204 for two hours of lecture only. Prerequisite: one semester of college chemistry.

### Biol 206 Microbiology  3
A general study of microorganisms and their relations to health and disease, with practical applications valuable to the nurse. Includes the characteristics and activities of microorganisms, procedures for sterilization and disinfection; methods of growing and studying organisms; and techniques of diagnosis, treatment and prevention of diseases; as well as a brief survey of the major pathogenic groups. Three lectures, one two-hour lab. Prerequisite: one semester of college chemistry. Not for the biology major.

### Biol 209 Field Experience  1-3
Practical experience in biology, typically in a relevant off-campus experience. Off-campus positions may include various types of work (employed or volunteer) in university, hospital or other medical, veterinary, agricultural and industrial facilities or nature centers and camps. Students are encouraged to develop their own ideas. Taken only as credit/no credit. Prerequisite: consent of adviser.

### Biol 210 Biology of the Sea  4
An introductory course to enable the student to recognize the more common marine plants and animals and appreciate such an ecosystem. An elective suitable for elementary-education students. Does not count toward biology or natural-science major. The course will be given on location in the Florida Keys. Lecture-lab approach. Prerequisite: consent of instructor. Extra cost.

### Biol 300 Microbial Biology  4
Study of the anatomy, physiology, and natural history of microorganisms, particularly bacteria, fungi and freshwater algae. Such organisms are studied in their roles in the total environment. Includes techniques involved in preparation of media, sterilization, isolation and examination. Three lectures, one three-hour lab. Lecture-lab approach. Prerequisites: Biological Principles, Biol 100-101, or Biol 100 and 201.

### Biol 301 Genetics  4
Introduction to genetics including classical, molecular and population concepts. Includes discussions of the moral and ethical implications related to genetic principles and techniques. The laboratory will include individual experiments with living organisms and work on computer-assisted genetic exercises. Three lectures and one laboratory/discussion session per week. Prerequisites: Biological Principles, Biol 100-101, or Biol 100 and 201 or equivalent, plus one additional biology course.

### Biol 302 Developmental Vertebrate Biology  4
Principles of vertebrate development with comparative study of developing systems in chick and pig. Material covered includes the molecular genetics of cancer and development. Lecture-lab approach. Prerequisite: Biological Principles, Biol 100-101.

### Biol 304 Marine Biology  4
A concentrated field study in the Florida Keys. Includes the marine life of the area, as well as the seed plants and insects of the Keys. Students enrolled in this course live and study on location. Lecture-lab approach. Prerequisites: Biological Principles, Biol 100-101 and General Zoology, Biol 200, plus consent of instructors. Extra cost.

### Biol 307 Molecular Cell Biology  4
Examination of the structure and function of cells. Includes individual and group demonstrations of how cells are studied. Emphasis on molecular organization and phenomena associated with eucaryotic cells. One lecture, two three-hour labs. Prerequisites: Biol 301 (Genetics) and Chem 111-112 or consent of instructor.

### Biol 308 General Entomology  4
A general study of insect structure, development, classification and habits. Laboratory sessions particularly directed at identification of insects and their economic roles. Three lectures and one three-hour lab per week. Prerequisite: Biol 100 or 101; Biol 200 (General Zoology) strongly recommended.

### Biol 309 General Ecology  3
A study of the distribution and abundance of organisms. The course will include studies of the dynamics of natural communities and the interaction of these communities with the abiotic environment. The impact of humans on natural ecosystems and concepts of sustainable living will be addressed. Taught as a concentrated field course at the Merry Lea Environmental Learning Center. Prerequisites: Biol 100 or Biol 101.

### Biol 310 The Plant Kingdom  4
An in-depth study of the classification, structure and relationships of organisms that botanists have traditionally studied. Algae, bryophytes and primitive vascular plants are given extensive coverage. Taught as field course at the Merry Lea Environmental Learning Center with minimal lecture time. Prerequisite: Biological Principles, Biol 100-101, or permission of instructor.

### Biol 312 Land Management  4
Basic principles of the management of natural ecosystems for various values or functions. Includes principles of restoration of disappeared or damaged ecosystems. Focus on wetlands, prairies and natural grasslands, and forests, primarily as a field course. Field work at Merry Lea. Prerequisite: Biol 100.

### Biol 320-321 Human Pathophysiology  3+3
An introductory study of the principles of disease. Examines causes of disease and bodily response processes. A survey of both disorders that affect the body as a whole and disease of individual organs. Intended for students in allied health professions. 

**Prerequisite:** Human Anatomy and Physiology, Biol 203-204.

### Biol 330 Research Seminar
1
An exploration of opportunities in research at the undergraduate level, graduate level and for a career. Includes an introduction of ongoing departmental research programs, discussion and demonstrations by current student participants of their projects, examination of new discoveries reported in the current literature and discussions of opportunities for student participation in our research program for advanced biology credit.

### Biol 340 Field Experience in Environmental Education
1-3
Participants will develop and conduct interpretive programs in nature study for visiting school groups; observe practices related to managing a natural area and participate in discussions of environmental issues. Instruction takes place at the Merry Lea Environmental Learning Center. Enrollment by permission of instructor only. Not offered in spring semester. **Prerequisite:** one semester of college-level biology.

### Biol 345 Forest Resources
4
Study of the function, value, and use of forest resources, including management of forests for harvest, education, biodiversity, beauty and recreation. Principles of forest restoration included. Significant time spent in the field at Merry Lea. **Prerequisite:** Biol 201.

### Biol 350 Ornithology
4
Natural history, taxonomy, and conservation of birds. Includes much work on visual and aural identification of birds in the field. Taught during the May Term at Merry Lea. Offered May 2000. **Prerequisite:** Biol 100, and Biol 200 strongly recommended.

### Biol 355 Limnology
4
Study of the geochemistry and biological communities of wetlands, lakes and streams. Primarily a field course, with significant time spent at Merry Lea and environs. **Prerequisite:** Biol 100 and one other biology course.

### Au Sable courses
The Au Sable Institute, as described above, offers a variety of summer field courses in several locations. A sampling of some of the many available courses follows. These will appear as Biol 360-380 on student transcripts.

- Land Resources (Michigan)
- Ecological Agriculture (Michigan)
- Natural Resources Internship: Global Development and Ecological Sustainability (Michigan)
- Ecotheology (Pacific Rim)
- Marine Mammals (Pacific Rim)
- Tropical Botany (Africa)
- Stewardship Internship: Sustainable Communities and Environmental Conflict Resolution on the Chesapeake Bay (East Coast)
- Conservation Biology and Environmentally Sustainable Development (India)

See Mary Linton for complete list.

### Biol 375 Topics in Biology: (Special Topic)
1-4
Classroom and/or laboratory study in a major area of biology not covered by regular courses. **Prerequisite:** consent of instructor.

### Biol 400 Biology Research
1-4
On-campus participation in a research project. **Prerequisite:** senior standing.

### Biol 409 Internship
1-3
Practical experience in biology including professional levels of responsibility. Activities may be similar to those described for Biol 209, but with a higher degree of independent responsibility in the experience, as would be appropriate for a traditional apprenticeship. Students are encouraged to develop their own ideas. Taken only as credit/no credit. **Prerequisite:** consent of adviser.

### Biol 410 Biology Senior Seminar
3
An exploration of the interactions between biology and other areas of human concern, especially ethics and theology. Includes lectures, discussion and preparation of a paper. **Prerequisite:** senior standing.

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**Business**

*Chair, Associate Professor C. D. Kaufman*

*Professor D. Good*

*Associate Professors R. Rupp, T. Yoder*

*Assistant Professors M. Horning, P. Rush*

The business department offers five majors in four different areas: accounting (120 or 150-hour degrees), business, economics and business information systems. In addition, it offers minors in all four areas and a certificate program in business administration. Adult students interested in an evening program should see the Goshen College Adult Programs in organizational management and management information systems.

Some students seek a double major, or a major and minor, in our department. Our programs are very flexible to accommodate this. Note that a double major is not possible for accounting plus business, nor business information systems plus business, since there is very significant overlap in the courses required for these majors. A major plus minor is appropriate in these areas.

In addition to degree programs, the business department sponsors two continuing education programs for businesses: Family Business and Management Development. See information below.

### Career opportunities
There is presently a very strong demand for graduates of these majors. Public accounting firms are having difficulty filling their positions. Business information majors are in strong demand to help maintain networks; to provide applications support; as consultants; in support of e-commerce; and for numerous other positions. Business graduates are currently working in business, industry, education, banking, overseas development, church
offices, and many not-for-profit settings. Economics majors continue to find employment with business, government and in education. Numerous graduates have gone on to do graduate work in business, information systems, law, public policy and economics, completing degrees at the master’s and doctoral level.

Admission to department

General. Admission to Goshen College as outlined in this catalog.

Academic. All students are welcome to take courses in the business department based on their interest and meeting course prerequisites (if any). To be officially admitted as a major in the business department the student must:

a. Complete all lower level major and related requirements with a grade point average of 2.0 or above.
b. Complete a Goshen College Plan of Study with academic adviser.
c. Formally apply for admission to the business department with signature of academic adviser.

A. Accounting

120-hour major in accounting

Completion of the following courses or equivalent:
Acc 201-202, Principles of Accounting 6
Acc 210, Accounting Information Systems 3
Acc 301, Cost Accounting 3
Acc 302-303, Intermediate Accounting 6
Acc 304, Federal Income Tax: Individual 3
Acc 405, Auditing 3
Bus 310, Business Law 3
Bus 405, Business Career Planning 1
Bus 409, Business Internship or
Acc 408, Accounting Internship 3-12
Bus 410, Management Policy and Social Responsibility 3

Related courses
Math 102, Precalculus Mathematics 4
or
Math 141, Finite Mathematics 3
or an equivalency exam
Econ 201-202, Principles of Economics 6
Econ 207, Introduction to Statistics 3
BIS 220 Knowledge Work Software 3
Elective in business, economics or BIS 3

Planning guide

First year
General education
Mathematics
Business Process (optional elective)
Principles of Accounting, 201
Knowledge Work Software

Second year
General education
Principles of Accounting, 202
Principles of Economics
Introduction to Statistics
Accounting Information Systems
SST

Third year
General education

Intermediate Accounting
Federal Income Tax: Individual
Business Law
Cost Accounting
Business Career Planning

Fourth year
Balance of general education
Balance of accounting major
Internship
Management Policy and Social Responsibility

Planning notes
Bus 121 is an excellent first-year elective course for students exploring their business interests; Acc 201 and 202 must be completed in the first two years; Acc 210 is intended for the second year; SST should come in the first two years or summer of the third year.

150-hour major in accounting

In many states, 150 hours of post-secondary education will be or is required for individuals to sit for the Certified Public Accounting (CPA) examination. Goshen College offers several options for students desiring to pursue a 150-hour degree in accounting. Students can choose to complete all 150 hours at Goshen College by completing one of the following professional programs:

Accounting and business
All the current 120-hour accounting major requirements (52 hours) plus completion of:
Acc 432, Government & Not-for-Profit Accounting 3
Acc 434, Federal Income Tax: Corporate 3
Bus 315, Principles of Management 3
Bus 317, Financial Management 3
Bus 403, Management Strategy 3
Six hours of upper-level electives in business, economics or business information systems 6
Electives from any department (to complete 150 hours) 6-9

This program is designed to give the student a broader understanding of business and the role of the professional accountant as a business adviser.

Accounting and business information systems (double major)
All the current four-year accounting major requirements (52-hour major) plus:
Acc 432, Government & Not-for-Profit Accounting 3
Acc 434, Federal Income Tax: Corporate 3
Bus 315, Principles of Management 3
Six BIS core courses: 250, 305, 310, 335, 340, 405 18
Two related courses: CoSc 200 and CoSc 215 7
The internship should include a significant experience in business information systems.

This program is designed to equip the professional accountant to work, consult and advise effectively in the business information systems arena, as well as accounting.

Accounting, business and business information systems (minor in business information systems; minor in business)
All the current 120-hour accounting major requirements (52-hour major) plus:
Acc 432, Government & Not-for-Profit Accounting 3
Acc 434, Federal Income Tax: Corporate 3
Bus 315, Principles of Management 3
Bus 316, Principles of Marketing 3
Bus 317, Financial Management 3
Bus 403, Management Strategy 3
Four BIS courses from the BIS core courses 12

This program is similar to the previous one but includes a broader exposure to the functional areas of business.

Finally, a student can meet the state's 150-hour requirement by completing a 120-hour accounting degree at Goshen College and transferring to another institution to complete a master's degree. Goshen College is committed to developing and maintaining articulation agreements with various Indiana institutions to facilitate this option.

Minor in accounting
Acc 201-202, Principles of Accounting 6
Econ 201 or 202, Principles of Economics 3
Acc 302, Intermediate Accounting 3
Six additional hours of accounting 6

(Business and business information systems majors must take 12 hours of accounting beyond the major, including Acc 302. Economics majors must take the 15 hours of accounting listed above. Courses must be selected with approval of your adviser.)

Courses

Acc 201  Principles of Accounting: Financial 3
Development of principles underlying financial statements and accounting procedures. Basic accounting terminology and concepts of both financial and managerial accounting. Emphasis on analyzing and understanding financial statement information.

Acc 202  Principles of Accounting: Managerial 3
Development of principles used in planning, controlling and evaluating organizational decision making. Primary topics are cost behavior, costing systems, profitability analysis and budgeting. Prerequisite: Acc 201.

Acc 210  Accounting Information Systems 3
Create an accounting system using a popular business software package. Gain understanding of internal control systems and organizational relationships with utilization of a computerized business system. Concentrates on the transaction cycles of cash receipts, cash disbursements, purchasing, sales, inventory control and management reporting. Prerequisite: Acc 201.

Acc 301  Cost Accounting 3
A study of how accounting information is used and communicated by managers to plan, control and evaluate decisions. Primary topics include cost behavior, cost-volume-profit analysis, costing systems, variance analysis, cost-allocation issues, budgeting, and pricing decisions. Prerequisite: Acc 201-202, BUS 220 or Bus 150.

Acc 302-303 Intermediate Accounting 3+3
Development of accounting theory and practice by critically analyzing each element of the financial statement. Concentration on a conceptual approach to accounting information and reporting. Courses must be taken in sequence. Prerequisite: Acc 201-202.

Acc 304  Federal Income Tax: Individual 3
A comprehensive study of the current income tax laws as they apply to individuals and sole-proprietorships. Emphasis is placed on applying the tax laws for tax return preparation. Students are also introduced to tax research and tax planning. Prerequisite or concurrent: Acc 201.

Acc 375  Topics in Accounting 1-4
Depth study on a selected topic in accounting. Intended to accommodate student interest and/or faculty expertise in specific accounting issues. Issues may vary from year to year.

Acc 400  Selected Readings  Credit Arranged
Special topics for majors and minors.

Acc 405  Auditing 3
Study of the attest function and the responsibility of a Certified Public Accountant as an independent auditor of financial information. Includes study of the CPA Code of Professional Ethics and the legal liability of auditors. Prerequisite: Acc 302-303.

Acc 408  Accounting Internship  Credit Arranged
Work experience in professional accounting. Limited to accounting majors. Student must be approved by department faculty and accepted by a firm through an interview. Interested students should contact the supervising instructor during the junior year.

Acc 409  Internship in Accounting 3
Work experience in, or student observation of, a business enterprise or problem. Each student's project is individually arranged with the instructor. The course is designed to integrate and apply theoretical learning with experience.

Acc 432  Government and Not-for-Profit Accounting 3
The study of accounting theory and practice relating to governmental entities and not-for-profit organizations. Prerequisite: Acc 201-202.

Acc 434  Federal Income Tax: Corporate 3
Study of the current tax laws applicable to C corporations, S corporations, partnerships and limited-liability companies. Students are introduced to tax research and tax planning for these business entities. Also included is an introduction to tax law related to not-for-profit organizations, trusts, estates and gift taxation. Prerequisite: Acc 304.

B. Business

Major in business
Completion of the following general education courses:
- Math 141, Finite Math, Math 102 Pre-calculus or equivalency exam
- One social science course selected from: SoAn 200, SoAn 220, Psyc 100, or Posc 200

Completion of the following “core” courses or equivalents, totaling 40 credit hours.
- Acc 201-202, Principles of Accounting 6
- Econ 201-202, Principles of Economics 6
- Econ 207, Introduction to Statistics 3
- Bus 310, Business Law 3
- Bus 315, Principles of Management 3
- Bus 316, Principles of Marketing 3
- Bus 317, Financial Management 3
Certificate: Business Administration

Courses

Acc 201, Principles of Accounting 3
Econ 201, Principles of Economics 3
Bus 315, Principles of Management 3
Econ 202, Principles of Economics 3
or SST elective 3

Certificate: Business Administration

Bus 121, The Business Process 3
Acc 201, Principles of Accounting 3
Bus 315, Principles of Management 3
Econ 201, Principles of Economics 3
Econ 202, Principles of Economics 3
or SST elective 3

Planning Guide

First Year
General education 3
Mathematics 3
Principles of Accounting, 201 3
Knowledge Work Software 3

Second Year
General education 3
Principles of Economics 3
Principles of Accounting, 202 3
Other courses in major 3
SST (spring or summer) 3

Third Year
General education 3
Management, Marketing, Financial Management 3
Upper-level courses in major 3
Business Career Planning 3
A summer internship between third and fourth year is strongly encouraged 3

Fourth Year
Balance of general education 3
Balance of major 3
Management Strategy 3
Management Policy and Social Responsibility 3

Planning Notes
Bus 121 is an excellent first-year course for students exploring their business interests. Acc 201 and 202, Econ 201 and 202, and SST should normally be scheduled in first two years. Additional math courses are encouraged for students anticipating graduate school.

Minor in Business

Acc 201, Principles of Accounting 3
Econ 201 or 202, Principles of Economics 3
12 additional hours of accounting, business, business information systems, and/or economics, of which nine must be upper level. 12

Certificate: Business Administration

Bus 121, The Business Process 3
Acc 201, Principles of Accounting 3
Bus 315, Principles of Management 3
Econ 201, Principles of Economics 3
Econ 202, Principles of Economics 3
or SST elective 3

Secretarial Courses
Students wishing to qualify for teaching certificates in business education with endorsements in secretarial skills such as keyboarding, shorthand and office machines must arrange with neighboring institutions for courses that will assist them in the development of these skills.

Courses

Bus 102 Advanced Keyboarding 3
Manipulative skill development in the use of computer/typewriter keyboards, including numerical keypad. Skills development in the production of letters, reports, tables and other word processing communications using a leading software package.

Bus 121 The Business Process 3
A general survey of business in the United States and the legal, governmental and international environments in which it functions. Included in the course is a study of business ethics as well as the various forms of business organization and ownership. Other core areas of study include: management and organizational structures, human resources, marketing, accounting, information systems, finance and franchises. Current business issues, trends and careers are a major focus throughout the course.

Bus 150 Introduction to Microcomputers 3
An introduction to personal computers (both hardware and software) and their impact on business. The course surveys the most common uses, with hands-on experience with word processing, spreadsheets, data base management, presentation graphics, the Windows operating systems and the Internet. Students work in a hands-on computer lab and gain experience with the software and concepts through completion of exercises and lab problems.

Bus 210 Basic Spreadsheet Applications 1-2
This course introduces the student to the features and functions of a commercial spreadsheet software for the microcomputer. Hands-on exercises and cases illustrate the use of spreadsheet software in common business applications. A working knowledge of microcomputers is required. (Credit not available for this course and Bus 150.)

Bus 306 Human Resource Management 3
This course provides a comprehensive understanding of what effective firms in competitive environments are doing to manage their human resources as successfully as possible. Topics include the major issues facing human resource management and the various human resource activities.

Bus 308 Office Administration and Technology 3
Principles of management, problem-solving, systems and communications as applied to office administration; the role of people in using the tools of information technology to increase productivity; records management, space, furniture, equipment and office automation. (Available as independent study.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Bus 310</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>Bus 315</td>
<td>Principles of Management</td>
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<tr>
<td>Bus 316</td>
<td>Principles of Marketing</td>
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<tr>
<td>Bus 317</td>
<td>Financial Management</td>
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<tr>
<td>Bus 318</td>
<td>Production/Operations Management</td>
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<td>Bus 319</td>
<td>Non-Profit Marketing</td>
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<td>Bus 320</td>
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<td>Bus 322</td>
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<td>Bus 328</td>
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<td>Bus 330</td>
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<td>Bus 332</td>
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<td>Bus 340</td>
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<tr>
<td>Bus 350</td>
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<td>Bus 357</td>
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<tr>
<td>Bus 400</td>
<td>Selected Readings</td>
<td>Credit Arranged</td>
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<tr>
<td>Bus 405</td>
<td>Business Career Planning</td>
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Topics include: the competitive strengths and weaknesses of a family firm; the dynamics of family interactions and the family business culture; conflict resolution; estate planning, and planning for succession.

In this course students will learn how to research, formulate and implement investment plans through portfolios constructed and monitored by students. Analytical frameworks and investment strategies that target objectives will be established and utilized. Also, decision making tools such as security valuation and leverage analysis models will be explored.

This course covers a managerial approach to developing advertising strategies; the use of advertising as a marketing tool; the creative process; evaluation of the effectiveness of advertising; the role of advertising in our society. **Prerequisite: Bus 316 or consent of instructor.**

An introduction to the dynamic world of selling. A pragmatic approach to the techniques and skills used by professional sales persons. Includes role playing and the development of a sales presentation.

Further practice in applying the features and functions of a commercial spreadsheet are provided. Emphasis is on overall spreadsheet design as well as the use of macros and spreadsheet publishing features. Much of the work is done independently by the student, in consultation with the instructor. Applications are drawn from common business and accounting problems. **Prerequisite: Bus 150 or BIS 220 or consent of instructor.**

International business is the field of study that focuses on business activities that cross national boundaries. It includes exports and imports – the subject of traditional international trade discussions – as well as foreign direct investment, international banking, the international transfer of technology and global business strategy. The cultural environment of international business is considered in some detail. The course presents the important activities of an international firm and a framework for analysis from a manager’s perspective. Case studies are used in the course.

Depth study on a selected topic in business. Intended to accommodate student interest and/or faculty expertise in specific business issues. Issues may vary from year to year (example: Business in Spain).

Special topics for majors and minors.

A study and evaluation of management strategies to achieve organizational goals and objectives. Utilizes management principles, financial analysis and control, personnel decisions and marketing strategies to solve case/simulation problems. **Prerequisites: Bus 315, 316 and 317, or consent of instructor.**
The course will provide a framework within which to appraise career options, set goals and implement a plan to reach goals. Topics include self-appraisal, résumés, developing a job-search strategy, interviewing for jobs, choosing the first job and graduate-school opportunities.

**Bus 409 Internship in Business** 3
Work experience in, or student observation of, a business enterprise or problem. Each student's project is individually arranged with the instructor. The course is designed to integrate and apply theoretical learning with experience.

**Bus 410 Management Policy and Social Responsibility** 3
A broad examination of the responsibilities of business to society and social expectations of business. Topics include: business and its environment; corporate social responsibility; the manager and personal ethics; government regulation of business. Intended as the capstone senior seminar. Prerequisite: Senior standing in department or consent of instructor.

**C. Business information systems**

**Major in business information systems**
Completion of the following courses or equivalent:

Business information systems courses:
- BIS 220, Knowledge Work Software Tool Kit 3
- BIS 250, Introduction to Business Programming 3
- BIS 305, Information Systems Theory and Practice 3
- BIS 310, Information Technology Hardware and Networks 3
- BIS 335, Analysis and Logical Design 3
- BIS 340, Physical Design and Implementation with DBMS 3
- BIS 405, Project Management and Practice 3
- BIS 407, E-commerce System Development 3
- BIS 409, Internship 3

Business courses:
- Acc 201-202, Principles of Accounting 6
- Econ 201-202, Principles of Economics 6
- Econ 207, Introduction to Statistics 3
- Bus 315, Principles of Management 3
- Bus 405, Business Career Planning 1
- Bus 410, Management Policy and Social Responsibility 3

Related courses:
- CoSc 200, Programming Techniques 4
- Math 102, Precalculus Mathematics 3-4
  or
- Math 141, Finite Mathematics
  or
- CoSc 205, Discrete Mathematics

Planning notes
Bus 121 (an elective) may be helpful as a first-semester exploratory course. Bus 150 may be helpful for students not prepared to enter BIS 220. SST should be taken in first two years since upper-level BIS courses may be offered in alternate years during years three and four.

**Planning guide**

**First year**
- General education
- Mathematics
- Principles of Economics, 202
- Principles of Accounting, 201
- Knowledge Work Software

**Second year**
- General education
- Principles of Economics, 201
- Principles of Accounting, 202
- Statistics
- Introduction to Business Programming
- SST (spring or summer)

**Third year**
- General education
- Principles of Management
- Upper-level courses in major
- Business Career Planning
- Programming Techniques

**Fourth year**
- Balance of general education
- Balance of major
- Project Management
- Management Policy and Social Responsibility

**Minor in business information systems**
- Acc 201, Principles of Accounting 3
- Econ 201 or 202, Principles of Economics 3
- Bus 315, Principles of Management 3
- BIS 220, Knowledge Work Software Tool Kit 3
- BIS 305, Information Systems Theory and Practice 3
- BIS 310, Information Technology Hardware and Network or BIS 335, Analysis and Logical Design 3

(Business majors must take 12 hours of business information systems. Accounting majors must take Bus 315, plus 12 hours of business information systems. Courses must be selected with approval of adviser.)

**Courses**

**BIS 220 Knowledge Work Software Tool Kit** 3
An advanced looks at, and hands-on experience with, tools commonly used by knowledge workers, including word processing, spreadsheet, presentation graphics and database application software. This course builds on the basic skills covered in Bus 150. Also included are basic skills in HTML coding and Web page construction. Prerequisite: Bus 150 or consent of instructor.

**BIS 250 Introduction to Business Programming** 3
This course will provide an understanding of algorithm development, computer concepts and the design and application of data and file structures. It includes an understanding of the logical and physical structures of both programs and data. The course will be taught from a business perspective with business software development projects. Course will use the Visual Basic language.

**BIS 305 Information Systems Theory and Practice** 3
This course examines systems theory and concepts, how information systems relate to organization systems. Other topics include: decision theory and its implementation by IS; level of systems: strategic, tactical and operational; system components and relationships; information-system strategies; the role of information technology; the roles of people developing, using and managing systems; IS planning; human-computer interface; evaluation of system performance; societal and ethical issues related to information-system design and use. Prerequisite: BIS 220 or consent of instructor.
**BIS 310 Information Technology Hardware and Telecommunications**  
3  
This course addresses hardware and operating systems and includes data communications and networking, and management of telecommunications networks. *Prerequisite: BIS 305 or consent of instructor.*

**BIS 335 Analysis and Logical Design**  
3  
Covers the life cycle of the application development process, including: the role of the systems analyst in a business; requirements determination; data and process modeling; interface, input and output design issues; testing; installation planning; and system operations and support. Also emphasizes cross-life cycle skills such as: communication; cost analysis; and project management tools.

**BIS 340 Physical Design and Implementation With DBMS**  
3  
This course focuses on data models and modeling techniques; structured and object design approaches; differing models for databases; relational, hierarchical, network and object oriented. Also addressed are CASE tools, dictionaries, repositories, warehouses; implementing, coding, testing, installation and post-implementation review. *Prerequisite: BIS 335 or CoSc 215 or consent of instructor.*

**BIS 375 Topics in Business Information Systems**  
1-4  
Depth study on a selected topic in business information systems. Intended to accommodate student interest and/or faculty expertise in specific business information systems issues. Issues may vary from year to year.

**BIS 400 Selected Readings**  
Credit Arranged  
Special topics for majors and minors.

**BIS 405 Project Management and Practice**  
3  
Practice in managing the system life cycle; requirements determination for logical design, physical design, testing and implementation of a system. Other topics: system and database integration issues; metrics for project-management and system-performance evaluation; managing expectations of superiors, users, team members and others related to the project; determining skill requirements and staffing the project; cost effectiveness analysis; reporting and presentation techniques; effective management of both behavioral and technical aspects of the project. *Prerequisite: BIS 335.*

**BIS 407 E-commerce System Development**  
3  
This course will cover advanced system development for the Internet with Business-to-Business application projects as the focus. It includes an understanding of advanced HTML concepts and database access using ASP (active server pages) and ADO (active data objects). The development environment will include Microsoft Access, Oracle, VB script, Java script and XML.

**BIS 409 Internship in Business Information Systems**  
3  
Work experience in, or student observation of, an organization or problem. Each student’s project is individually arranged with the instructor. The course is designed to integrate and apply theoretical learning with experience.

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**D. Economics**

**Major in economics**  
Completion of the following courses or equivalent:  
- Econ 201-202, Principles of Economics  
- Econ 207, Introduction to Statistics  
- Econ 302, Intermediate Macroeconomic Theory  
- Econ 303, Intermediate Microeconomic Theory  
- Upper-level economics electives  
- Econ 409, Internship  
- Econ 410, Management Policy and Social Responsibility  

*Related courses:*  
- SoAn 200, Principles of Sociology or Upper-level sociology  
- PoSc 200, Introduction to Political Science or Upper-level political science  
- Math 211, Calculus  
- Computer elective (BIS 220 recommended)

A secondary teacher-education program is available. For more details see the education department pages and the Goshen College Teacher Education Handbook.

**Planning guide**

*First year*  
- General education  
- Principles of Economics, 202  
- Calculus I  
- Computer course

*Second year*  
- General education  
- Principles of Economics, 201  
- Sociology  
- Political Science  
- Introduction to Statistics  
- SST (fall or spring)

*Third year*  
- General education  
- Intermediate Macro Theory  
- Intermediate Micro Theory  
- Other upper-level economics

*Fourth year*  
- Balance of general education  
- Balance of major  
- Internship  
- Management Policy and Social Responsibility

**Minor in economics**  
- Econ 201-202, Principles of Economics  
- 12 additional hours of economics, of which at least nine must be upper level (Business, accounting and business information systems majors must take 12 hours of upper-level economics beyond the major.)

Courses must be selected with approval of adviser.

**Planning notes**  
Students should complete Econ 201 and 202 in first or second year – these two courses may come in any order. Additional mathematics beyond Math 211 is strongly urged if graduate work in economics is anticipated. Teacher education program is available for students seeking to teach social studies in high school.
Courses

Econ 201, 202 Principles of Economics 3, 3
A general survey of economic relationships and processes in modern society. Econ 201 focuses on macroeconomic topics: national-income accounting, aggregate-income determination, money and banking, and international trade. Econ 202 analyzes market and price behavior under competitive and monopolistic conditions and reviews the economic activities of government, with emphasis on spending and taxing patterns. Either course may be taken first; both are prerequisites for most upper-level courses in economics.

Econ 207 Introduction to Statistics 3
Collection, presentation and analysis of numerical data. Descriptive measures; index numbers; probability, sampling, estimation and hypothesis testing; linear regression and correlation. Prerequisite: a knowledge of algebra.

Econ 301 Money and Banking 3
Monetary theory and policy; commercial bank management and the study of other financial institutions; the money markets; central banking and the Federal Reserve System. Prerequisite: Econ 201.

Econ 302 Intermediate Macroeconomic Theory 3
The modern theory of the determination of the level and growth of income, employment and output and of the level of prices. Alternative fiscal and monetary policies to facilitate full employment and economic growth are discussed. Prerequisites: Econ 201-202.

Econ 303 Intermediate Micro-Economic Theory 3
More advanced treatment of the theory of consumer choice, the theory of production, market structure and general equilibrium. Additional topics include theories of imperfect competition, resource allocation, economic aspects of business management and selected topics. Prerequisites: Econ 201-202. Recommended: Econ 207.

Econ 304 Public Sector Economics 3
Basis for public sector in an economy; mechanisms of governmental allocation. The financing of federal, state, and local governments; principles and economic effects of taxation and expenditures. Prerequisite: Econ 202.

Econ 305 International Economics 3
Factors in international economic relations; international trade theory; balance of international payments; foreign exchange; commercial policy of the United States and other countries; foreign investment and economic development; international economic cooperation. Prerequisite: Econ 201-202, or consent of instructor.

Econ 308 Introduction to Economic Development 3
Provides a general overview of the development field and surveys major issues from a range of viewpoints. Topics include trade and financial problems faced by developing countries, evaluation of various models of development and application of economic techniques to development problems. Prerequisites: Econ 201-202, or consent of instructor.

Econ 375 Topics in Economics 1-4
Depth study on a selected topic in economics. Intended to accommodate student interest and/or faculty expertise in specific business issues. Issues may vary from year to year.

Econ 400 Selected Readings Credit Arranged
Special topics for majors and minors.

Econ 409 Senior Project or Internship in Economics 3
Work experience or student participation in economic problem solving. Each student’s project is individually arranged with the instructor. Readings, consultations and/or seminars are designed to help the student integrate and apply theoretical learning with experience.

Econ 410 Management Policy and Social Responsibility 3
(See Bus 410)

E. Organizational management and management information systems programs

Majors in organizational management and management information systems are offered as evening programs for adults leading to the bachelor's degree. For further information, please see descriptions under the Goshen College Adult Programs listing.

F. Continuing education programs in Family Business and Management Development

Family Business Program
Provides a variety of educational services for people involved in family owned and managed businesses and for students from a family that owns and/or manages a business. The Family Business Program Series offers quarterly seminars focusing on topics and issues pertinent to family businesses. Other services include Executive Breakfast meetings, affinity groups, a Family Business Library, and a referral service for family firms seeking counsel from qualified professionals.

Bus 330 Entering Your Family's Business (3 hours) is an evening course offered in the fall semester and is available to both college students and community people involved in family businesses.

Participation in the Family Business Program is on an annual membership basis and is open to both family business firms and professional firms that serve family businesses. Information about the program is available by calling the Family Business Program office, (219) 535-7135.

Management Development Program
Provides a variety of short courses and seminars for the local business and professional community. Special programs can be designed for “in-house” presentation for individual organizations. Participants earn continuing education units. More information is available by calling the Management Development Program office, (219) 535-7150.
Major in chemistry

51 credit hours.
Completion of the following courses or equivalent:
- Chem 111-112, General Chemistry 8
- Chem 200, Analytical Chemistry 4
- Chem 303-304, Organic Chemistry 8
- Chem 310, 312, Physical Chemistry 8
- Chem 409, Chemistry Internship 0-3
- NaSc 410, Senior Seminar 3
- Chem 415, Inorganic Chemistry 4
- Math 211-212, Calculus I and II 8
- Phys 203-204, General Physics 8

Additional recommended courses:
- Chem 420, Organic Analysis 4
- Chem 430, Biochemistry 3
- Chem 431, Biochemistry Lab 1
- CoSc 200, Programming Techniques 3
- Math 213, Calculus III 4
- Chem 350, Environmental Chemistry 4
- Chem 450, Introductory Research Problems 1-3

Fundamental computer competency is expected. Chem 409, Chemistry Internship or an equivalent noncredit experience is required.

Planning guide – option A
First year
- General education
- General Chemistry
- Calculus I, II
- Calculus III recommended (May)
Second year
- General education
- Organic Chemistry
- Analytical Chemistry
- SST (summer)
Third year
- General education
- General Physics
- Physical Chemistry
- Inorganic Chemistry (May)
Fourth year
- Balance of general education
- Biochemistry
- Balance of major
- Internship
- Senior Seminar

Planning guide – option B
First year
- General education
- General Chemistry
- Calculus I, II
- Calculus III recommended (May)

Second year
- General education
- Organic Chemistry
- General Physics
- SST (summer)
Third year
- General education
- Analytical Chemistry
- Biochemistry
- SST (fall or summer)
Fourth year
- Balance of general education
- Physical Chemistry
- Inorganic Chemistry (May)
- Balance of major
- Internship
- Senior Seminar

A secondary teacher-education program is available. For more details see education department pages and the Goshen College Teacher Education Handbook.

A cooperative “3+2” program in chemical engineering is available. For more information see the brochure Natural Science.

Career opportunities
Chemistry graduates are currently working at many levels in business and industry as medical doctors, professors and teachers in college and high school, laboratory chemists, librarians and administrators.

Courses
Chem 100  Introductory Chemistry 3
Basic concepts of chemistry, primarily for the student with little or no previous experience in the field. One year of algebra is required. Lectures and laboratory.

Chem 101-102  The Chemistry and Physics of Life 3+4
Designed for non-chemistry majors. A study of inorganic, organic and biochemistry. Lectures and laboratory. Prerequisite: Chem 100, Introductory Chemistry or adequate performance in high-school chemistry.

Chem 111-112  General Chemistry 4+4
An introduction to the basic particles of matter, the modern concept of the atom, chemical bonding and the structure of chemical compounds. The physical and chemical properties of some elements and compounds are examined. Reaction equilibrium and kinetics, acid-base theory, electrochemistry, radiochemistry and thermodynamics are included. Lectures and laboratory. Prerequisite: Chem 100, Introductory Chemistry, or high-school chemistry (grade C or better) and adequate pre-calculus math.

Chem 200  Analytical Chemistry 4
Quantitative analysis using primarily instrumental methods. Lectures and laboratory. Prerequisite: General Chemistry, Chem
Chem 303-304  Organic Chemistry  4+4
The structure, physical properties and reactions of organic compounds with an emphasis on the mechanisms by which these reactions take place. Stereochemistry, effect of structure on reactivity and spectroscopy (IR, NMR, UV, MASS) are discussed. Laboratory experiments teach experimental techniques; instruments (GC/MS, FT IR, FT NMR, GC) are used by students. Lectures and laboratory. Prerequisite: Chem 111-112, General Chemistry.

Chem 305  X-Rays and Optics  4
(See Phys 305)

Chem 310, 312  Physical Chemistry  4, 4
Chem 310 is devoted to gases, thermodynamics, equilibria and statistical mechanics. Chem 312 introduces chemical kinetics, physical properties of matter, quantum mechanics and nuclear chemistry. Lectures and laboratory. Prerequisites: Phys 203-204, General Physics; Chem 200. Analytical Chemistry; Math 212. Calculus II or an equivalent course including differential and integral calculus.

Chem 311, 313  Physical Chemistry Laboratory  1, 1
Laboratory exercises to accompany the physics lectures Thermodynamics and Quantum Mechanics (Phys 310, 312). Prerequisites same as for Chem 310, 312, Physical Chemistry.

Chem 314  Statistical Mechanics  3
(See Phys 314)

Chem 350  Environmental Chemistry  4
A laboratory intensive course with two lectures and three-hour labs each week. Will include sampling, statistics and techniques involved in determining the level of contaminants in the environment. Although some instrumental theory will be discussed, the course will emphasize experimental technique. Students will gain hands-on experience collecting authentic environmental samples and using modern instrumentation and methods for detecting the presence of a variety of inorganic and organic compounds. Instruments used in the laboratory will include AA, HPLC, GC, and GC-MS as well as standard commercial test kits. The students will gain experience using EPA methods for determining the level of contaminants in their samples. Prerequisites: Chem 111-112, General Chemistry and Chem 303, Organic Chemistry.

Chem 400  Advanced Preparations  1-2
Projects involving advanced laboratory techniques.

Chem 409  Chemistry Internship  3
Designed to give the student practical experience in chemistry. May involve work in a chemical industrial laboratory or production facility or an academic research activity. Students may also propose their own projects.

Chem 415  Inorganic Chemistry  4
Emphasis on models of structure and bonding as related to chemical and physical properties. Discussions will include descriptive chemistry of the elements, coordination and organometallic compounds and solid state materials. The laboratory component emphasizes synthesis and characterization of inorganic compounds. Normally, Chem 310, 312, Physical Chemistry will be taken before this course. Prerequisites: Chem 200, Analytical Chemistry; Chem 303-304, Organic Chemistry.

Chem 420  Organic Analysis  4
Structure elucidation using instrumental techniques (NMR, FT-IR, MS, UV). Advanced synthesis and identification of organic compounds. Lectures and laboratory. Prerequisite: Chem 303-304, Organic Chemistry.

Chem 430  Biochemistry  3
Introduction to the chemical processes of living organisms, both plant and animal, with secondary attention to structure and organization. Prerequisite: Chem 303-304, Organic Chemistry.

Chem 431  Biochemistry Laboratory  1
Laboratory studies which may be elected to accompany Chem 430, Biochemistry. Prerequisite or concurrent: Chem 430, Biochemistry.

Chem 450  Introductory Research Problems  1-3
Laboratory and conference. Prerequisite: consent of instructor.

Communication and theater

The communication and theater department offers a major and minor in communication, a major and minor in theater and minors in fulfilling careers. Also, involvement in communication and theater provides avenues for self-discovery and creative expressions, giving students a strong base for further learning in graduate, professional and personal contexts.

Communication and theater department faculty members endeavor to keep informed of current academic trends and the latest professional practices in order to prepare students well for graduate study and careers. Faculty members are especially attuned to contemporary ethical issues and attempt to bring the college’s Christian/Anabaptist orientation to bear on these issues.

A. Communication

Communication program
Communication

Communication students at Goshen College have numerous opportunities to apply their classroom learning and to test their vocational interest. Students can develop leadership skills in broadcasting (WGCS), journalism (Maple Leaf and Record), public address (the C. Henry Smith Peace Speech Contest) and video production (GC-TV). Student organizations have offices in a Communication Center complete with state-of-the-art computers, digital cameras and a photographic darkroom. WGCS-FM studios feature state-of-the-art digital and computer-based equipment with satellite connections, and GC-TV also is equipped with digital and computer-based production and editing equipment.

Career opportunities

Graduates have pursued vocations as broadcasters, reporters, editors, public relations, and advertising practitioners, educators, attorneys, business executives and church leaders.

Major in communication

Students majoring in communication must complete 41-42 hours of communication, theater and related courses. All communication majors, in consultation with a faculty adviser, develop a plan of study that includes one of the concentration areas below. Basic requirements for the major include these courses:

All students majoring in communication are required to take the general education course Comm 202, Oral Communication for three credit hours.

Comm 204, Written Communication 3
Comm 240, Communication Theories 3
Thea 235, Text and Performance 3
Comm 383, Communication and Society 3
Comm 385, Studies in Communication, or
Comm 386, Film, or
Thea 387, History of Theater, or
Thea 388, Themes in Drama 3
Comm 200, Communication Practice* 2
Comm 409, Internship* 3
Comm 410, Senior Seminar 3
Area of concentration 18-19 (minimum 9 upper level)

*Comm 200/Communication Practice should be with a co-curricular closely related to the area of concentration. The Comm 409/Internship should be in the student's area of concentration.

A portfolio or its equivalent is required for graduation.

Concentration options

Broadcasting (radio and television)

Required: (11 hours)
Comm 190, Introduction to Radio 1
Comm 212, Electronic Media Production I 3
Comm 290, Radio Operations 1
Comm 260, Writing for Electronic Media 3
Comm 312, Electronic Media Production II 3
Elective: (choose 7 hours)
Comm 250, Reporting for the Mass Media 3
Comm 314, Electronic Media Production III 3
Thea 320, The Expressive Voice 3
Comm 324, Principles of Public Relations 3
Comm 326, Creating for the Web 3
Comm 386, Film 3
Comm 412, Special Project 1-3
Students are required to participate in at least four semesters with WGCS and/or GCTV.

Elective: (choose 6 hours)
Comm 250, Introduction to Reporting 3
Comm 260, Writing for Electronic Media 3
Comm 312, Electronic Media Production II 3
Comm 350, Advanced Reporting and Editing 3

Journalism

Students with this concentration are encouraged to take Hist 202, American History II to meet their general education history requirement.

Required: (12 hours)
Comm 250, Introduction to Reporting 3
Comm 260, Writing for Electronic Media 3
Comm 312, Electronic Media Production II 3
Comm 350, Advanced Reporting and Editing 3

Elective: (choose 6 hours)
Comm 108, Digital Design 3
Comm 212, Electronic Media Production I 3
Comm 255, Photo Communication 3
Comm 308, Advanced Writing: Magazine Features 3
Comm 324, Principles of Public Relations 3
Comm 326, Creating for the Web 3
Comm 412, Special Project 1-3

Generalist

This concentration is individually designed, in consultation with the faculty adviser, to develop individual areas of interest or encompass a broad base of communication areas. The course selection must include at least nine upper-level hours, at least nine hours in “communication,” and at least six hours from the communication and theater department. Generalist students are required to participate in at least four semesters with one or more relevant department co-curricular activities.

Film studies

To obtain a film studies concentration a student must satisfactorily complete one full semester at the CCCU’s LA Film Studies Center, or an approved alternate off-campus program. This concentration cannot be completed in residence at Goshen College.

Required: (19 hours)
Comm 212, Electronic Media Production I 3
Comm 386, Film 3
Film studies program 13

Recommended related (not required):
Engl 230, Literature and Film 3
Thea 245, Aesthetics 3
Comm 255, Photo Communication 3
Comm 312, Electronic Media Production II 3
Thea 332, Design for the Theater 3
Thea 334, Acting 3
Thea 338, Directing 3
Comm 412, Special Project 1-3

Students are required to participate in at least four semesters with GCTV and/or theater.

Multimedia

Required: (12 hours)
Comm 108, Digital Design 3
BIS 220, Knowledge Work Software Tool Kit 3
Comm 326, Creating for the Web 3
Comm 375, Multimedia Concepts 3

Elective: (choose 6 hours)
Art 107, Design 3
Comm 190, Introduction to Radio 1
### Communication

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm 208</td>
<td>Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>Comm 212</td>
<td>Electronic Media Production I</td>
<td>3</td>
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<td>Comm 255</td>
<td>Photo Communication</td>
<td>3</td>
</tr>
<tr>
<td>Comm 312</td>
<td>Electronic Media Production II</td>
<td>3</td>
</tr>
<tr>
<td>BIS 310</td>
<td>Information Technology Hardware and Networks</td>
<td>3</td>
</tr>
<tr>
<td>Comm 412</td>
<td>Special Project</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Students are required to participate in at least four semesters at GCTV, *The Record*, and/or WGCS.

### Public relations

**Required:** (9 hours)

- Bus 316, Principles of Marketing: 3 credits
- Comm 322, Organizational Communication: 3 credits
- Comm 324, Principles of Public Relations: 3 credits

**Elective** (choose 9 hours, at least 3 must be Comm hours):

- Art 107, Design: 3 credits
- Comm 108, Digital Design: 3 credits
- Comm 206, Communicating Across Cultures: 3 credits
- Art 208, Graphic Design: 3 credits
- Bus 216, Sales: 3 credits
- Comm 255, Photo Communication: 3 credits
- Comm 260, Writing for Electronic Media: 3 credits
- Art 308, Graphic Design: 3 credits
- Comm 308, Advanced Writing: Magazine Features: 3 credits
- Bus 319, Nonprofit Marketing: 3 credits
- Bus 320, Marketing Research: 3 credits
- Comm 326, Creating for the Web: 3 credits
- Bus 336, Advertising: 3 credits
- Comm 412, Special Project: 1-3 credits

Students are required to participate in at least four semesters with GCTV, WGCS, the *Maple Leaf*, and/or *The Record*.

### Planning guide

**First year**
- General education
- Communication Theories
- Oral Communication

**Second year**
- General education
- Written Communication
- Text and Performance
- Other courses in major
- SST

**Third year**
- General education (including humanities requirement)
- Communication and Societies
- Film or Studies in Communication
- Courses in concentration

**Fourth year**
- Balance of general education
- Balance of major
- Internship
- Senior Seminar

### Minor in communication

Students minoring in communication must complete 18 hours in communication in addition to taking Comm 202, Oral Communication for three hours:

- Comm 240, Communication Theories: 3 credits
- Comm 383, Communication and Society: 3 credits

**Concentration** (12 hours):

Individually designed, with at least nine hours in communication and at least six of these hours in the GC communication department. At least five of the concentration hours should be upper level.

Communication minors may take additional hours in the department, but the total number of communication hours applied toward the degree may not exceed 45. Also, students may earn a maximum of 12 hours of credit for experiential learning in Comm 200, 209, 409, or 412.

### Minor in writing

The writing minor is administered by the communication and English departments. Students selecting this minor must complete 18 hours of communication and English courses. The selection of courses enables the student to focus on exposition/journalism or creative writing while augmenting those areas with courses in production/internships. Comm/Engl 204 is required for the minor. The remaining 15 hours may be selected from three clusters of courses.

**One or more courses chosen from exposition and journalism:**
- Comm 250, Introduction to Reporting: 3 credits
- Comm 260, Writing for the Electronic Media: 3 credits
- Comm 308, Magazine Features: 3 credits
- Comm 350, Advanced Reporting and Editing: 3 credits

**One or more courses chosen from creative writing:**
- Engl 120, Creative Writing: 3 credits
- Engl 312, Poetry Workshop: 3 credits
- Engl 330, Writing Fiction: 3 credits
- Engl 332, Writing Poetry: 3 credits
- Engl 334, Writing Creative Nonfiction: 3 credits
- Thea 350, Playwriting: 3 credits

**One or more courses (but not more than four credits) chosen from production and internships:**
- Comm 212, Electronic Media Production I: 3 credits
- Comm 326, Creating for the Web: 3 credits
- Comm 409, Internship (off-campus): 3 credits
- Engl 409, Senior Project (Broadside, Pinchpenny Press production): 3 credits

### Minor in multimedia communication

The multimedia communication minor is offered by the art, communication, computer science and business information systems departments. Minors are encouraged to take Comm 202 for three hours as a general education requirement. Students who elect this minor complete 18 hours of courses. Required are:

- Art 108, Digital Design: 3 credits
- BIS 202, Knowledge Work Software Tool Kit: 3 credits
- Comm 326, Creating for the Web: 3 credits
- Art/Comm 375, Multimedia Concepts: 3 credits

Additionally, six hours (at least two hours upper level) may be selected from the following:

- Art 107, Design: 3 credits
- Art 208, 308, 408, Graphic Design I, II, III: 3 credits
- BIS 310, Information Technology Hardware and Networks: 3 credits
- Bus 336, Advertising: 3 credits
- Comm 212, Electronic Media Production I: 3 credits
- Comm 250, Introduction to Reporting: 3 credits
- CoSc 375, Special Topics (must be related to multimedia communication): 3 credits
- CoSc 400, Independent Study (must be related to multimedia communication): 3 credits

### Secondary education option

A secondary teacher education program is available with a major...
or minor in speech and theater or a minor in journalism. The Goshen College Teacher Education Handbook, available from the teacher education office, describes the education programs fully.

Speech and theater education majors must take
Comm 206 or Thea 225;
three of these: Thea 235, 332, 338, 388;
two of these: Comm 240, 322, 324, or Thea 320;
two of these: Comm 212, 260, 312, 314, 326, or 375;
two of these: Comm 383, 385, 410, Thea 387.

Courses

Comm 108 Digital Design 3
(See Art 108)

Comm 190 Introduction to Radio 1
This applied course, offered on a credit/no-credit basis only, prepares students for work at WGCS-FM. Students attend lecture-discussion periods, engage in self-study and learn to operate the station through tutorial shifts.

Comm 200 Communication Practice 1-2
Applied work in communication with the student newspaper, yearbook, GC-TV, WGCS or other on-campus communication activity. A maximum of two hours applicable toward a communication major or minor. Consent of instructor required.

Comm 202 Oral Communication 2-3
A study of communication theories as applied to oral communication. Practical experience in a variety of activities including interpersonal communication, public speaking, small-group communication, persuasion and nonverbal communication. Attention is given to communicating in a culturally diverse society. Communication, theater and education majors should take this course for three credits.

Comm 204 Written Communication 3
Theory and practice of written communication. Assignments in a variety of prose forms aim to develop the student's control of logic, organization, rhetoric and usage. Development of word processing skills. Prerequisite: Engl 110.

Comm 206 Communicating Across Cultures 3
A study of cultures, comparative message systems and principles of cross-cultural communication. A focus on current issues having to do with cultural interactions. Students analyze cultural dynamics through ethnographic projects, films and simulations. This course is designed as preparation for SST or for living in settings unlike one's native home.

Comm 209 Field Experience 1-3
Experiential learning, usually in an off-campus professional setting, for communication majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. The 209 level is intended for first-year and sophomore students. Upper level students should enroll in 409. Prerequisite: Comm 202 or Comm 204.

Comm 212 Electronic Media Production I 3
This course introduces students to the basics of producing in audio and video media. It explores the physical aspects of light and sound and the tools for capturing and using these elements in media production. It provides a foundation for students interested in pursuing an electronic media career or in learning basic desktop audio and video production skills.

Comm 240 Communication Theories 3
An introduction to the human communication process and to major theories developed to explain the process. Systematic examination of models, structural components, content, audiences and effects of communication and how these interact with each other. Prerequisite: Comm 202.

Comm 250 Introduction to Reporting 3
An introduction to reporting theory and practice – reporting strategies, information-gathering techniques and legal and ethical issues. Emphasis on writing for publications. Computers used in weekly lab. Prerequisite: Engl 110 or equivalent.

Comm 255 Photo Communication 3
A first course including 35-mm camera use, film processing, black-and-white darkroom printing, digital camera use, digital enhancement skills using computers and color digital printing. Assignments deal with ways to communicate through subject matter, composition and technical creativity. Special emphasis is placed on photojournalistic approaches to news and feature stories. Some assignments encourage students to set individual creative and artistic goals. Students must provide their own 35-mm camera capable of manual exposure and film speed settings.

Comm 260 Writing for Electronic Media 3
The principles, forms and techniques of writing for electronic media will be discussed. Assignments will focus upon writing and editing of news, sports, commercials, features and program-length material. Prerequisite: Engl 110 or equivalent.

Comm 290 Radio Operations 1
An applied course providing advanced instruction and experience in radio station operations, emphasizing four areas: announcing, systems operations (computer-based operations, satellite downlinking, basic productions, etc.) programming and management. Course work includes assisting WGCS managers in such areas as programming, production and operations. Prerequisite: Comm 199.

Comm 308 Advanced Writing: Magazine Features 3
An analysis of the magazine as a primary medium of public communication. An in-depth study of article forms used in magazines. Professional writing is studied, and the class prepares feature articles for submission to print media. Prerequisite: Comm 204 or Comm 250 or equivalent.

Comm 312 Electronic Media Production II 3
In this course, students will develop further the concepts introduced in Comm 212. Through hands-on production of both audio and video projects, students will create projects that both enhance skill levels and begin to build an electronic media portfolio. Prerequisite: Comm 212.

Comm 314 Electronic Media Production III 3
The primary focus of this course is on advanced integration of audio and video elements in program-length productions. Capabilities of computer-aided editing and digital audio and video will be explored in depth. The major project for the class will accommodate an individual's interest in either audio or video. Prerequisite: Comm 312.
Comm 322 Organizational Communication  
An exploration of communication within organizations, as well as communication between organizations and the larger society. Topics include theories of communication and organizational structure; examination of power, culture and conflict in organizations; and analysis of verbal and nonverbal messages in interpersonal, small-group and public settings. Assignments will assist students in developing skills in listening, analysis, speaking and writing. Prerequisite: Comm 240 or Bus 316.

Comm 324 Principles of Public Relations  
Introduction to public relations contexts, issues and practices – research, planning, communicating and evaluating. Emphasis on skills in analyzing public opinion and in communication with internal and external publics, with special attention to not-for-profit organizations. Prerequisite: Comm 240 or Bus 216.

Comm 326 Creating for the Web  
The class focus will be on creating Web pages for Internet and Intranet use. Class work will be entirely on the World Wide Web. Issues of design, Web graphics and the language(s) of page development will be a major part of the study.

Comm 350 Advanced Reporting and Editing  
Interpretive journalism with an emphasis on application of social science methods in reporting. Introduction to basic editing principles. Computer applications in lab sessions. Prerequisite: Comm 250 or equivalent.

Comm 357 Multimedia Concepts  
This course surveys a wide range of media based on new technologies – media such as the World Wide Web, CD-ROM, animation and virtual reality – to explore their strategic use in education and other organizational contexts. The course includes some hands-on research and creative assignments. Attention will be given to legal and ethical issues associated with new media. Prerequisite: Comm 326.

Comm 383 Communication and Society  
A study of communication issues in modern society with attention to the persons, institutions, media and systems that facilitate social interaction. An overview of communication philosophy as a basis for ethical and aesthetic perspectives. Prerequisite: Comm 240 or consent of instructor.

Comm 385 Studies in Communication  
Investigations into particular communication issues: social, scientific, philosophic, historical, aesthetic, political or institutional. Focus on an institution or topic of current interest. Prerequisite: Comm 240 or consent of instructor.

Comm 386 Film  
Survey of film as art, literature and mass medium. Historical development; authors and genres; philosophic, economic and political issues. A selection of 12 films for detailed study. Emphasis on “reading” film, understanding the medium’s function and exploring contemporary cinematic issues.

Comm 409 Internship  
Experiential learning, usually in an off-campus professional setting, for communication majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. Prerequisite: consent of instructor.

Comm 410 Senior Seminar  
A consideration of ethical and professional issues in contemporary communication and theater. Information interviews with practitioners in communication and theater. Writing of résumés. Required of all communication majors. 

Comm 412 Special Project  
Students may conduct research of particular interest or pursue specialized applied projects in communication under faculty supervision. Prerequisite: consent of instructor.

B. Theater

Theater program
The theater program at Goshen College has a strong liberal arts emphasis grounded in communication and performance theory. Concentrations are available in acting/performance, design/technical, film studies and generalist areas. Students explore major historical, philosophical and artistic movements, the specialized areas of theater design, acting, voice and directing, and courses from other departments that augment knowledge and skills for theater studies. Students may focus on theatrical design with art department courses, performance with music classes, communication with communication courses and language and literature with courses from foreign language and English departments.

The John S. Umble Center is the home for most theater productions. There are two major productions and numerous one-acts during the academic year.

Career opportunities
Students have completed internships with major theater companies, and a significant number have attended graduate schools. Graduates are working coast to coast in repertory theaters, video production, education, business and Christian ministry.

Major in theater
Students majoring in theater must complete 41-42 hours of theater, communication, and related courses. All theater majors, in consultation with a faculty adviser, develop a plan of study that includes one of the concentration areas below. Basic requirements for the major include these courses:

All students majoring in theater are required to take the general education course Comm 202 Oral Communication for three credit hours.

Comm 204, Written Communication 3
Thea 225, Introduction to Theater 3
Comm 240, Communication Theories 3
Thea 235, Text and Performance 3
Thea 387, History of Theater 3
Thea 200, Theater Practice (theater technical and stage management involvement) 2
Thea 409, Internship* 3
Thea 410, Senior Seminar 3
Area of concentration* 18-19 (minimum 9 upper level)

*The Thea 409/Internship should be in the student’s area of concentration.

A transfer student should have a minimum of nine hours of theater courses at Goshen College.
A portfolio or its equivalent is required for graduation. A faculty-approved and supervised theater recital (or its equivalent) is required.

Concentration options

**Acting/Performance**

**Required:** (9 hours)
- Thea 245, Aesthetics 3
- Thea 334, Acting 3
- Thea 338, Directing 3

**Elective:** (choose 9 hours)
- Mus 240, Class Voice 2
- Mus 262, Opera Workshop 1
- Thea 320, The Expressive Voice 3
- Thea 350, Playwriting 3
- Thea 388, Themes in Drama 3
- Thea 412, Special Project 1-3

Students are required to participate during at least four semesters with mainstage and/or one-act theater productions.

**Design/Technical**

**Required:** (9 hours)
- Thea 245, Aesthetics 3
- Thea 332, Design for the Theater 3
- Thea 338, Directing 3

**Elective:** (choose 9 hours)
- Art 107, Design 3
- Comm 212, Electronic Media Production I 3
- Art 214, Drafting and Design 3
- Thea 388, Themes in Drama 3
- Thea 412, Special Project 1-3
- Art 314, Architectural Drawing and Design 3
- Art 316, House Design 3
- Art 342, History of Art II 3

Students are required to participate during at least four semesters with mainstage and/or one-act theater productions.

**Film studies**

Same as communication requirements/options

**Generalist**

This concentration is individually designed, in consultation with the faculty adviser, to develop individual areas of interest or encompass a broad base of theater and related areas. The course selection must include at least nine upper-level hours, at least nine hours in theater, and at least six hours from the communication and theater department. Generalist students are required to participate in at least four semesters with mainstage and/or one-act theater productions.

**Planning guide**

**First year**
- General education
- Literature and writing
- Oral Communication
- Introduction to Theater
- Communication Theories
- Text and Performance

**Second year**
- General education
- Written Communication
- Theater Practice

**Third year**
- General education (including humanities requirement)
- Theater Practice
- History of Theater
- Upper-level courses in major

**Fourth year**
- Balance of general education
- Balance of major
- Senior Seminar
- Internship

**Minor in theater**

Students can complete a minor in theater with 18 hours distributed this way: Thea 225, Thea 387, and either Thea 235 or Thea 334 and an individually designed concentration of nine hours in theater (or related courses) with at least six of these hours at Goshen College. At least eight hours of the minor should be upper level. Minors must take Comm 202 for three hours as a general education requirement (not included in the 18 hours for the minor).

A faculty-approved and supervised theater recital (or its equivalent) is encouraged, but not required for theater minors.

**Secondary education option**

A secondary teacher education program is available with a major or minor in speech and theater or a minor in journalism. The Goshen College Teacher Education Handbook, available from the teacher education office, describes the education programs fully.

**Speech and theater education majors must take**
- Comm 206 or Thea 225;
  - three of these: Thea 235, 332, 338, 388;
  - two of these: Comm 240, 322, 324, or Thea 320;
  - two of these: Comm 212, 260, 312, 314, 326, or 375;
  - two of these: Comm 383, 385, 410, Thea 387.

**Courses**

**Thea 200**  **Theater Practice**  1-2

Applied on-campus work in a theater production or other theater activity. A maximum of two hours applicable toward a theater major or minor. **Prerequisite:** consent of instructor.

**Thea 209**  **Field Experience**  1-3

Experiential learning in an off-campus professional setting, for theater majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. The 209 level is intended for first-year and sophomore students. Upper-level students should enroll in 409. **Prerequisite:** consent of instructor.

**Thea 225**  **Introduction to Theater**  3

This course will introduce students to the basic elements of theater. It will include script analysis of selected plays, acting improvisation techniques, scene performance studies, design and production work. A theater lab will be required.

**Thea 235**  **Text and Performance**  3

An introduction to performance studies as a mode of inquiry. Concentration on the methods of communicating performance texts for various audiences. Attention will be paid to the elements of vocal expression. **Prerequisite:** Comm 202 or Thea 225.
The computer science department offers the following programs:

**Degrees and programs**

- **Ph.D. degrees.**

Our students who go on to graduate school are successful in earning master's and education institutions and many other places. Our students who computer consulting agencies, telecommunications firms, higher specialists in insurance companies, banks, accounting firms, computer consulting agencies, telecommunications firms, higher education institutions and many other places. Our students who go on to graduate school are successful in earning master's and Ph.D. degrees.

**Career and graduate school opportunities**

This program prepares students for employment as a systems programmer/analyst, a scientific programmer/analyst (when combined with appropriate science and math courses) or for graduate study. Our computer science graduates are employed as programmers, analysts, teachers, Web developers and network specialists in insurance companies, banks, accounting firms, computer consulting agencies, telecommunications firms, higher education institutions and many other places. Our students who go on to graduate school are successful in earning master's and Ph.D. degrees.

**Degrees and programs**

The computer science department offers the following programs:

- a bachelor of arts in computer science,
- a bachelor of arts in computer science and applied mathematics (in conjunction with the mathematics department), and
- a minor in computer science.

The computer science, business information systems, art and communication departments cooperate to offer a minor in multimedia communication.

A degree and minor in business information systems is described in the business department pages.

**Computing facilities**

Goshen College has a campus-wide computer network that interconnects residence halls, multimedia classrooms, computing labs and faculty offices. Each student has access to e-mail and to the Internet. Computer laboratories provide students free access to PC-compatible and Macintosh computers. Software available for student use includes various programming language compilers, mathematical and statistical analysis programs, computer-aided drafting software (AUTOCAD), database programs, spreadsheet programs and word processing programs. Students in upper-level computer science or business information systems courses have access to an advanced computing lab equipped with state-of-the-art PC-compatible computers, an IBM AS-400, current software and several networks.
General and departmental academic requirements

**Major in computer science:** 51 credit hours.

**Major in computer science and applied mathematics:** 60 credit hours.

**Minor in computer science:** 18 credit hours

Computer science majors must obtain a grade of “C” or better in each computer science course counted for the major. Any student taking a computer science course must obtain a grade of “C” or better in all prerequisites for that course prior to taking the course.

**Major in computer science**

- CoSc 200, Programming Techniques 4
- CoSc 205, Discrete Mathematics 3
- CoSc 215, Data Structures & Algorithms 4
- BIS 340, Physical Design with DBMS 3
- CoSc 315, Advanced Programming 4
- CoSc 401, Software Engineering I 2
- CoSc 402, Software Engineering II 2
- CoSc 410, Senior Seminar 3
- CoSc upper-level electives 9
- Related upper-level electives selected from:
  - One additional upper level computer science Elective,
  - any mathematics courses 212 or above, BIS 305, BIS 407, Comm 326, Comm/Art 375, Phil 305, or Phys 304
  - Phys 203 or Phys 204 4
  - Math 211, Calculus I 4

**Planning guide**

*First year*
- General education
- Discrete Mathematics
- Programming Techniques
- Calculus I

*Second year*
- General education
- Data Structures & Algorithms
- Advanced Programming
- Database Management
- Science elective
- SST (spring or summer)

*Third year*
- General education
- Upper-level electives

*Fourth year*
- General education
- Upper-level electives
- Software Engineering I, II
- Senior Seminar

**Minor in computer science**

A minor consists of 18 credit hours in computer science. The 18 hours must include a minimum of eight upper-level credit hours (300 or 400 level). The courses selected must include:

- CoSc 200, Programming Techniques 4
- CoSc 205, Discrete Mathematics 3
- At least one 300-level course

Any other 200-level or higher computer science courses to fulfill the credit-hour requirements.

**Major in computer science and applied mathematics**

(60 credit hours) This degree is a rigorous, yet flexible, applied science degree. It offers excellent preparation for a career in applied mathematics, programming in science, industry or engineering. It also offers a strong base for graduate study in computer science or in applied mathematics. The 18 hours of electives permits students to individualize the program. The program is close to a double major in computer science and mathematics and can be completed in four years. Degree requirements are designated in three different areas:

**Computer science core:**

23 credit hours

- CoSc 200, Programming Techniques 4
- CoSc 205, Discrete Mathematics 3
- CoSc 215, Data Structures & Algorithms 4
- BIS 340, Physical Design with DBMS 3
- Computer science upper-level electives 9

**Mathematics core:**

24 credit hours

- Math 211, Calculus I 4
- Math 212, Calculus II 4
- Math 213, Calculus III 4
- Math 301, Linear Algebra 3
- Math 341, Numerical Analysis 3
- Mathematics upper-level electives 6

**Required related courses:**

13 credit hours

- Computer science, mathematics and physics upper-level electives 6
- Phys 203 or 204, General Physics 4
- CoSc/NaSc, Senior Seminar 3

**Planning guide**

*First year*
- General education
- Discrete Mathematics
- Calculus I, II, III
- Programming Techniques

*Second year*
- General education
- Data Structures & Algorithms
- Database Management
- Science elective
- SST (spring or summer)

*Third year*
- General education
- Upper-level computer electives
- Upper-level math elective
- Upper-level physics/math/computer electives

*Fourth year*
- Balance of general education
- Numerical Analysis
- Balance of major
- Senior Seminar

**Minor in multimedia communication**

The multimedia communication minor is offered by the departments of art, business information systems, communication and computer science. Students in this program learn to design and develop Web sites and CD-ROM presentations that present information effectively and aesthetically. A student must complete 18 credit hours (including at least eight upper-level hours) to
receive a multimedia communication minor.

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoSc 105</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CoSc 200</td>
<td>Programming Techniques</td>
<td>3-4</td>
</tr>
<tr>
<td>CoSc 205</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CoSc 215</td>
<td>Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CoSc 315</td>
<td>Advanced Programming</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**CoSc 105 Introduction to Computer Science**

An introduction to basic computing concepts, hardware and software. Topics include a history of computing devices, Web and Internet use, an introduction to algorithmic solutions to problems, programming concepts such as variables, loops and iteration, elementary programing, the function of an operating system, careers in computing, and social and ethical considerations in computer science. *Offered fall semesters. No prerequisite.*

**CoSc 200 Programming Techniques**

An introduction to problem solving, algorithm development and structured programming techniques. Topics include pseudo-code, language syntax and semantics, loop invariants, control constructs, data types (including files, structures, arrays, pointers). Simple data structures such as lists, stacks and queues are introduced. Includes three lectures and one two-hour closed lab each week. Computer-science majors are required to register for four credit hours. Others may register for three credit hours. In the three-hour option, students complete three-fourths of the course. *Offered spring semesters. Prerequisite: CoSc 105 or equivalent experience.*

**CoSc 205 Discrete Mathematics**

Discrete mathematics topics that relate to computer systems: number systems and arithmetic, logic and Boolean algebra, enumeration, problem solving and proof techniques, functions and relations, set theory and applications, elementary graph theory and probability. *Offered fall semesters. Prerequisite: Three units of high-school mathematics or a satisfactory score on the Goshen College Level-I mathematics placement test.*

**CoSc 215 Data Structures and Algorithms**

A continuation of Programming Techniques. Emphasis is placed on program specifications, data abstraction, information hiding, encapsulation and object-oriented programming. Traversing, sorting and searching algorithms are studied along with an analysis of time-space complexity. Data structures studied include lists, stacks, queues, trees and graphs. Includes three lectures and one two-hour closed lab each week. *Offered fall semesters. Prerequisite: CoSc 200 (four credit hours); corequisite CoSc 205.*

**CoSc 315 Advanced Programming**

A programming course that emphasizes visual-based programming tools, and advanced programming concepts such as the use of APIs, development of GUI's, event-driven programming, multithreading, and client- and server-side programming. Actual topics included in the course may vary from semester to semester. *Offered spring semesters. Prerequisite: CoSc 215.*

**CoSc 325 Data Communications**

Computer interfacing, serial and parallel I/O techniques, modems, file transfer, data communications and common computer networking protocols. *Offered alternate spring semesters. Prerequisites: CoSc 200 (three or four credit hours), and CoSc 205.*

**CoSc 335 Computer Architecture**

A study of computer organization, architecture, basic logic design and assembly level programming. Topics include logic gates, basic digital circuits, microprocessors, micro-programming, memory addressing, address buses, assembly level programming and addressing techniques. *Offered alternate fall semesters. Prerequisites: CoSc 200 (three or four credit hours), and CoSc 205.*

**CoSc 340 Theory of Computation**

An introduction to topics in formal systems of computation: Turing machines, post productions, recursive functions, finite state automata, halting problem, undecidability, P/NP problems. *Offered alternate years. Prerequisites: CoSc 215 and Math 211.*

**CoSc 345 Introduction to Artificial Intelligence**

An introduction to basic concepts in artificial intelligence: state spaces, search, heuristics, knowledge representation, problem-solving paradigms, rule-based systems and neural networks. Some examples of applications in natural language processing, speech, vision, robotics, expert system or machine learning are presented. Includes an introduction to LISP or Scheme, Prolog and an expert systems shell. *Offered alternate spring semesters. Prerequisite: CoSc 215.*

**CoSc 360 Operating Systems**

A study of operating system concepts and structures with a major focus on process control, memory management, I/O management and concurrent processes. *Offered alternate spring semesters. Prerequisite: CoSc 215.*

**CoSc 375 Special Topics**

Classroom study of advanced or special topics in computer systems. May be repeated. Offered according to demand. *Prerequisite: Upper-level status and consent of instructor.*

**CoSc 400 Advanced Projects/Topics**

Individual software development projects or independent study of advanced topics in computer systems. May be repeated. Grading plan CR/NC. *Offered by individual arrangement with a professor. Prerequisite: Upper-level status.*

**CoSc 401-402 Software Engineering I, II**

A two-semester senior-level course that provides a comprehensive study of software engineering. Topics include analysis, requirements, design, implementation, testing, maintenance, project management, risk analysis, estimation and scheduling. The class will complete analysis, requirements specification and design of a software project during the first semester, and implement, document and test the project during the second semester. *Offered each year. Prerequisites: CoSc 215*
and senior classification (or consent of instructor).

**CoSc 409 Internship**
A work experience with computer systems either on or off campus. The purpose of the internship is to integrate theoretical knowledge with practical skills. Grading plan CR/NC. Offered by individual arrangement with a professor. Prerequisite: Upper-

**CoSc 410 Senior Seminar**
A study of the ethical and social implications of computer technology. Open to senior students in any discipline. Offered each May term. Prerequisite: None.

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**Education**

*Chair, Professor A. Stalter*

*Professor J. Smith*

*Associate Professor K. Meyer Reimer*

*Assistant Professors S. Weybright, B. Stahly, D. Zook*

The teacher education department provides courses and laboratory experiences that prepare students to become teachers in early-

Guiding principles
Our teacher education department faculty members seek to graduate teachers who interact with their students and the content they teach in order to construct meaning for living responsibly in a changing world. We therefore invite our teacher education students to:

1. Comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) across disciplines, and c) to students’ lives.
2. Communicate effectively in a variety of sign systems: e.g. verbal, nonverbal, written, mathematical and media communication.
3. Build a learning community based on the diversity of students’ background and the ways in which they learn by a) starting from each individual’s strengths and cultural resources, b) sharing responsibility for teaching and learning with all students and c) advocating for alienated and powerless students.
4. Flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.
5. Manage a classroom effectively, incorporating principles of peacemaking, in a wide variety of settings.
6. Sense a strong call to serve and to nurture students with patience and humor.
7. Develop a sense of self as an educational facilitator and leader who continually reflects on her/his teaching in reference to her/his guiding principles.
8. Establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

Admission to teacher education
Students seeking admission to a teacher education program are expected to complete an application form, available from the teacher education office, Room 115B, Church-Chapel. Students generally apply for admission when enrolled in Educ 201, Introduction to Education. Transfer students who have taken the equivalent of Educ 201 at another college are to obtain, complete and submit the application form before the end of the first semester at Goshen.

Applications are reviewed and acted on by the teacher education faculty, with counsel from the Teacher Education Advisory Council. Factors considered in reviewing the application include: high school record, test scores, scholarship, performance in early field work (e.g. Educ 201), physical and mental health, social competence, references from former teachers, experience record with children and youth and a statement of why the applicant wants to become a teacher.

To be fully admitted to teacher education the applicant must maintain a grade point average (GPA) of 2.5 or above overall. Students must also maintain a GPA of 2.8 or above in the major and in whatever minors or endorsements the applicant pursues.

Students are expected to earn grades of “C” or better in all courses in their teaching majors, minors and/or endorsements; when they do not they will be expected to repeat that (those) course(s).

In a case where a candidate who has a GPA between 2.0 and 2.5 seeks admission to teacher education, she/he may qualify for conditional admission if she/he meets certain conditions.

Applicants are to take the Pre-Professional Skills Test (PPST) in January, March, April or June of their sophomore year; those beginning in a teacher education program after their sophomore year are to take the exams on the closest date (October, November, January, March, April or May). The department of education will not act on an application until the applicant completes the PPST tests. Details of the teacher tests are available in the Goshen College Teacher Education Handbook.

Laboratory kindergarten
Since 1959, a laboratory kindergarten has been operated by the education department in the Church-Chapel building. It provides opportunities for (1) observation of child development and behavior, (2) observation of teaching procedures and (3) participation experiences.

Education programs available
- Major in early childhood education (pre-kindergarten)
- Major in elementary education (grades 1-6)
- All-grade education (K-12) in music, physical education or visual arts
- Secondary education (5-12)

Teaching majors and minors
Goshen College has been approved by the Indiana State Board of Education to offer the following majors, minors, all-grade majors and endorsements.
Secondary Programs

<table>
<thead>
<tr>
<th>Major</th>
<th>Minor</th>
<th>All-Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business education</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Teaching English as a Second Language</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Journalism</td>
<td>x</td>
<td></td>
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<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>German</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Spanish</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Music</td>
<td>x</td>
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<tr>
<td>Physical education</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Health and safety</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Social studies</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Speech communication and theater</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Visual arts</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Endorsements

- Coaching
- Computer science
- Kindergarten (for early-childhood or elementary-education majors)
- Middle/junior high school (for elementary-education majors)
- Music (elementary education)
- Physical education (elementary education)
- Teaching English as a second language
- Visual arts (elementary education)

General education for majors in early childhood or elementary education

**Language arts**
- Engl 110, Literature and Writing 3
- Comm 202, Oral Communication 3
- Comm 204, Written Communication 3
- Educ 307, Children's Literature 3

**Science**
- NaSc 100, The Physical World or alternate 3
- Nasc 101, The Biological World or alternate 3-4
- NaSc 310, Conservation or Biol 340 Field Experience in Environmental Education 3

**Social studies**
- Hist 101, 203, World History I or II (Not Hist 102) 3
- Hist 105, 202, American History I or II 3

**Mathematics**
- Math 131, Foundations of Arithmetic 4
- Math 132, Geometric Structures* 3

**Arts**
- Interdisciplinary Humanities course 4
- Art 309, Art for Children 3
- Mus 320, Music for Classroom Teachers 3

**Physical activities**
- PhEd 309, Physical Education for Children 3
- NaSc 104, Health in a Changing Environment 3

**Additional degree requirements**
- Bibl 100, Biblical Literature 3
- Bible or religion 3
- Philosophy or Peace/Justice/Conflict Studies 3
- Foreign language or alternate 0-8
- SST or intercultural education alternate 12-13

* required of elementary education majors only
** early childhood education majors choose one course

Early childhood education

Certification for pre-kindergarten teaching includes completion of general education requirements, an in-depth minor (which may include kindergarten), the early-childhood education major, a minimum of 124 semester hours and recommendation by Goshen College.

**Major requirements (40 hours)***

**Human growth and learning**
- Educ 300, Exceptional Students 3
- Educ 305, Child Development 3
- Educ 306, Child Development Lab 2
- Educ 310, Educational Psychology 3

**Laboratory experience**
- Educ 201, Introduction to Education 3
- Educ 311, Early Childhood Learning Environments 3
- Educ 313, The Young Child in the Family Setting 3

**Curricula and programs**
- Educ 312, Early Childhood Curriculum Studies 3
- Educ 303, Developmental Reading 3
- PhEd 309, Physical Education for Children 2-3

**Student teaching**
- Educ 400, Student Teaching: Early Childhood 10

**Electives**
- 1-2

**Student matter concentration**
Choose one field: family life education, kindergarten, psychology, social work, or sociology. See the *Goshen College Teacher Education Handbook* for more information.

**Planning guide**

**First year**
- General education
- Literature and writing
- Oral Communication
- Foundations of Arithmetic
- World History
- Physical World
- Health in a Changing Environment

**Second year**
- General education
- Introduction to Education
- Child Development or Young Child in the Family Setting
- Biological World
- Conservation
- SST (spring)

**Third year**
- General education
- American History
- Child Development or Young Child in the Family Setting
- Art for Children
- Music for Classroom Teacher
- Marriage & Family or Human Sexuality
- Children's Literature
- Educational Psychology
- Early Childhood Learning Environments or Curriculum Studies
- Physical Education for Children
- Exceptional Students

**Fourth year**
- Balance of general education
- Student Teaching (fall)
- Balance of major
**Elementary education**

Certification for elementary teaching (grades one to six) includes completion of general education requirements, the elementary-education major, a minimum of 124 semester hours and recommendation by Goshen College.

**Major requirements (grades 1-6) (34 hours)**

- Educ 201, Introduction to Education 3
- Educ 300, Exceptional Students 3
- Educ 301, Elementary Curriculum Studies 4
- Educ 303, Developmental Reading 3
- Psyc 310, Educational Psychology: Elementary 3
- Educ 402, Student Teaching: Elementary 12
- Educ 406, Reading Problems 3
- Educ 409, Elementary Education Seminar 3

Electives to total 124 hours for degree and certification requirements.

**Planning guide**

**First year**

- General education
- Literature and writing
- Oral Communication
- Health in a Changing Environment
- Physical World
- Foundations of Arithmetic
- Geometric Structures
- World History or American History

**Second year**

- General education
- Written Communication
- World History or American History (if not taken in first year)
- Introduction to Education
- Biological World
- Children's Literature
- SST (spring)
- Conservation

**Third year**

- General education
- Developmental Reading
- Art for Children
- Educational Psychology
- Music for Classroom Teacher
- Elementary Curriculum Studies
- Physical Education for Children
- Exceptional Students

**Fourth year**

- Balance of General Education
- Student Teaching (fall)
- Elementary Education Seminar
- Reading Problems

**Middle/junior high school endorsement**

Elementary-education majors may add an endorsement to teach language arts, mathematics, science, social studies or foreign language in grades five to nine by taking 18-21 hours in one of those subject areas and Educ 404, Internship: Middle/Junior High School for six credit hours.

**Secondary education (grades 5-12 or K-12)**

Certification for secondary teaching (grades 5-12 or K-12) includes completion of general education requirements, a subject-matter major, a professional-education component, a minimum of 124 hours and recommendation by Goshen College. Indiana certification requirements are in transition. Current students should plan to take the following general education courses:

- Comm 202 (3 hours), Comm 204 and at least eight credit hours of mathematics, natural science or computer science courses.

**Professional education requirements (27 hours)**

- Educ 201, Introduction to Education 3
- Educ 309, Educational Psychology: Secondary 3
- Educ 314, Senior High and Middle Schools 3
- Educ 318, Reading in Content Areas 3
- Educ 403, Secondary Education Seminar 3
- Educ 405, Student Teaching 12

**Minor in education (20 hours)**

- Educ 201, Introduction to Education 3
- Educ 303, Developmental Reading 3
- Educ 307, Children's Literature 3
- Educ 309, 310, Educational Psychology 3

Additional selected from:

- Educ 300, Exceptional Children 6
- Educ 305, Child Development 3
- Educ 311, Early Childhood Learning Environments 3
- Educ 312, Early Childhood Curriculum Studies 3
- Educ 408, Studies in Education 3

Additional selected from above list or:

- Art 309, Art for Children 2-3
- PhEd 309, Physical Education for Children 2-3
- Mus 320, Music for the Classroom Teacher 2-3

**Courses**

**Educ 201  Introduction to Education** 3

Includes both campus and field study of the school society, educational philosophy, school organization and control, the teaching profession, curriculum and teaching in a variety of ethnic and cultural settings. Intended for second year.

**Educ 300  Exceptional Students** 3

An Introductory course in special education with primary focus on the characteristics and educational needs of students with all types of exceptionalities. Implications for educating exceptional students in the regular classroom emphasized. Intended for third year.

**Educ 301  Elementary Curriculum Studies** 4

A program of continuing laboratory experiences in schools and curriculum studies in science, social studies and mathematics prior to student teaching. Emphasis on teaching in diverse classroom settings. At the end of this course, students are assigned to the school in which they will do student teaching. Enrollment limited to persons who have been admitted into teacher education.

**Educ 303  Developmental Reading** 3

A study of ways to help children learn to read effectively and with enjoyment so they may become growing, life-long readers. Includes theory and practice of language acquisition. Opportunity to work with children and teachers.

**Educ 305  Child Development** 3

Study of the growth and development of children from conception through middle childhood. Children are seen as feeling persons with a body as well as a mind, growing in the
assignments and field work are individualized to meet specific needs of the student. To be taken concurrently with Educ 314.

**Educ 401 Internship: Kindergarten** 3-4
Internship in a kindergarten setting. May include experience in team teaching with emphasis on guiding individuals or small groups of children.

**Educ 402 Student Teaching: Elementary** 12
Twelve weeks of full-day student teaching in elementary schools under the supervision of a licensed elementary teacher and a faculty member of the GC education department. Includes several workshops on campus to reflect on important teaching issues.

**Educ 403 Secondary Education Seminar** 3
An intensive three-week seminar immediately following Educ 405. Built around four major topics: educational philosophy, classroom management and discipline, evaluation, integration of faith and teaching. Includes student projects and presentations, group work and a variety of approaches to individual reflection on teaching. Prerequisite: Educ 405.

**Educ 404 Internship: Middle/Junior High School** 6
Designed for elementary-education majors who wish to complete a junior high/middle school endorsement. Includes study of organization, curriculum and methods in the middle school and the equivalent of at least four full weeks of full-day participation in grade five-to-nine departmentalized classrooms.

**Educ 405 Student Teaching: Secondary** 12
Twelve weeks of full-day student teaching in a secondary school under the supervision of a teacher licensed in the student teacher's major teaching area and a GC faculty member. Includes several workshops on campus to reflect on important teaching issues.

**Educ 406 Reading Problems** 3
A second course in the teaching of reading with emphasis on diagnosis, correction and prevention of difficulties in learning to read at various levels of the learner's development. Deals with the psychosocio-linguistic nature of language. Includes tutoring a student with language problems. Prerequisite: Educ 303.

**Educ 407 Field Studies** 1-2
The study includes observing, planning and teaching at the designated grade level in the candidate's subject area(s); readings and writings assigned to relate to the field study.

**Educ 408 Studies in Education** 1-3
Individual study, research or field experiences on a variety of topics.

**Educ 409 Elementary Education Seminar** 3
An intensive three-week seminar immediately following Educ 402. Built around four major topics: educational philosophy, classroom management and discipline, evaluation, integration of faith and teaching. Includes student projects and presentations, group work and a variety of approaches to individual reflection on teaching. Prerequisite: Educ 402.
Major in English
32 hours in the department, including:
- Engl 204, Expository Writing 3
- Engl 300, Introduction to Literary Interpretation 3
- Engl 301, British Literature to 1800 3
- Engl 302, British Literature 1800 to Present 3
- Engl 303, American Literature Survey 3
- Engl 315, English Language Problems 3
- Choice of Engl 305 Genre Studies or Engl 306 Major Author 3
- Engl 409, Senior Project or Educ 405, Student Teaching or Engl 325, TESOL Field Experience 1-2
- Engl 410, Senior Seminar 1
- Electives in English 9

Upper-level related courses selected from history, history of art and music, philosophy, linguistics, communication, theatre, literature in the foreign language department, children's literature, TESOL, cultural anthropology 6

In general education, English majors should choose Phil 300.

Planning guide
First year
- General education
- Literature and writing
- International Literature/Creative Writing/Literature and Film

Second year
- General education
- Expository Writing
- Introduction to Literary Interpretation
- British Literature 1800 to Present
- SST

Third year
- General education
- American Literature Survey
- English Language Problems
- British Literature to 1800
- Related courses

Fourth year
- Balance of general education
- Balance of major and related courses
- Senior Project
- Senior Seminar

Minor in English
18 hours in the department, including:
- Engl 300, Introduction to Literary Interpretation 3
- Engl 315, English Language Problems 3
- Any two of the literary survey courses: 6
  Engl 301, British Literature to 1800
  Engl 302, British Literature 1800 to Present
  Engl 303, American Literature Survey

In addition, English minors are advised to take Engl 204.

Minor in writing
The writing minor is administered by the communication and English departments. Students selecting this minor must complete 18 hours of communication and English courses. The selection of courses enables the student to focus on exposition/journalism or creative writing while augmenting those areas with courses in production/internships. Comm/Engl 204, Written Communication/Expository Writing is required for the minor. The remaining 15 hours may be selected from three clusters of courses.

One or more courses chosen from exposition and journalism: 3-9
- Comm 250, Introduction to Reporting
- Comm 260, Writing for the Electronic Media
- Comm 308, Magazine Features
- Comm 350, Advanced Reporting and Editing

One or more courses chosen from creative writing: 3-9
- Engl 120, Creative Writing
- Engl 312, Poetry Workshop
- Engl 330, Writing Fiction
- Engl 332, Writing Poetry
- Engl 334, Writing Creative Nonfiction
- Thea 350, Playwriting

One or more courses (but not more than four credits) chosen from production and internship: 3-4
- Comm 212, Electronic Media Production I
- Comm 326, Creating for the Web
- Comm 409, Internship (off campus)
- Engl 409, Senior Project – Broadside, Pinchpenny Press production

Minor in teaching English to speakers of other languages (TESOL)
20 hours in English and humanities as follows:
- Engl 310, Introduction to Linguistics 3
- Engl 315, English Language Problems 3
- Engl 319, English Syntax 1
- Engl 320, Methods of TESOL 4
- Engl 325, Field Experience in TESOL 3

Six hours selected from:
- Comm 206, Communicating Across Cultures or SoAn 230, Cultural Anthropology or foreign language

Prerequisite: competence in a second language equivalent to completion of 102-level study.

Certificate: Teaching English to speakers of other languages (TESOL). Minimum background: one year of college and skill in a second language equal to 102-college level.

- Engl 310, Introduction to Linguistics 3
- Engl 315, English Language Problems 3
- Engl 319, English Syntax 1
- Engl 320, Methods of TESOL 4
- Engl 325, Field Experience in TESOL 3
- Elective in cultural anthropology, communicating across cultures or foreign language 3
- Bible or religion 3
- Other electives to total 30 credit hours.
Teacher-education programs are available in English and Teaching English to Speakers of Other Languages (TESOL). English education majors must take a writing course beyond Engl 204, Expository Writing; Engl 310, Introduction to Linguistics; Comm 200, Communication Practice; and Comm 383, Communication and Society or Comm 386, Film. For more details see the *Goshen College Teacher Education Handbook*.

**Career opportunities**

Alumni majors in English are employed in a wide variety of occupations around the world, such as teaching, program management, service with church agencies, journalism, publication, public relations, business, social services and the professions, including law, medicine, library science and the ministry. A significant number of graduates are engaged in teaching English as a second language, especially abroad.

**A. Writing**

Writing instruction and practice are both curricular and extracurricular. In addition to courses supplied in the humanities and communication departments, the English department offers the following courses, open to both majors and non-majors.

The normal sequence in writing moves from Engl 110 to Engl 204 and then to 300-level writing options. Students are permitted to enroll in any creative-writing course before taking Engl 204.

**Engl 100 Writing Skills Development**  
Vocabulary, reading and writing for academic purposes for non-native speakers of English. Through multiple drafts and tutorial help students develop essays based on the reading and discussion of articles on various current topics. Required for all non-native speakers of English scoring below 550 TOEFL. Repeatable up to nine credit hours.

**Engl 105 Language Skills Seminar**  
Diagnosis and remediation of basic problems in reading comprehension, oral expression, written communication and/or study skills.

**Engl 110 Literature and Writing**  
Critical reading, thinking and writing based on literary and film texts focused on themes chosen by individual professors. Instruction in writing the journal, the thesis essay and the cross-disciplinary research essay.

**Engl 120 Creative Writing**  
An introduction to the writing of poems, short stories and short plays, with emphasis on writing, reading and discussion. Written evaluations instead of letter grades. *Enrollment limited to 20 per section.*

**Engl 204 Expository Writing**  
Theory and practice of written communication. Assignments in a variety of prose forms aim at developing the student’s control of logic, organization, rhetoric and usage. *Prerequisite: Engl 110.*

**Engl 312 Poetry Workshop**  
Intensive one-week workshop in writing poetry, usually conducted by a visiting poet during the first week of the spring semester. Repeatable. *Prerequisite: Any college-level creative writing course.*

**Engl 330 Writing Fiction**  
A workshop course in writing short fiction, with special attention to issues of setting, character, plot, dialogue and point of view. Readings by contemporary writers such as Raymond Carver, Bobbie Ann Mason, Ray Bradbury, Joyce Carol Oates and John Updike.

**Engl 332 Writing Poetry**  
A workshop course in writing poetry in a variety of forms, with special attention to imagery, sound, line, meter and revision. Readings by contemporary poets such as Galway Kinnell, Sharon Olds, Rita Dove and Li-Young Lee.

**Engl 334 Writing Creative Nonfiction**  
A workshop course in writing the personal essay and nonfiction prose, with special attention to creating a personal voice and applying creative writing techniques to nonfictional subjects. Students will read and discuss examples of creative nonfiction and prepare two longer essays for a final portfolio.

Senior projects in both English and communication often include applied writing experience. Campus publications provide a wide variety of opportunities for students interested in expository and creative writing, along with associated editorial responsibilities. Of particular note are the *Record*, a weekly newspaper; the *Maple Leaf*, the college yearbook; and Pinchpenny Press, which produces a number of books each year written and/or edited by students, as well as the Broadside series in signed, limited editions of single short works of creative writing. Pinchpenny and Broadside policies and publications are administered by student-faculty editorial boards. The Arthur de Long writing award is presented to three essayists each year. Each year the Horswell Fellowship is presented to the student assistant for Pinchpenny Press operations.

**B. Language**

**Engl 310 Introduction to Linguistics**  
Different ways of looking at language: how languages’ systems of sounds, word structures, grammatical patterns and meaning constructions function. Insights useful for language learning, teaching and appreciation of English as well as language in general.

**Engl 315 English Language Problems**  
The study of the sound system and history of the English language, followed by exploration of current developments in sociolinguistics, dictionaries and word formation. The course cultivates an informed attitude toward English usage.

**Engl 319 English Syntax**  
Independent study in English grammar verified by a final exam. Available only to TESOL minors and English education students. *Prerequisite: Previous or concurrent enrollment in Engl 310 or 315.*

**Engl 320 Methods of Teaching English to Speakers of Other Languages (TESOL)**  
Primary topics addressed are theories of language learning, general TESOL approaches, methods for the teaching of specific language skills and materials preparation in ESL. A concurrent internship (teaching English to a non-native speaker) brings reality to the theories. *Prerequisite: Engl 310 or Engl 315.*

**Engl 325 Field Experience in TESOL**  
One-hundred twenty hours of supervised teaching in the U.S.A. or abroad when appropriate supervision can be arranged. *Prerequisite: Engl 320 and consent of instructor.*
C. Literature
Except for the literary surveys (301, 302, 303), most courses are of flexible design. Important but undesignated content areas will regularly provide focus for such courses as Interdisciplinary Literature, Engl 207, 307; Genre Studies, Engl 305; and Major Authors, Engl 306. Except for Senior Seminar and Project, all literature courses are designed to serve the general student as well as the English major.

Engl 201 International Literature 3
Study of literature that deals in a significant way with the intersection of cultures. Selected literature of Africa, Asia, Latin America and/or Europe.

Engl 207, 307 Interdisciplinary Literature 3
Topical studies uniting literature with other disciplines such as the arts, science, sociology, psychology, etc. Specific topics, announced in advance, include the following:
Irish Literature in Ireland. Field studies in the cultural geography of 20th-century Irish authors, including Yeats, Joyce, Synge, Mary Lavin, Peter Fallon and Seamus Heaney. Conducted during May or summer term at urban and rural locations in the Republic of Ireland.
American Indian Literature. Contemporary fiction and poetry by such writers as M. Scott Momaday, Louise Erdrich, Leslie Silko and Sherman Alexie, with special emphasis on historical and cultural contexts and the revitalization of tribal practices, spirituality, ceremony and oral tradition.
African-American Literature. Twentieth-century fiction, poetry and essays from W.E.B. DuBois to Toni Morrison, with an emphasis on the history of race in America as it informs the literary tradition. Literature integrated with music, art and performance.
Creative Writing in the Natural World. Given in alternate years during August on North Manitou Island in Lake Michigan. Students will study the poetry and creative nonfiction of contemporary nature writers such as Annie Dillard, Mary Oliver and Wendell Berry and also write their own poems and essays.
Mennonite Literature. Recent literature – mainly poetry and fiction – by U.S. and Canadian Mennonite writers, studied in relation to Mennonite history, culture and theology. Authors include Rudy Wiebe, Sandra Birdsell, Armin Wiebe, Julia Kasdorf, Janet Kauffman, Jean Janzen, Jeff Gundy and others.
Women in Literature. The study of literature written by women (mainly fiction and poetry) and of related issues such as the literary canon, gender representation and feminist literary theory. The syllabus will often include literature by Austen, Bronte, Woolf and Hurston and criticism by Gilbert, Gubar, Showalter and Fetterly.

Engl 230 Literature and Film 3
Study of important texts from early and recent times and European and nonwestern cultures, as well as their successful translation into films. Special attention to philosophical, ethical, political, cultural, spiritual and gender-related issues. Consideration of the nature and role of narrative in human experience leads to a paper that synthesizes the student’s personal ethical aesthetic.

Engl 300 Introduction to Literary Interpretation 3
Intended as an introduction to the English major and as an elective for other (usually upper-level) students, this course examines several different genres – including fiction, drama, and poetry – in light of contemporary critical interpretative strategies and theories. In addition, the course introduces students to important research skills involved in the production of literary criticism. Prerequisite: Any college-level literature course beyond Engl 110.

Engl 301 British Literature to 1800 3
Development of British literature from Beowulf through the medieval period, Renaissance and 18th century, with special attention to authors such as Chaucer, Shakespeare, Spenser, Milton and Swift.

Engl 302 British Literature 1800 to Present 3
Development of British literature through the Victorian, modern and post-modern periods, with special attention to authors such as Arnold, Eliot, Conrad, Yeats and Woolf.

Engl 303 American Literature Survey 3
Study of a single genre as announced, sometimes with focus on writings of a specific period or place. Typical offerings include: American drama. Great American plays from Fashion to True West, including key works by O’Neill, Wilder, Miller, Williams, Albee, Shepard and Mamet. Through study of dramatic structure and of the tensions between realism and expressionism emerge insights into the depiction of the American Dream on the American stage.
The novel. The reading and study of significant works illustrating the development of the novel in Great Britain and the United States. Attention to authors such as Austen, Dickens, Melville, Woolf, Hemingway and Morrison.
Contemporary poetry. The reading and study of poetry and poets working since 1945, including such authors as Allan Ginsberg, Galway Kinnell, Rita Dove, Li-Young Lee, Linda Hogan, Adrienne Rich, and Maxine Kumin. In addition to critical writing, each student will practice writing poems in an effort to better understand the creation and artistic nature of poetry.

Engl 306 Major Author 3
A study of a major author or of two authors in comparison. Shakespeare every other year; in the alternate years a selection of authors to be announced in advance. Recent choices include Yeats and Women, Faulkner and Morrison, Vonnegut and O’Connor.
Shakespeare. Representative plays studied in light of theatrical conventions, dramatic structure and elements of Shakespearean tragedy, comedy, history and romance. The course will often include a studio production of one abridged play and a weekend visit to the Stratford Festival in Ontario.

Engl 409 Senior Project 1-2
English majors propose independent projects in research, field experience or creative writing.

Engl 410 Senior Seminar 1
Weekly meetings of departmental majors and faculty for an exchange of views on such topics as vocations, curriculum and ethical/spiritual issues related to a life-long study of literature and language.
The Hispanic education in theology and leadership department at Goshen College is designed to train bi-vocational leaders for Hispanic Mennonite congregations in the United States and Canada. Sponsored jointly by the Mennonite Board of Education, the General Board of the Mennonite Church and the Convención de Iglesias Menonitas de Estados Unidos y Canada, the program is housed at Goshen College.

All instruction in the departmental courses is in Spanish. Students, who have resided in another Spanish speaking country (i.e., Mexico) or in Puerto Rico until age 18 and/or completed secondary school in the Spanish language, will be excused from SST on the same basis as an international student. All others will need to complete the entire SST program or an alternate.

Major in Hispanic education in theology and leadership
27 hours in the department:

- HETL 201, Introduction to New Testament 3
- HETL 202, Introduction to Old Testament 3
- HETL 204, Hispanic Culture and Society 3
- HETL 300, Church History 3
- HETL 302, Congregational Leadership 3
- HETL 304, Biblical Study 3
- HETL 305, An Analysis of Biblical Theology 3
- HETL 410, Senior Seminar 3
- HETL 409, Supervised Experience in Ministry 3

Related areas:

- Rel 318, Anabaptist/Mennonite History 3
- Upper-level elective in Bible, religion or philosophy 3
- Span 204, Spanish for Spanish speakers 3

Proficiency in the Spanish language is required.

Career opportunities
Hispanic education in theology and leadership graduates are working in Christian ministries as pastors and in Christian education, administration or other leadership positions. Some have entered graduate schools and others are working with agencies in mission and service.

Minor in Hispanic education in theology and leadership
18 credit hours in the department consisting of HETL 201, 202, 204 and 302; six additional hours of electives from the department. Proficiency in the Spanish language.

Two-year certificate program
A two-year certificate program in Hispanic education in theology and leadership is available, designed for students who are primarily interested in theology and leadership development. The 60-credit certificate program includes a supervised leadership assignment and several English and Spanish-language classes in addition to all of the courses required in the HETL major. A particular TOEFL score is not required to enter this program. See the HETL director for more information.

Courses

**HETL 201 Introduction to New Testament** 3
This course will focus on the social, political and cultural background of the New Testament world in order to understand the context of Jesus’ teachings and events. Paul’s letters will be studied as a reflection of the early church and the early Christian thought. A search for historical-critical views will help develop an open attitude to the Gospels and Pauline writings.

**HETL 202 Introduction to Old Testament** 3
This course will study closely the development of the Hebrews in their early stage of becoming a nation. It follows closely the Israelites from the patriarchal to the monarchical era. It aims to understand the Israelites in the context of the land they left in Mesopotamia to their journey to the unknown territory promised by God. The role religious and political leaders of Israel played in shaping the salvation history, such as patriarchs, liberators, warriors, judges, kings and prophets, will be analyzed.

**HETL 203 Introduction to Christian Ethics** 3
An introduction to the ways ethical norms are derived from the biblical text. This course includes an analysis of contemporary ethical issues facing the church.

**HETL 204 Hispanic Culture and Society** 3
A study of the origin and cultural development of Hispanic societies focusing upon such basic themes as family structures, institutions, social classes, rural and urban life, immigration, and cultural concepts and changes.

**HETL 205 The Holy Spirit and the Community of Believers** 3
A study in the Scriptures to identify and clarify the work of the Holy Spirit in God’s plan. The course examines the role of the Paraclete in the illumination, guidance and admonition of the...
Hispanic education in theology and leadership / History and political science

faith community.

**HETL 300  Church History** 3
An overview of the growth and development of the church from catacombs to cathedrals to chapels with an emphasis on the major periods and events in the life of the church from Pentecost, the Reformation, the church in America and how these events affect present church life.

**HETL 302  Congregational Leadership** 3
A survey of the different ecclesiastical ministries such as pastoral counseling, Christian education, evangelism, church administration and leadership.

**HETL 303  Topics in Pastoral Ministries** 3-12
An in-depth study of one of the areas introduced in the survey course, HETL 302. The course will cover the complete range of topics over a several year period under different subtitles. Current offerings are pastoral counseling, Christian education, hermeneutics and homiletics. Prerequisite: HETL 302 or equivalent.

**HETL 304  Biblical Study** 3-6

**HETL 305  An Analysis of Biblical Theology** 3
A panoramic view of the major biblical themes: God, creation, salvation, the church and the purpose of history, as an avenue for researching and doing theology.

**HETL 409  Supervised Experience in Ministry** 3-6
An approved intern or work experience related to studies in Hispanic education in theology and leadership. Examples include supervised activity in local congregations, campus ministries, church agencies and hospital chaplaincies.

**HETL 410  Senior Seminar** 3
Research in specific projects and seminar presentations identifying and moving towards a position on structural, ethical and professional issues, discerning the implications for discipleship and integrating these learnings with those from related areas and general education.

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**History and political science**

*Chair, Professor J. D. Roth*
*Associate Professor L. R. Berry*
*Assistant Professor S. Nolt, J. Bender Beshetler*

**A. History**

Special resources for the study of history at Goshen College include the Mennonite Historical Library, the Archives of the Mennonite Church and *The Mennonite Quarterly Review*, a respected scholarly journal published by Goshen College.

**Major in history**

- United States and world history (at least 10 upper-level hours) 19 or more hours.
- Hist 409, History Internship 2-3
- or student teaching for secondary education majors
- Hist 410, History Seminar: Analysis 3
- Hist 411, History Seminar: Synthesis 2
- Engl 204, Expository Writing (or Comm 204) 3
- 12 hours of related courses in one of two areas:
  - Social science: At least one course in three different fields, chosen from:
    - economics
    - political science
    - sociology/anthropology
    - peace, justice, conflict studies
  - Humanities: At least one course in three different fields, chosen from:
    - literature
    - philosophy
    - Bible or religion
    - art or music theory or music history

All history majors are encouraged to acquire proficiency in a foreign language equal to the intermediate (202) level. Only one course in the political-science minor (see below) may count toward history-related requirements.

**Planning guide**

*First year*
- General education

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**Second year**

- General education
- World Geography
- History of Global Poverty
- Upper-level history
- Related courses
- SST (fall or spring)

**Third year**

- General education
- History Seminar: Analysis
- Upper-level history
- Balance of related courses

**Fourth year**

- Balance of general education
- Balance of major
- History Seminar: Synthesis
- History Internship

**Minor in history**

A minimum of six history courses (18 hours) including at least one lower-level course and three upper-level courses in American and World History.

**Major in history and investigative skills**

A minimum of 24 hours of history, at least 15 upper-level and including Hist 410-411.

**Related courses:**

- SoAn 200, Principles of Sociology 3
- CoSc 105, Fundamentals of Computing 3
- Econ 207, Introduction to Statistics 3
- SoAn 391, Methods of Social Research 3
- Internship and Senior-Seminar work should utilize various
research skills. The student’s faculty adviser will encourage taking additional elective courses in economics, sociology/anthropology and political science. This major is designed to provide the student with library, statistical and field-research skills useful in business, public administration, law and other practical pursuits. A variety of history courses provides a broad perspective rather than merely a technical orientation.

A secondary teacher-education program is available. Teacher certification in social studies education requires 52 credits in the following six areas: U.S. history, world civilization, government, economics, sociology, and psychology. Eighteen credits must be taken in one area, 12 credits in each of two additional areas, and 10 credits chosen from remaining areas above. In addition, 27 credits are required in the education department. For more details see education department pages and the Goshen College Teacher Education Handbook.

Career opportunities
Recent graduates with these majors teach social studies in high school or a specialty in college. Some are employed in libraries, archives and education administration. Others are in church vocations, law, business and administration.

Courses
Hist 100 Human Stories 4
A topic course designed for the first-year colloquium. Provides an introduction to historical modes of inquiry based on themes of particular interest to the instructor. Topics in the recent past have included: “Leadership in American History,” “History of Childhood” and “Utopian Thought in the Western Tradition.”

Hist 101 World History I (Beginning to 850) 3
History of the world from the agricultural revolution to European expansion, concentrating on the establishment and interaction of classical traditions in the nonwestern world. Also introduces the study of history as an academic discipline and how the historian uses primary sources.

Hist 102 European History (400-1815) 3
Selected topics in European civilization from the Middle Ages through the Renaissance, Reformation, Age of Absolutism to the 18th-century Enlightenment and French Revolution.

Hist 105 American History I (Beginning to 1877) 3
History of the American colonies and the United States through the Civil War and Reconstruction. Also introduces the study of history at an academic discipline.

Hist 202 American History II (1877 to Present) 3
U.S. from the period of rapid industrialization and immigration to the present with an emphasis on social history. Also introduces the study of history as an academic discipline.

Hist 203 World History II (1500 to Present) 3
History of the world from European expansion to the present, with an emphasis on understanding the foundations of a global society. Also introduces the study of history as an academic discipline through the analysis of approaches to historical causation.

Hist 240 World Geography 3
Survey of the world’s geographic regions with emphasis on the impacts humans have had on the physical environment and explanation for variation of the world’s regions. Course includes regular discussion of current issues in world affairs.

Hist 255 History of Global Poverty 3
Examination of the phenomenon and roots of global poverty in the colonial expansion of Europe, the rise of nationalism in the colonies and post-colonial globalization and development. Emphasis will be placed on viewing this problem and its solution from the perspective of common people in the global south.

Hist 304 Renaissance and Reformation 3
Topical survey of European civilization in the period from about 1300 to 1550. Intellectual, cultural and religious changes will receive most attention.

Hist 315 War and Peace in 20th Century Europe 3
Exploration of major European political, cultural, intellectual and economic developments since the 1890s. Major themes include: modernism, the onset of totalitarianism and totalitarian regimes in Europe and the Soviet Union, war as an agent of social change, the Cold War, the dissolution of Soviet-style communism in Eastern Europe, and peace-making efforts throughout the century.

Hist 318 Anabaptist/Mennonite History 3
Introduction to Mennonite history and thought. About one-third of the course is devoted to Anabaptism. Special attention given to distinctive Anabaptist religious ideas, changes in Mennonite religious ideas and practice in Europe, migrations, contrasts in social-communal practices among Mennonites and related groups.

Hist 321 History of Mennonites in America 3
Emphasis on Mennonites as a people developing and interacting with the larger American society, using themes such as migration, community formation, beliefs, acculturation and pacifist citizenship in war and peace.

Hist 323 Colonial and Revolutionary America 3
Focus on cultural encounters and conflicts. Colonialism begs the question, how are cultures transported, replicated and transformed? A look at contact between Europeans and Native Americans, between Europeans and Africans, between different European colonial projects, and finally between Anglo-American colonists and Britain. All involved sharp cultural conflict.

Hist 324 U.S., 1790-1877: Nationalism and War 3
Having rejected the one thing they had in common — British rule — Americans created an identity and constructed the myths needed to sustain a new nationalism. Slavery was a central and contested part of this identity, leading to frightful Civil War. Through it all, American nationalism continued to claim the power to “reconstruct” society.

Hist 325 U.S., 1877-1945: Identity and Diversity 3
The U.S. became the first highly diverse nation state, but only gradually came to understand the implications of that fact. Economic divisions, urban and Western population growth, debates over race and ethnicity, and international consciousness all shaped a society that faced Depression and global war, and began to link its plurality to notions of pluralism.

Hist 326 Recent American History 3
A look at events that shaped the most recent generations of
Americans. From grand expectations of the Civil Rights movement, faith in science, and the possibilities of affluence and social reform, society confronted the realities of Vietnam, Watergate, and environmental destruction – producing cynicism, culture wars, and continued efforts to balance liberty and equality.

**Hist 327 American Immigration and Ethnic History** 3

An examination of the development of ethnic and racial identities in the United States, from the colonial period(s) to the present. Immigration patterns, forced migration, assimilation, ethnicization, nativism, family and gender dynamics, immigration and naturalization law, and multi-cultural debates were important factors in these processes.

**Hist 328 African-American History** 3

Historical study of the experience of African-Americans as a group, especially their political and economic situations, their community life, some of their outstanding organizations and leaders, their forms of adjustment and resistance and their participation and contributions in U.S. life. *Prerequisite: any 100- or 200-level history course or consent of instructor.*

**Hist 330 International Women's History** 3

A comparative studies in world history course. Women have been left out of the world's history, particularly women in the nonwestern world who are stereotyped as oppressed and passive. Putting women back into the center of world history unsettles older historical paradigms and challenges our ethnocentric assumptions. Explores the diverse experiences of women as active agents in shaping their world through a comparative case-study approach.

**Hist 335 History of Ethnic Conflict** 3

A comparative studies in world history course. The world seems plagued with increasing conflict between ethnic groups. Explores the historical roots of this problem through a comparative case-study approach and takes an interdisciplinary approach both to analysis of the problem and its solution. Students will present an in-depth research paper on the historical roots of one conflict.

**Hist 340 Christianity in Africa and the Diaspora** 3

A comparative studies in world history course. Examination of the development of Christianity in Africa and the Americas with an emphasis on the religious tradition Africans brought to the encounter with Christianity and how they shaped its practice both in mission and independent churches in Africa. The history of slavery in the New World, particularly Brazil and the Caribbean will frame the exploration of Christianity in the Diaspora.

**Hist 344 Latin American History: National Period** 3

A study of the history of the Latin American republics since independence, with special attention given to Mexico, Cuba and the ABC countries (Argentina, Brazil and Chile).

**Hist 345 Environmental History** 3

A comparative studies in world history course. Exploration of human interaction with the environment over time particularly in the nonwestern world. Examination of the material and ideological conditions which have lead to preservation or destruction of the environment through a comparative case-study approach.

**Hist 350 African History** 3

African history from ancient times to the present with an emphasis on topical studies of land and food, slavery and social reciprocity, and colonial transformations in political authority. Encourages historical analysis for the purpose of responding positively to pessimistic predictions of Africa’s future and appreciating Africa’s strengths.

**Hist 375 Topics in History** 3

Study on a selected topic in American or world history. Examples: the United Nations, history of childhood in America. Students may be invited to help shape the topic.

**Hist 400 Advanced Study** 3

Special topics for majors and minors.

**Hist 409 Internship** 2 or 3

Using research, writing and organizational skills in a setting outside the classroom; deliberate reflection on the process of historical or legal inquiry.

**Hist 410 History Seminar: Analysis** 3

Philosophy and purposes of history; principles and methods of historical research; history and Christian faith; choice of a topic and bibliographical work and initial research on that topic. Course to be taken in the spring semester of the junior year. *Required of all majors.*

**Hist 411 History Seminar: Synthesis** 2

Continued research on topic chosen and presentation in forms of oral report and written thesis paper. Course to be taken in the fall semester of the senior year. *Required of all majors except double majors doing full senior seminars in other majors. Prerequisite: Hist 410.*

### B. Political science

**Minor in political science**

Minor will consist of 18 hours, including PoSc 200; three other political science courses; plus two more chosen from this list:

- Econ 201, Principles of Economics
- Econ 207, Introduction to Statistics
- Econ 304, Public Finance
- Hist 203, World History II
- Hist 326, Recent American History
- Rel 312, War, Peace and Nonresistance
- SoAn 200, Principles of Sociology

**PoSc 200 Introduction to Political Science** 3

General comparative survey of political institutions and behavior in various types of regimes, with special emphasis on the American political system. The most appropriate course for students required to take one course in political science. Collateral reading may be adjusted to individual needs and interests.

**PoSc 210 Introduction to Public Policy** 3

Explores the nature of the policy-making process in the United States and, to a lesser extent, other pluralist polities. Topics will include constitutional and structural framework in which policies are shaped, interest articulation, policy formulation and the feedback process.

**PoSc 305 U.S. Government** 3

A basic introduction to the federal system of government in the United States. Focus on the constitutional arrangements established at the nation’s founding, critical points in the
constitution’s evolution and the contemporary setting. Topics include the legislative process, the judiciary branch and the nature of the presidency. The regulatory process, interest groups, political parties, the press, campaigning and voter behavior, civil rights and federal-status relations will also be examined.

**PoSc 308  International Politics**

3

Examination of the structure, development and operation of the present international political system and its possible alternatives.

**PoSc 318  Latin American Politics**

3

Analyzes Latin America’s contemporary political and socio-economic institutions and issues; relates them to the area’s development and need for change; includes the meaning of revolution in Latin America.

**PoSc 320  Issues in Politics and Society**

3

Contemporary (and often controversial) political issues in the U.S. and Latin America, e.g.: African-Americans and the U.S. judicial system; educating legal professionals; the church and Latin American politics. Analysis through class discussions, some lectures by the instructor, student papers and contribution from resource persons with involvement in the subject matter.

**C. Minor in Anabaptist-Mennonite studies**

Although this minor is intended to be interdisciplinary in nature, responsibility for administering the program will be lodged with the history/political science department.

Core courses (12 hours required from the following)

Hist 318, Anabaptist/Mennonite History

Hist 321, History of Mennonites in America

SoAn 316, Amish, Hutterites and Mennonites

Engl 207, 307, Mennonite Literature

PJCS 312 War, Peace and Nonresistance

Any topics class or independent study approved by the chair of the history/political science department, such as SoAn 351 or Hist 375.

Six additional hours selected from core courses above or the following electives:

- Hist 304, Renaissance and Reformation*
- Rel 320, Christian Faith*
- German, Spanish or French special project focused on Anabaptist/Mennonite related topic
- HETL 300, Church History*
- Mus 311 Church Music*
- SoAn 334 Race and Ethnic Relations*
- Any topics class or independent study approved by the chair of the history/political science department*

Internship with the Mennonite Historical Library, Menno Hof, Mennonite Board of Missions, Mennonite Central Committee, or any other Mennonite agency or institution.

Class at Associated Mennonite Biblical Seminary (e.g. HTE602 Rethinking Mennonite History)

Ministry Inquiry Program (MIP) internship with a Mennonite congregation

*Note: It is assumed that students who apply these courses to the minor will do a focused study (paper or project, e.g.) that makes an explicit connection with an Anabaptist-Mennonite topic.
Our uncommon vision for honors study at Goshen College is broad and inclusive rather than prescribed and elitist. It promotes collaboration as well as individual achievement and celebrates a wide variety of talents and gifts. Entry into most honors opportunities at Goshen College is not based upon high school achievement. Most are open to any Goshen College student who wishes to rise to the challenge.

Honors colloquium
Each year, one first-year colloquium class is designated as the honors colloquium. (See General Education pages for a description of the colloquium program.) Since all colloquium classes are limited to no more than 22 students, an application process is followed. All President’s Leadership Award and Menno Simons Scholarship recipients are eligible to apply at the time of their pre-registration.

Courses
Hon 300 The President’s Seminar 1
The president of Goshen College chooses the topic and leads the seminar. The current topic is The Anabaptist Voice.

Hon 310 Honors Seminar 1
Taught by faculty or initiated by students with special interests, honors seminars are offered each semester. An honors seminar usually
- Represents the research interest of the faculty member
- Requires intensive reading and discussion
- Invites interdisciplinary approaches to the topic
- Employs active learning strategies
- Limits class size to 15-20 to promote student-faculty interaction
- Represents an advanced level of intellectual inquiry
Recent honors seminars have included the following titles: Folklore, 19th Century Romantic Philosophy, Pre-Law Seminar, Model United Nations, Relativity, The Egalitarian Option and Narrative Patterns of Faith.

Hon 400 Honors Thesis 1
Students enroll in this independent study during the fall or spring semester of their senior year with the professor who is supervising their thesis. This course requires an extra fee midway between readings and tutorial rate for independent study registration.

Academic Symposium
Each year a campus-wide academic symposium showcases student research and creative work done in classes. The symposium is juried, and selected papers are published in an online journal.

Maple Scholars Program
A summer research program for Goshen College students, this program originated in the natural sciences, but now includes other departments as well. Maple Scholars work closely with an individual professor on a research or creative project chosen by the professor. Integration is provided by Friday morning colloquia where students discuss their research activities, by field trips and by a final banquet. Research begun as a Maple Scholar usually continues into the academic year and may proceed to a publication or an undergraduate thesis. Participants in the summer program receive free campus housing and a stipend.

Pew Summer Seminars
The Pew Younger Scholars Program offers several seminars each summer at the University of Notre Dame campus. Each graduate-style class is open to seven juniors or seniors from church-affiliated colleges. Topics include philosophy, literature, history, theology and other fields. Each participant receives a stipend. Application deadline is March 15.

Oxford Honours Programme
Available through the Council of Christian Colleges and Universities, juniors or seniors who have a GPA of at least 3.5 may apply to spend a semester studying at Oxford University in England. This experience includes two private tutorials with Oxford professors. A summer program in Renaissance studies is also available.

Honors degree
Students may apply to earn a B.A. or B.S. degree “with honors” if they choose to meet the following criteria: completing two or more honors seminars, presenting work at an academic symposium, participating in 40 or more hours of community service and writing a senior thesis. See the Honors Program Web site at www.goshen.edu/honors or director Jo-Ann Brant for more details.

Dean’s List
At the end of the fall and spring semesters, the academic dean publishes a Dean’s List. A student who is enrolled for at least 12 hours for letter grade, with no credit elect hours and no incomplete grades, and who stands in the top 10 percent for the semester will be named to the list. Students may decline having their names published if they so desire by contacting the Honors Director.
Goshen’s intercultural-studies (ICS) minor is open to everyone and designed especially for:

- North-American students interested in domestic or international missions or service,
- international students who plan to return to live and work in their home countries,
- students in any major – from art, Bible and religion or biology to social work, Spanish or theater – who expect to work in situations where they will encounter differences of race, language, religion or custom.

The ICS minor aims to develop skills in cultural awareness, social analysis and intercultural communications that will serve students preparing for roles as providers of professional services or technical assistance in a variety of domestic intercultural or international settings.

The on-campus alternative to international education may not count toward the ICS minor, unless specific courses are required for both. No more than one course taken for the ICS minor may be used for another major or minor.

The ICS minor consists of a minimum 20 credit hours including:

- Competence in a second language through the intermediate level (202 or 203).
- Core courses:
  - Hist 255, History of Global Poverty (3)
  - SoAn 230, Cultural Anthropology (4)
  - SoAn 301, Community Development (3)
- One of these intercultural religion courses:
  - Rel 306, Mission of the Church (3)
  - Rel 316, Liberation Theologies (3)
  - Rel 315/SoAn 315, Religion in Culture and Society (3)
- Any two of these intercultural courses:
  - Comm 206, Communicating Across Cultures (6)
  - Econ 308, Economic Development (3)
  - Engl 201, International Literature (3)
  - Engl 310, Introduction to Linguistics (3)
  - Hist 330, International Women’s History (3)
  - Hist 335, History of Ethnic Conflict (3)

ICS 409, Intercultural Internship
ICS 410, Intercultural Studies Seminar
ICS 412, Working in Organizations for Change

Each student's program of study is planned in consultation with the major adviser and the ICS Coordinator, Ron Stutzman. For further information contact him in Arts 119 or call 535-7414.

An interdisciplinary major is for students who wish to engage in substantial study in several academic fields. It also gives students the opportunity to design a major that fits their own unique interests and needs. An interdisciplinary major provides preparation for careers or professional programs where a broad educational background is appropriate.

Requirements for the major

Minimum of 45 credit hours.

Usually selected from three academic departments in which Goshen offers a major or a minor. Must include 15 credit hours from each department. Core courses in each major or minor area are strongly recommended.

Of the 15 credit hours in each area, nine must be upper-level (300- or 400-level courses) or a minimum of 27 upper-level hours in the major.

At least one three-credit-hour upper-level course in each department must be completed in residence at Goshen College.

The senior seminar and internship may be in the same department or in two different departments. These courses are not included in the nine upper-level hours required in each of the three departments.

Students interested in investigating an interdisciplinary major should contact the associate dean to discuss interests and options. Guidelines will be provided for developing an individual interdisciplinary plan of study.

Career opportunities

Interdisciplinary graduates are working in nonprofit agencies, education, business, church ministries, community development, journalism and many other fields.
Mathematics
Chair, Professor R. Milne
Associate Professors D. Housman, P. Oakley

The mathematics program provides preparation for majors and non-majors that is academically sound, responsive to individual needs, and exemplary in its pedagogical approach. A student who successfully completes a major in mathematics will:

- develop mathematical ways of thinking and knowing (i.e., logic and deduction, data interpretation and analysis, modeling, pattern recognition and inference, abstraction, symbolism, optimization).
- make and value connections among different areas of mathematics,
- communicate mathematics through written and oral means,
- use general problem-solving strategies,
- use computers and calculators appropriately as mathematical problem-solving tools,
- have increased knowledge of and sensitivity to a variety of historical and cultural contexts in which mathematics has developed,
- develop self-confidence and enthusiasm along with technical expertise,
- experience mathematics as a collaborative, as well as an individual, enterprise,
- integrate spiritual/ethical values with mathematical activity, and be prepared for life-long learning in a discipline where knowledge grows exponentially.

Career opportunities
Graduates with mathematics majors are currently working in education, administration, computer technology, insurance, statistics, overseas development, mass communication, and engineering.

A secondary teacher education program is available. For more details see the Goshen College Teacher Education Handbook.

Major in mathematics
Core (21 credits):
- Math 205, Discrete Mathematics
- Math 211, Calculus I
- Math 212, Calculus II
- Math 213, Calculus III
- Math 300, Conjecture and Proof
- Math 301, Linear Algebra

Other upper-level mathematics (15 credits, or 12 credits for those who do student teaching in mathematics):
Must select at least one of the following:
- Math 302, Abstract Algebra
- Math 305, Modern Geometry
- Math 311, Real Analysis

Other possible selections:
- Math 321, Differential Equations
- Math 323, Probability and Statistics
- Math 341, Numerical Analysis
- Math 351 & 352, Mathematical Modeling
- Math 390, Problem Solving Seminar
- Math 409, Senior Project/Internship

Related courses (10 credits):
- Phys 203, General Physics

CoSc 200, Programming Techniques 3
NaSc 410, Senior Seminar or CoSc 410, Senior Seminar 3

Total credit hours required: 46, or 43 for those who do student teaching in mathematics.

Other requirements:
- Students must achieve a grade of C or better in every course counted for the major.
- Listed prerequisites for all mathematics courses require a grade of C or better. (This applies to all students, not just majors.)
- All secondary education students in mathematics must complete at least one semester as an intern or as an assistant in Math 131 or Math 132.

Planning guide
First year
- General education
- Discrete Mathematics
- Calculus I, II, III
- Programming Techniques
- General Physics

Second year
- General education
- Conjecture and Proof
- Linear Algebra
- Upper-level math
- SST (summer)

Third year
- General education
- Upper-level math
- SST (fall or summer)

Fourth year
- Balance of general education
- Balance of major
- Senior Project/Internship or Student Teaching
- Senior Seminar

Minor in mathematics
Completion of 19 credit hours in mathematics, including Math 205, Math 211, Math 212 and at least eight credit hours of mathematics chosen at the upper level (300 of 400 level).

Note: A typical way for a student to complete the eight upper-level credits would be to take Math 300, Math 301 and one of the Mathematical Modeling courses, Math 351 or Math 352 (two credits).

Major in computer science and applied mathematics
A combined major in computer science and applied mathematics is available. For a full description, see computer science.

Courses
Math 030 Elementary Mathematics 3 (non-credit)
A non-credit course in arithmetic and elementary algebra as preparation for Math 101 or Math 131. (Does not count as graduation credit.)

Math 101 Intermediate Algebra 4
Basic algebra as preparation for Math 102 or Math 141. Prerequisite: one unit of high school algebra or Math 030; competency test.* (Cannot be counted as part of the major.)

Math 102 Precalculus Mathematics 4
Families of functions and their graphs. Polynomial, rational, exponential, logarithmic, and trigonometric functions and related applications. Graphing calculators and computer software are used. (Includes weekly computer lab.) Prerequisite: Three units of high school algebra and geometry or Math 101; placement test.*

Math 131 Foundations of Arithmetic 4
Theory of natural, rational and real number arithmetic; computation in different numeration systems; elementary set theory and logic; probability and statistics. Linkage to mathematics education in the elementary school. (Primarily for elementary education majors.) Prerequisite: competency test.*

Math 132 Geometric Structures 3
Inductive and deductive approaches to Euclidean geometry; patterns, symmetries, classification of geometric figures in two and three dimensions; transformations in the plane; measures, measurement and approximate data. Linkage to mathematics education in the elementary school. (Primarily for elementary education majors.) Prerequisite: Math 131 preferred; competency test.*

Math 141 Finite Mathematics 3
Linear systems of equations and inequalities including linear programming set theory, elementary counting principles, probability, Markov chains. Applications to problems from business and the social sciences. Prerequisite: Two units of high school algebra or Math 101; placement test.*

Math 150 Mathematical World 3
A survey of selected content chosen to help build basic number sense, develop skills in pattern recognition, use mathematical modeling to represent and investigate practical problems. Basic arithmetic computational skills are assumed. Prerequisite: competency test.*

Math 205 Discrete Mathematics 3
(See CoSc 205)

Math 211 Calculus I 4
Differential and integral calculus of elementary algebraic and trigonometric functions with applications to geometry and physics; use of graphing calculators and mathematical computer software. (Includes weekly computer lab.) Prerequisites: three and one-half units of high school mathematics including trigonometry or Math 102; placement test.*

Math 212 Calculus II 4
A continuation of differential and integral calculus of a real variable; exponential, logarithmic, inverse trigonometric and hyperbolic functions; techniques of integration; introduction to differential equations; sequences and series; vectors in the plane; polar coordinates. (Includes weekly computer lab.) Prerequisite: Math 211.

Math 213 Calculus III 4
Differential and integral calculus of three-space; vectors, lines, planes, and surfaces in three-space; vector valued functions; functions of several variables; partial derivatives; multiple integrals; vector calculus. (Includes regular computer lab.) Prerequisite: Math 212.

Math 300 Conjecture and Proof 3
An introduction to the exploration and formalization of mathematical phenomena, techniques of proof and the rudiments of logic, sets, real analysis and axiomatic geometry. Provides a preparation for the study of abstract mathematics. Prerequisite: Math 205 and Math 211 or permission of instructor.

Math 301 Linear Algebra 3
Linear systems of equations, vector spaces, linear transformations, matrices, determinants, characteristic vectors and values, inner products, computational aspects and applications. Prerequisite: Math 205 and Math 211.

Math 302 Abstract Algebra 3
An introduction to algebraic structures such as groups, rings and fields. Prerequisites: Math 300 and Math 301. (Offered in 2002-2003.)

Math 305 Modern Geometry 3
A survey of geometrics. Comparison of Euclidean, hyperbolic, elliptical and projective geometries. Integral and fractional dimension; transformation groups; implications for computer graphics. Prerequisites: Math 300 and Math 301. (Offered in 2001-2002.)

Math 311 Real Analysis 3
A rigorous study of differentiation and integration of both one and several variables. Infinite series. Distance, compactness, limits of sequences, convergence and introduction to the topology of Euclidean n-space. Prerequisites: Math 213, Math 300 and Math 301. (Offered by demand.)

Math 321 Differential Equations 3
The solution and application of ordinary differential equations; analytic solutions for linear systems; qualitative behavior of nonlinear systems; approximation and computer methods. Prerequisite: Math 213 or Math 301. (Offered in 2002-2003.)

Math 323 Probability and Statistics 3-4
An introduction to the theory, practice, and computer simulation of probability and statistics. Data exploration, sample spaces, random variables, probability distributions and their derivations, probability simulations and statistical inference. The optional fourth credit hour consists primarily of an independent data collection and analysis project. Prerequisites: Math 213 or permission of the instructor. (Offered in 2002-2003.)

Math 341 Numerical Analysis 3
Numerical methods and error analysis for approximating solutions of mathematical problems. Includes linear and nonlinear numerical methods, interpolation and approximation techniques, numerical differentiation and integration. Prerequisite: CoSc 200 and one of Math 301 or Math 321. (Offered in 2001-2002.)

Math 351-352 Mathematical Modeling 2+2
The modeling process, built around a study of applications from a variety of both social as well as natural sciences. A variety
of mathematical and computing techniques will be employed including discrete structures, probability, calculus, differential equations, and algorithms. Completion of modeling projects will be a major component of the course. **Prerequisites:** CoSc 200 and one of Math 213, Math 301, or Math 323. (Offered in 2001-2002.)

**Math 390  Problem Solving Seminar**
The problem-solving process in the context of non-routine problems, including a wide variety of general heuristics for approaching such problems. May be repeated. **Prerequisite:** Math 300 or permission of instructor.

**Math 400  Selected Topics in Mathematics**
For mathematics majors with consent of the department. May be repeated.

**Math 409  Senior Project/Internship**
Project designed to give the student practical experience in mathematics. Each student’s project is individually arranged with the instructor. Arrangements must be made at least one semester in advance.

*A satisfactory score in a competency test or placement test is required before taking the first lower-level mathematics course at Goshen College. General Education Competency (Level 0) is required for Math 101, 131, 132, 150; and Mathematics Placement (Level 1) is required for Math 102, 141, 205, 211.

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**Modern and classical languages and literatures**

*Chair, Associate Professor A. Sterling-Hellenbrand*

Professor R. Falcón

Associate Professor P. Keim

Assistant Professors M. Yoder, S. Zadi

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**Major in French, German or Spanish**
(40 credit hours)

<table>
<thead>
<tr>
<th>Language courses</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>202 level and higher: composition/conversation, literature, special projects (may include three hours any level of a second foreign language)</td>
<td></td>
</tr>
</tbody>
</table>

| MCLL 300, International Classics | 3 |
| MCLL410, Senior Integrating seminar | 1 |
| Upper-level related courses | 12 |
| History (related to language countries), English (international literature, linguistics), history of art or music, aesthetics, themes in drama |
| Junior Year Abroad (or approved alternate) |
| Internship | 3 or more |
| Met by junior year abroad or other extended residence in country where the foreign language is spoken |

**Note:** Most upper-level courses for the French major are taken on location in Strasbourg or Nancy, France. They are supplemented by special projects in French on campus. Any one of the three languages is an appropriate component of an interdisciplinary major.

**Planning guide**

**First year**
- General education
- Level 202 or higher
- Second language (or second year)

**Second year**
- General education
- Advanced language courses
- Second language
- SST (recommended)

**Third year**
- Junior Year Abroad (advanced language and related courses)

**Fourth year**
- Balance of general education
- Balance of major and related courses
- International Classics

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**Minor in French, German, Spanish**

Twelve hours in the language of the minor selected from any courses numbered 202 and above. Participation in a one-semester study-abroad program (or an approved alternate such as SST or CASAS) is required for all three minors.

**Courses**

**A. French**

**Fren 101-102  Elementary French I, II**
4+4
- Basic skills in understanding, speaking, reading and writing French for beginners.

**Fren 103  Elementary French III**
4
- Emphasis on basic communication skills in the target language and culture. *Normally offered only on SST. Prerequisite: Fren 102 or equivalent.*

**Fren 201  Intermediate French I**
3
- Grammar review with reading and discussion in French.


**B. German**

**Germ 101-102  Elementary German I, II**  
Basic skills in understanding, speaking, reading and writing German for beginners; class work includes collaborative learning.

**Germ 103  Elementary German III**  
Emphasis on basic communication skills in the target language and culture. Normally offered only on SST. Prerequisite: Germ 102 or equivalent.

**Germ 201  Intermediate German I**  
Review of grammar related to readings in German literature and cultural texts with discussion based on readings. Prerequisite: Germ 102 or equivalent.

**Germ 202  Intermediate German II**  
Reading and discussion of prose and poetry and topics in German culture. Emphasis on further development of oral and written skills. Prerequisite: Germ 201 or equivalent.

**Germ 301  The Age of Goethe**  
Readings of the poets and authors of the late 18th and early 19th centuries in Germany, especially Lessing, Schiller and Goethe. The course focuses on the intellectual climate of the Goethezeit, dealing with German Enlightenment thought and German reception of Shakespeare in the drama and poetry of the Sturm und Drang. Prerequisite: Germ 201 or equivalent.

**Germ 302  German Conversation I**  
Extensive practice in spoken German with particular emphasis on German for business and careers, as well as current topics in German culture. Prerequisite: Germ 202 or equivalent.

**Germ 303  19th Century German Literature**  
Main literary trends from Goethe's death to the founding of modern Germany. Selected readings in drama, poetry and prose (particularly the Novelle) from authors such as Georg Büchner, Annette von Droste-Hülshoff, Gottfried Keller, Theodor Fontane and Theodor Storm. Lecture and discussion. Prerequisite: Germ 202 or equivalent.

**Germ 304  Advanced German Conversation**  
Extensive practice in spoken German, especially the vocabulary of student life and travel in Germany. Normally offered on SST.

**Germ 305  Recent German Literature**  
This course focuses on German literature after 1945, from the end of World War II to the present time. Readings deal with political, economic, social and religious events of the later 20th century in Germany (including GDR, Austria, Switzerland. Readings include prose and poetry by Heinrich Böll, Max Frisch, Christa Wolf, among others. Additional units of Turkish-German and Afro-German culture and literature. Films supplement readings, lecture and discussion. Prerequisite: Germ 202 or equivalent.

**Germ 306  German Composition: Writing and Film**  
Advanced grammar review and writing expository prose, focused around a survey of German film from its Weimar beginnings to the present, including East German DEFA cinema. Oral practice in discussion and peer review of essays. Prerequisite: Germ 202 or equivalent.

**Germ 307  Topics in German Literature**  
Lectures, discussion, readings and in-depth research of a single genre (such as the Novelle), a major author (such as Bertolt Brecht), interdisciplinary topics such as a comparative study of the music and texts of German Lieder or other special topics in German literature. Recent courses have included German Literature through the Reformation and German Women Writers.

**Germ 400  Special Projects in German**  
Topic and credit arranged for individual study or tutorial-class study of a given literary period of author or the history of the German language. Recent topics have included Goethe and Schiller, singer Wolf Biermann and the literary sources of Richard Wagner.

**C. Spanish**

**Span 101-102  Elementary Spanish I, II**  
Basic skills in understanding, speaking, reading and writing Spanish for beginners; class work includes collaborative learning.

**Span 103  Elementary Spanish III**  
Emphasis on basic communication skills in the target language and culture. Normally offered only on SST. Prerequisite: Span 102 or equivalent.

**Span 201  Intermediate Spanish I**  
A review of grammar and intensive oral practice. Prerequisite: Span 102 or equivalent.

**Span 202  Intermediate Spanish II**  
Reading and discussion of short story, drama and topics in Spanish culture. Major emphasis on improving reading skills. Prerequisite: Span 201 or equivalent.

**Span 203  Intermediate Spanish III**  
Continuation of grammar practice with emphasis on spoken Spanish. Normally offered only on SST. Prerequisite: Span 201 or equivalent.

**Span 204  Spanish for Spanish Speakers**  
A course for native speakers of Spanish in orthography, syntax and lexicography with extensive practice in reading and composition. Fulfills prerequisite for any upper-level Spanish course in the department.
Span 205/305  Spanish Conversation and Culture  3
Major focus is to provide extensive practice in spoken Spanish. Main topics are history and culture of Spain and Latin America. Course especially designed to meet interests of returned SST students. Prerequisite: Span 201 or equivalent.

Span 301-302  Introduction to Spanish Literature  3+3
A survey of the currents in Peninsular literature. The first semester includes beginnings through Golden-Age writers; the second semester focuses on late-19th and 20th-century writers.

Span 303, 304  Spanish Composition I, II  3+3
A thorough review of Spanish grammar with exercises in composition.

Span 309  Spanish-American Novel  3
A study of selected 20th-century Spanish-American novels representing various types emerging from the Spanish-American scene.

Span 322  Spanish-American Literature  3
A study of Spanish-American literature from 1880 to present time with special emphasis on the novels, the essay and the short story.

Span 349  Hispanic Short Stories  3
Presents Hispanic literature through short stories representative of the Hispanic world, originating in Spain, Latin America, United States and Canada, and integrating Spanish grammar and culture. Students read stories; review vocabulary and grammatical structures; study authors’ lives and the historical context of the stories; and discuss cultural elements.

Span 350  Hispanic Studies in Film  3
Presents Hispanic culture, conversation and grammar using films in Spanish. Prior to viewing, historical and cultural contexts, literary movements and influences of the era are discussed. Shows representative films, followed by activities which include written assignments, small-group presentations and discussions. Draws comparisons between books and the films based on them; encourages students to use vocabulary and grammar structures used in the films.

Span 400  Special Projects in Spanish  1-4
Projects vary from studies in literature to advanced practice of language skills. Reserved for Spanish majors.

D. Departmental courses

Classical languages and literatures. Students may request a special course in classical or medieval Latin as well as in Biblical Greek or Hebrew. MCLL 300, International Classics, may focus on classical Greek and Latin literature in translation as well as on translations of modern-language classics.

MCLL 101-102  Elementary Latin I, II  3+3
Provides a thorough introduction to the Latin prose of the classical period of Roman civilization. Primary attention to building a working knowledge of Latin grammar and vocabulary, basic Latin idioms and expressions. Students will cultivate an appreciation of the eloquence of Latin prose style through reading sentences and short texts of increasing difficulty.

MCLL 120  American Sign Language I  4
An introduction to American Sign Language and the deaf community; focuses on frequently used signs, basic rules of grammar, nonmanual aspects of American Sign Language and some cultural features of the deaf community.

MCLL 121  American Sign Language II  4
Emphasizes further development of receptive and expressive skills, vocabulary building and grammatical structures. Introduction to language forms used in American Sign Language poetry and theater.

MCLL 125  Introduction to the Study of Language  4
Designed for students who participate in a domestic SST; this multidisciplinary course offers an introduction to the way languages work in our lives and in the world.

MCLL 300  International Classics  3
Taught in English, this course offers – in translation – an introduction to literary masterpieces of Europe and the Americas. Themes and texts vary from year to year and may include classical mythology, Greek and Roman drama, national epics, the Grail quest, ethical dilemmas and decisions and approaches to realism. Required for departmental majors; appropriate for returning SSTers and all who wish to deepen their knowledge of comparative literatures and cultures.

MCLL 409  Language Internship  0-3
Required of all departmental majors. Requirement usually fulfilled in extensive residence or study abroad in the language of the major, internship abroad or student teaching. Majors may also propose projects.

MCLL 410  Senior Integrating Seminar  1
Majors and faculty meet regularly for an exchange of views on such topics as vocations in foreign language and other issues related to a life-long study of language, culture and literature in a diverse and multilingual global community. Involves the final assembly of a portfolio in the language of the student’s major, as well as field excursions to culturally diverse communities in the area. Independent projects in research or teaching.
Mission
The music department at Goshen College is dedicated to the cultivation of excellence in the areas of musical performance, pedagogy and scholarship. As a ministry of the Mennonite Church, we believe musical expression is a human manifestation of the divine impulse and, as such, serves as a window into the individual soul, a bridge between human beings and a means of corporate religious experience.

Career opportunities
Music graduates are currently working in public and private schools, colleges and universities, in private teaching, in music therapy and special education, professional performance, in the church music ministry and in the music area of the business world.

Major in music
Core requirement of 29-30 hours, plus additional hours to provide for any one of the following areas of emphasis: music education, performance or research and piano pedagogy. The core requirements (required of all students majoring in music) are:

- Mus 201-202, Music Theory
- Mus 204, Survey of Music Literature
- Mus 210, Learning and Teaching Concepts in Music or Mus 208, Introduction to Piano Pedagogy
- Mus 303-304, Advanced Music Theory
- Mus 301-302, History of Music
- Mus 311, Topics in Music Literature
- Mus 410, Senior Seminar
- Ensemble participation at least six semesters

Performance or research emphasis:
Applied music
Recital or paper NC

Music education emphasis (all grades):
Mus 305, String Methods and Materials
Mus 306, Woodwind Methods and Materials
Mus 307, Brass Methods and Materials
Mus 308, Vocal Methods and Pedagogy
Mus 312, Conducting
Mus 330, Teaching Secondary School Music
Applied music
Recital NC

Piano pedagogy emphasis:
Mus 211, Class Teaching
Mus 310, Private Teaching
Mus 412, Survey of Upper Level Materials
Applied music
Recital or public demonstration of teaching skills NC
Teach in the piano preparatory department two years NC

Keyboard proficiency
Keyboard proficiency will require facility in sight-reading, keyboard technique, improvisation, playing by ear and performance. Prior to entering the first semester of music theory (Mus 201), an examination will be given to determine the student's keyboard proficiency level and placement in the keyboard theory labs. Keyboard proficiency exams will be given at the end of each semester. Students who do not pass the exam at the end of the second semester of keyboard theory lab will be required to take one semester of class piano (Mus 250). Achievement of a B grade or higher in Class Piano will meet the keyboard proficiency requirement.

Sophomore recital
All music majors are required to present a 20-minute public recital by the end of their fourth semester of applied music study. Successful completion of this requirement, as well as acceptable work in other music studies, is a prerequisite for continuing as a major in the department.

Internship
All music majors are required to participate in a large or small faculty-directed ensemble for a minimum of six semesters. Vocalists are expected to participate in one of the choirs, and instrumentalists are expected to play in the orchestra, wind ensemble or jazz combos. Keyboard students may receive up to four semesters of ensemble credit for accompanying. Arrangements for this special credit must be made with the applied teachers involved at the beginning of the semester and must equal the time commitment required for one of the faculty-directed ensembles.

Planning guide
First year
General education
Music Theory or Foundations of Music Theory
Applied music
Survey of Music Literature
Second year
General education
Music Theory (if not taken in first year)
Learning & Teaching Concepts or Introduction Piano Pedagogy
Applied music
SST
Third year
General education
Advanced Theory
Applied music
Courses in concentration
Fourth year
Balance of general education
Balance of major
History of Music
Topics in Music
Senior Seminar
Recital or paper

Minor in music
(20 credit hours) Required courses:
Mus 201-202, Music theory
Mus 204, Survey of Music Literature
Music

Mus 210, Learning and Teaching Concepts in Music or
Mus 208, Introduction to Piano Pedagogy 3
Applied music 4
Upper-level music elective (not ensemble) 2-3
Ensemble participation (at least four semesters)

Minor in piano pedagogy
(20 credit hours) Required courses:
Mus 208, Introduction to Piano Pedagogy 3
Mus 201, 202, Music Theory 8
Mus 204, Survey of Music Literature 3
Mus 310, Private Teaching 2
Applied piano 4
Ensemble participation (at least four semesters)

Minor in church music
(20 credit hours) Required courses:
Mus 210, Learning and Teaching Concepts of Music 3
Mus 201, 202, Music Theory 8
Mus 204, Survey of Music Literature 3
Mus 311, Topics in Music Literature: Church Music 2
Applied music 4
Ensemble participation (at least four semesters)

A sophomore or senior recital is not required for any of the minors above, but may be included (NC) if agreed to by the student and the music faculty.

For specific information concerning the music minor, please contact the music office.

Courses

A. Departmental

Mus 400 Special Projects in Music 1-2
May be elected for additional individual work in music theory, analysis, music history or conducting. May be repeated.

B. Music theory

Mus 102 Foundation of Music Theory 2
An introduction to the reading and interpretation of musical notation for those with limited experience. The development of basic aural and keyboard skills, along with exposure to musical forms and styles will also be included. Intended as preparation for Mus 201-202 and as an exploratory experience for all aspiring musicians.

Mus 201-202 Music Theory 3+3
Designed to show how music is constructed artistically. Develops the ability to hear and perform music and teaches the technical elements necessary for original composition. Participation in the keyboard and aural-skills labs is required. Prerequisite: successful diagnostic theory exam, or completion of Mus 102.

Mus 201A-202A Keyboard Lab .5
To develop technical proficiency at the keyboard; to develop understanding of music theory principles through use of the keyboard; to develop skills in the areas of sight-reading, harmonization, improvisation; to further develop all skill areas necessary for the piano proficiency exam (music majors).

Mus 2018-202B Aural Skills Lab .5
Provides experiences designed to develop the abilities necessary to become fluent in transforming written notation to performance. Course focuses on skills in reading and hearing rhythm, melody and harmony.

Mus 241 Introduction to Music and the Computer 2
Course focus revolves around several MIDI and non-MIDI music-writing/composition applications using the Macintosh computer. The class also explores other computer applications to music: sequencing software, CD ROM and the technology of sound transfer.

Mus 303-304 Advanced Music Theory 3+3
Study of chromatic harmony through altered chords and modulation procedures of the late 18th and 19th centuries. Introduction of orchestration and 20th century composition techniques. Original composition. Continuation of analysis techniques. Prerequisites: Mus 201-202, Mus 204 or permission of instructor.

C. Music history and literature

Mus 204 Survey of Music Literature 3
Designed to follow a year of music theory and precede the study of music history, this course presents an introduction to the basic style periods in Western music literature and acquaints the student with the main forms, composers and masterworks of those epochs.

Mus 301-302 History of Music 3+3
History of musical style within Western civilization from the ancient Greeks to the modern day. Special emphasis on important trends and their relation to the other arts. Prerequisite: Mus 201-202, Mus 204 or permission of instructor.

Mus 311 Topics in Music Literature 2
The study of a major composer, genre or style. The topic will be church music at least every other year. Prerequisites: Mus 201-202 and Mus 204, or consent of the instructor.

Mus 410 Senior Seminar 1
Weekly meetings of music majors and faculty to discuss vocational, curricular and ethical/spiritual topics.

D. Music education

Mus 210 Learning and Teaching Concepts in Music 3
Designed for the music major or minor, the course will focus on developing skills for teaching music to the younger child (grades K-6). Philosophical aspects of teaching as found in the methods of Kodály, Orff, Dalcroze, Suzuki, Gordon emphasized. Topics included will be: Understanding learning concepts and various learning styles of children; curriculum planning, sequencing and implementation; assessment in the music classroom. Opportunity given for implementation; assessment in the music classroom. Opportunity given for acquiring developing skills in guitar, autoharp, recorder, Orff instruments. A fieldwork component provides hands-on teaching experience in the local public schools.

Mus 305 String Methods and Materials 2
Study of a variety of pedagogical materials and procedures. Particular emphasis on the methods and ideas of Shinichi Suzuki. Class lessons on stringed instruments.

Mus 306 Woodwind Methods and Materials 2
Study of pedagogical materials and teaching techniques appropriate to the woodwind instruments. Class lessons on woodwind instruments.

**Mus 307  Brass Methods and Materials**  
2  
Study of pedagogical materials and teaching techniques appropriate to the brass instruments. Class lessons on brass instruments.

**Mus 308  Vocal Methods and Pedagogy**  
2  
Required of all music-education majors and strongly recommended for all vocal performance majors. Study of basic concepts of singing in a class setting with the goal of assisting students in becoming effective teachers of singing. Emphases will include review of basic singing technique, vocal physiology, drill in diagnosis and correction of vocal problems, diction and vocalizing for desired results. There will be an internship dimension to this class.

**Mus 312  Conducting**  
3  
Basic principles of conducting theory and practice. Materials in the course begin with hymns and progress to more complicated vocal and instrumental music. Work on score preparation and rehearsal planning.

**Mus 320  Music for the Classroom Teacher**  
2  
Designed primarily for the elementary classroom teacher with an emphasis on skills, methods and materials. Creative activities incorporating different musical elements and movement as they relate to learning are included. Attention will be given to the child’s voice and children’s learning sequences. Development of one’s own music skills by becoming acquainted with basic instrumental techniques (voice, piano, guitar) an important aspect of the course. Micro teaching units included.

**Mus 330  Teaching Secondary School Music**  
2  
Deals with methods and materials needed for teaching junior and senior high-school music, including both performance and nonperformance classes. Includes field experience in student’s area of specialization.

### E. Piano pedagogy

**Mus 208  Introduction to Piano Pedagogy**  
3  
This introductory course in the piano pedagogy sequence focuses on the beginning student and on the materials and teaching techniques most effective for this level of instruction. The course includes weekly lecture-discussion sessions, observation of class and private instruction, and the supervised teaching of weekly private lessons. This course is coordinated with Mus 210.

**Mus 211  Class Teaching**  
2  
Learning piano in group or class situations is one of the important newer techniques in piano teaching. The student in this course will gain experience in group instruction, work with an electronic piano lab and survey materials for adult beginners and functional piano skills.

**Mus 310  Private Teaching**  
2  
With special emphasis on the intermediate level student, this course focuses on the integration of theory, skills and repertoire; the reconstruction of transfer students; adolescent psychology and piano study; and a survey of intermediate materials.

**Mus 412  Survey of Upper-Level Materials**  
2  
The proper sequence of materials for advancing piano students is a concern common to all teachers. The course deals with an historical survey of piano literature, materials best suited to high-school students and aspects of stylistic interpretation.

### F. Applied music

#### 1. Group study

**Mus 240  Class Voice**  
2  
Breathing, diction and other beginning techniques of voice production learned through exercise and song. Musical and dramatic interpretation studied within a singing performance setting.

**Mus 250  Class Piano**  
2  
Required of all music majors (nonpiano majors) who need to pass the keyboard proficiency exam. Sight-reading, keyboard harmony, keyboard technique, improvisation, playing by ear and performance skills.

**Mus 260, 360  Chamber Music**  
1 (optional)  
Designed as an avenue to explore the intricacies of small ensemble playing. Preformed chamber groups of two to eight students work with the instructor on rehearsal techniques and music decision making in a master-class setting. The class meets weekly and is open to all vocalists and instrumentalists.

**Mus 261, 361  Jazz Combos**  
1 (optional)  
Students interested in jazz can participate in jazz combos, groups of four to seven players organized by experience level. Participants not only play jazz standards and the blues, but also have the opportunity to develop ear training and improvisation skills.

**Mus 262, 362  Opera Workshop**  
1 (optional)  
Opera Workshop is open to music majors and nonmajors by audition, and may be taken with or without credit. In the spring semester of even-numbered years, Opera Workshop will perform a complete production of a major opera, operetta, or musical. In the spring semester of odd-numbered years, Opera Workshop will meet weekly as a class with the goal of performing a variety of shorter excerpts from opera, operetta, and music theater. In the fall semesters, students may sign up for Opera Workshop as an independent study course with students assigned to smaller solo and ensemble scenes.

#### 2. Private study

Instruction is available in voice, piano, string, brass and wind instruments, percussion and composition. Two hours of credit are granted for each applied music registration (one hour in May term) and at least one hour of daily practice is expected. An additional fee is charged each semester for private study.

- **Mus 269, 369, Percussion**  
  2 hours
- **Mus 270, 370, Cello**  
  2 hours
- **Mus 271, 371, Organ**  
  2 hours
- **Mus 272, 372, Piano**  
  2 hours
- **Mus 273, 373, Viola**  
  2 hours
- **Mus 274, 374, Violin**  
  2 hours
- **Mus 275, 375, Voice**  
  2 hours
- **Mus 277, 377, Flute**  
  2 hours
- **Mus 278, 378, Bassoon**  
  2 hours
- **Mus 279, 379, Oboe**  
  2 hours
- **Mus 281, 381, French Horn**  
  2 hours
Music / Natural science

282, 382, Trumpet 2 hours
283, 383, Clarinet 2 hours
284, 384, String Bass 2 hours
286 A, 386 A, Guitar 2 hours
286 B, 386 B, Class Guitar 2 hours
288, 388, Harpsichord 2 hours
296, 396, Trombone 2 hours

Private instruction can be arranged with qualified teachers in instrumental areas not listed.

Courses are numbered by the year of study in a specific area. Students will register for the lower-level courses, numbered in the 200s, for the first four semesters and thereafter for the upper-level courses, numbered in the 300s. Registration in the 300-level applied music courses may be repeated for as many hours as are required in the student’s academic program.

Students electing applied music will perform for a music faculty jury at the end of each semester of study.

All music majors with an emphasis in performance or music education are required to present a sophomore and a senior recital. Recitalists must secure recital permission from the faculty.

3. Ensembles
One hour of credit per semester (optional) may be earned with membership in departmental ensembles. All ensembles require auditions.

Mus 290, 390 Chamber Choir 1 (optional)
(20-25 singers)

Mus 291, 39 Chorale 1 (optional)
(50-60 singers)

Repertoire includes accompanied and a cappella music from early to contemporary periods. Choirs occasionally join with the college orchestra in the performance of a major work. Both groups present programs on and off campus and tour annually.

Mus 292, 392 Orchestra 1 (optional)
Performs symphonic and chamber repertory and accompanies the winners of the annual concerto-aria contest. Several concerts are given during the year.

Mus 298, 398 Wind Ensemble 1 (optional)
An opportunity for all brass, woodwind and percussion players to perform classic and contemporary works of the concert band and chamber winds repertoire. Open to music majors and nonmajors by audition. Wind Ensemble will present several on-campus concerts each year.

Music / Natural science

Director, Professor D. Clemens
Professors S. Grove, C. Helrich, J. Miller, J.N. Roth
Associate Professors M. Linton, P. Oakley
Assistant Professor J. Jenkins

Major in natural science

A minimum of 45 credit hours in the sciences distributed as follows:
1. 15 hours in upper-level courses divided between at least two of these departments: biology, chemistry or physics (not including internship and seminar);
2. NaSc 409, Internship or equivalent experience (0-3), and NaSc 410, Senior Seminar, or Biol 410, Biology Senior Seminar;
3. additional appropriate courses, selected in consultation with the adviser, in departments such as: biology, chemistry, computer and information science, mathematics, natural science, physical education, physics to meet the total of 45 hours.

This major is appropriate for students entering medical and related areas including dentistry, pharmacy, veterinary, medical technology, physical therapy and public health; for secondary education with general science or physical science teaching-area majors; and any others needing unusual breadth in the natural sciences.

Planning guide
First year
General education
General Chemistry
Biological Principles
Second year
General education
Calculus I, II
General Physics
SST (summer)

Third year
General education
Organic Chemistry
Developmental Vertebrate Biology
Genetics

Fourth year
Balance of general education
Balance of major
Senior Seminar
Internship

Courses

NaSc 100 The Physical World 3
A physical science course for the nonscience major. On alternate years the course theme is Physics for Poets and Philosophers: the History and Philosophy of Science (odd numbered years) or The Manhattan Project: an experiential course involving the science and historical conditions that contributed to building the first atomic bomb (even numbered years). Elementary algebra skills are assumed. The course includes a laboratory experience.

NaSc 101 The Biological World 3
Designed to provide a reasonable background of biological principles in order to help the student deal intelligently with current issues. Laboratory exercises will document and test these principles.

NaSc 104 Health in a Changing Environment 3
A biological study of how the body functions, of the diseases/disorders that can disrupt the normal functioning of the body and of strategies for the prevention of disease. Includes an
exploration of human genetics and its role in disease. Current issues related to human health are discussed. Laboratory exercises will introduce students to scientific principles affecting the body.

**NaSc 200  Descriptive Astronomy** 3-4
An introduction to astronomy including the study of the solar system, stars and stellar development, galaxies and cosmology. Laboratory experience will include astronomical observation and measurement.

**NaSc 201  Introduction to Environmental Science** 3
Introduction to natural resources (forests, wetlands, water, air, climate, soils, etc.), human use and impact on resource supply, pollution and sustainability. A critique of the land use history and ethics in the United States will then frame the discussion of the human ecology and the development of a vision of sustainability. *Prerequisite: either SoAn 200 or SoAn 220.*

**NaSc 210  Human Nutrition** 3
A study of the nutritive needs of the body in normal stages of growth and development, food sources of nutrients, nutrient functions and factors affecting nutrient utilization. Current U.S. and global nutritional problems are explored. *Prerequisite: Chem 101 or 111 (Biol 203 and 204 recommended).*

**NaSc 301  Conservation** 3
A study of the need for and the best methods of conservation of our natural resources from an ecological approach. Emphasis on ecological principles related to populations, soil, water, forest, wild life pesticides, waste, pollution and energy. Includes first-hand study of natural areas, erosion, conservation practices, impact of humans and some all-day field trips. *Prerequisites: one physical science and one biological science course at the college level. Extra cost for field trips.*

**NaSc 320  Geology** 4
A study of earth history and physical processes including its composition, formation, surface features and the processes of degradation, aggradation, vulcanism, diastrophism and plate tectonics. Several field trips will be taken. Three lectures, one three-hour laboratory per week. *Prerequisites: one physical science and one biological science course at the college level. Extra cost for field trips.*

**NaSc 330  Natural Resources Policy Seminar** 1
To be taken in conjunction with PoSc 210, Introduction to Public Policy. Focus on U.S. natural resources policy (clean air, clean water, forest service policy, etc.) and the structure of the governmental agencies responsible for natural resources (Forest Service, Army Corps of Engineers, EPA, IDNR, IDEM, etc.).

**NaSc 409  Internship** 3
Practical experience. May involve work in industrial or hospital or other off-campus settings. The student may propose his or her own project.

**NaSc 410  Senior Seminar** 3
An exploration of the relations between the natural sciences and other broad areas with special emphasis on ethical and theological concerns. Discussion, lectures, preparation and presentation of papers. *Prerequisite: Senior standing.*

**Medical technology**
*Coordinators J. S. Miller, J. N. Robb*
A student can complete either a four- or five-year program receiving a bachelor’s degree and certification in medical technology. Students may major in biology, chemistry, natural science, or any other area that allows them to fulfill the prerequisite courses. Minimal prerequisites are 16 hours of chemistry, including Chem 111-112 and Chem 303; one semester of college-level mathematics; and the following biology courses, Biol 100-101, Biol 203-204 and Biol 300.

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**Nursing**
*Director, Associate Professor V. S. Kirkton*
*Assistant Director and Associate Professor F. L. Brunner*
*Professors E. Driver, R. Krall*
*Associate Professors F. Grill, M. Helmuth, B. Srof, G. Weybright*

**Purpose**
The nursing department is committed to excellence in nursing education and practice with an emphasis in liberal arts and the discipline of nursing. The nursing program provides opportunities for the student to gain knowledge and develop values for personal and professional growth and prepares the student for entry into professional nursing practice as a generalist. The study of the practice of nursing is based on nursing and related theories, scientific principles, intercultural perspectives and Christian ethics. The program prepares graduates with a foundation for continuous intellectual inquiry, graduate study and/or eventual specialization in nursing.

**Program outcomes**
Upon graduation, graduates will: 1) use knowledge from the humanities, theology, natural and social sciences, nursing theories and intercultural experiences in providing nursing care; 2) use the nursing process by employing strategic thinking, decision making, psychomotor and interpersonal skills; 3) develop a sense of vocational direction by interpreting the historical role of nursing and participate in the present emerging roles of the professional nurse; 4) collaborate and consult with clients and the interdisciplinary team in providing comprehensive health services that reflect a healthy understanding of self and others; 5) assume leadership that empowers self and others, foster ability to resolve conflicts, function as a change agent and promote accountability; 6) use the ability to think actively and strategically in applying selected research findings to improve nursing practice; 7) demonstrate personal and professional growth by commitment to lifelong learning and involvement in professional and community activities; 8) demonstrate a faith that is active and reflective; appreciate transcendent reality of aesthetic and spiritual experiences; and be sensitive and responsive to spiritual needs of self and others. Demonstrate stewardship of the environment and
examining ethical issues in relationship to Christian faith.

**Two tracks**

The nursing program has a basic and a BSN completion track. A person who has just graduated from high school or who has completed some college, follows the basic track. A person who has graduated from a three-year diploma or associate degree program in nursing and is a registered nurse follows the completion track. It is also possible for registered nurses to fit into the basic track; however, the completion track was designed to provide an accelerated option that builds on previous education, nursing practice and life experience. The program outcomes of graduates are the same for students enrolled in either track. At graduation, the bachelor of science in nursing degree is conferred.

**Basic track**

**Admission process**

Students applying for admission should be in the upper half of their high-school graduating class. The high-school program should include foreign language, algebra, chemistry and biology. Physics is also recommended.

Applications to the basic nursing track are due by March 1 and are processed by April 30 of each year for entrance into the first nursing course. Applications received after March 1 are considered according to date of receipt.

Applicants take an assessment entrance examination. Academic performance, references, health record, a security check, along with the application, determine the applicant’s readiness for admission to the nursing major.

**Admission criteria**

**General.** Admission to Goshen College or eligibility for admission to the college as outlined in this Catalog.

**Professional.** Essential abilities necessary to learn the professional nurse role include critical thinking, conceptual and judgmental skills, neurological function so that the senses can be used to make correct clinical judgments and perform psychomotor skills safely; the ability to communicate clearly; effective emotional coping skills; accountability; and the ability to engage in activities consistent with safe nursing practice.

**Academic.** Grade of C or above in supporting science courses and nursing courses and a cumulative college grade point average of 2.5 or higher.

**Mathematics requirement.** All first-year or transfer students who are enrolled in pre-nursing courses need to take the Math Level 0 placement test during registration. A score of 18 or above on this placement test is required.

**Other.** The nursing department reserves the right to adjust the current admission criteria when outcome assessment data demonstrate the need for such changes.

**Continuation criteria.** A grade of C or above in all supporting and nursing courses and a college grade point average of 2.5 or higher is required for continuation in the nursing major. A grade of D or F in a supporting or nursing course interrupts the student’s plan of study. The course must be repeated with a grade of C or higher prior to advancement to the next level. Nursing and supporting courses may be repeated only once. The number of repeated courses is limited to two supporting courses and two nursing courses.

Each student will have a clinically based evaluation near the end of the spring semester of the junior year. This evaluation includes use of critical thinking and judgment skills in clinical problem solving, therapeutic communication skills and accountability for actions. Successful performance is necessary for advancement to the senior-level courses.

The nursing department reserves the right to place a student on probation or require a student to withdraw from the nursing major when that student displays behaviors deemed inappropriate to the practice of professional nursing.

**Graduation requirements**

- Completion of 120 credit hours accepted by Goshen College.
- Successful completion of all nursing courses.
- Cumulative grade point average of 2.5 or higher.
- Demonstration of competency during the program in computer usage, oral and written communication and quantitative math skills.

**Curriculum**

The basic curriculum consists of 120 credit hours, of which 41 are in supporting courses and 46 are in nursing courses. Nursing students complete the same general education course requirements as students in other majors with one exception: Nurs 309, Health Care Ethics, substitutes for the general education course in philosophy or peace studies. Nursing majors participate in the Study-Service Term or the on-campus alternative courses. The program is accredited by the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing Accreditation Commission, has preliminary program approval from the Commission on Collegiate Nursing Education and is approved by the Indiana State Board of Nursing. Upon completion of the degree, the student is eligible to take the National Council Licensure Examination – RN (NCLEX-RN) for licensure as a registered professional nurse.

Graduates are prepared for positions in all areas of nursing in hospital and community settings. Graduates are encouraged to continue their education in graduate studies as well as in continuing education.

**Supporting science courses**

The following courses in the natural and social sciences are required for all nursing majors. Prior to enrolling in nursing courses the following (or their equivalent) courses must be completed successfully:

- Chem 101, The Chemistry and Physics of Life
- Chem 102, The Chemistry and Physics of Life
- Biol 203, Human Anatomy and Physiology
- Biol 204, Human Anatomy and Physiology
- SoAn 200, Principles of Sociology

Before or with 200-level nursing courses:

- Biol 206, Microbiology
- NaSc 210, Human Nutrition
- Psy 100, General Psychology
- Psy 210, Developmental Psychology
- SoAn 210, Marriage and Family

In junior year, concurrent with 300-level nursing courses:

- Biol 320, Human Pathophysiology
- Biol 321, Human Pathophysiology
- Psy 306, Abnormal Psychology

*SoWk 221, Human Behavior may be substituted for Psy 210 with approval of the director.

**Planning guide**

**First year**
General education
Chemistry and Physics of Life
Human Anatomy and Physiology
General Psychology
Principles of Sociology

Second year
General education
Human Nutrition
Microbiology
Marriage and Family
Developmental Psychology
Introduction to Professional Nursing
Concepts and Strategies in Nursing
Holistic Client Assessment
SST (fall or summer)

Third year
General education
Abnormal Psychology
Human Pathophysiology
Pharmacology and Drug Administration
Four clinical nursing courses
Health Care Ethics

Fourth year
Balance of general education
Four clinical nursing courses
Nursing Research
Senior Seminar
Leadership in Nursing

Courses

Nurs 210  Introduction to Professional Nursing
Selected nursing theories, nursing process and research will be studied as foundations for nursing practice. Emphasis will be on the nurse as a person and the importance of self-understanding, accountability, communication and helping relationships. The role of the professional nurse is studied in terms of an ever-changing health care delivery system and emerging nursing practice settings. Introduction to client as individual, family and community.

Nurs 211  Concepts and Strategies in Nursing
Selected concepts and strategies inherent in basic nursing practice are studied. These are organized according to classification systems of nursing diagnoses, interventions and outcomes. Related nursing skills are incorporated. Prerequisite: Nurs 210.

Nurs 212  Holistic Client Assessment*
Holistic client assessment focuses on collection of a data base within the context of the nursing process. Components of the data include the health history and assessment of functional health patterns, body systems, growth and development, cultural and spiritual dimensions. An introduction to family and community assessment is presented. Assessment is linked with current health screening recommendations and health promotion projects. Clinical and laboratory experiences are included. Prerequisite: Nurs 210.

Nurs 305  Pharmacology and Drug Administration*
An introduction to drug therapy focusing on drug classifications with an emphasis on: 1) principles of drug therapy and the actions of a classification, 2) drug administration in a clinical setting, 3) problem solving with clinical situations, and 4) nursing interventions with rationale. Nonnursing majors may take the course for one or two credit hours. Prerequisites: Nurs 211 and Nurs 212 for nursing majors and by consent of instructor for nonnursing majors.

Nurs 307  Nursing Care of the Adult*
The nursing process is used with individuals and families experiencing changes in health status requiring assistance from the health-care system. Clinical experience consists of providing nursing care to persons hospitalized for diagnostic tests, medical treatments and /or surgical procedures. The focus is on care of persons experiencing the results of diseases most common among adults in the United States. Nursing independent and interdependent functions will be addressed using a holistic view of the patient/client. Prerequisite: Nurs 211 and Nurs 212. Pre- or corequisites: Nurs 305, Biol 320.

Nurs 308  Gerontological Nursing*
Normal age changes and health needs of persons in the latter one-third of the life span are addressed. The content is applied during clinical experiences within the community and nursing-home settings. Prerequisites: Nurs 211 and 212. Pre- or corequisites: Nurs 305, Biol 206, Biol 320.

Nurs 309  Health Care Ethics
In this course, students will actively reflect on ethical issues which are present in health care for practitioners and consumers. The focus will be on the process of ethical inquiry rather than decision outcomes. In the process of analyzing bioethical issues, student will be introduced to ethical theory and modes of ethical analysis informed by the Christian faith. Prerequisites: Open to third- and fourth-year students from all departments.

Nurs 311  Nursing Care of the Expanding Family*
The nursing process and knowledge of normal and selected abnormal conditions experienced during the childbearing cycle are addressed. Clinical experiences occur with the family in the community and hospital. Prerequisites: Nurs 211 and Nurs 212. Pre- or corequisites: Nurs 305, Biol 320.

Nurs 312  Nursing Care of the Child*
The focus of this course is on common conditions and illnesses of children. The clinical focuses on nursing care of the ill child. Developmental concepts, health promotion and prevention are emphasized in clinical and theory. Prerequisites: either Nurs 307 or Nurs 308. Pre- or corequisites: Nurs 305, Biol 320.

Nurs 399  Independent Study in Nursing
Course objectives and expectations are developed collaboratively by the student and faculty member.

Nurs 403  Nursing Research
Basic concepts of nursing research are examined. Focuses on critical analysis of published nursing research as a basis for using research in clinical practice. Prerequisites: nine credit hours of 300-level clinical nursing courses.

Nurs 405  Psychiatric/Mental Health Nursing*
A study of psychiatric/mental health nursing practice. The clinical component provides opportunities in a psychiatric hospital and community mental health settings. The role of the nurse as a member of the mental health team is emphasized. Prerequisites: All 300-level clinical nursing courses, Psyc 306.
Nurs 406  Acute Care Nursing*  3
Nursing concepts and theories are applied to the care of acutely ill adults and their families. Students have clinical experience with hospitalized adults in settings such as a critical care center and in areas where there are acutely ill adults with complex nursing needs. Prerequisites: All 300-level clinical nursing courses.

Nurs 407  Nursing Care in the Home*  3
Concepts from biological, behavioral and nursing sciences are applied to the care of ill clients and their families in the home. Students enhance their understanding of family theory and will apply this theory to their practice by performing one detailed family assessment of one client family. Loss theory is considered in the care of clients with complex needs, often including terminal illness. Understanding of family violence is emphasized. Prerequisites: All 300-level clinical nursing courses.

Nurs 408  Community Health Nursing*  3
Applies a synthesis of nursing and public health theories to the assessment and care of aggregates in the community. Community health planning for aggregates is done using various community agencies and resources. The public health delivery system is differentiated from the private health care delivery system in its emphasis on social justice. Prerequisites: All 300-level clinical nursing courses.

Nurs 409  Leadership in Nursing*  3
Content includes management and leadership theories. The clinical experience includes management of care for multiple clients. Prerequisites: All supporting courses and clinical nursing courses.

Nurs 410  Senior Seminar in Nursing  3
A focus on integration of current professional practice issues. Students articulate their own philosophy of health care and nursing including their faith beliefs, rights of clients and responsibility to deliver quality nursing care. Prerequisites: All clinical nursing courses.

* Denotes courses with a clinical component or practice-based project

BSN completion track

Registered nurses may choose to take the basic track or participate in the BSN completion track described below. The BSN completion track is a collaboration between the Goshen College nursing department and Goshen College Adult Programs (GCAP). Each RN’s transcript from previous nursing education programs is evaluated individually and credits are transferred accordingly. Credit by examination is also an option for general education and supporting courses.

Overview

This track allows registered nurses to complete a BSN in about 21 months. The track is designed to affirm personal and professional strengths. Students are actively involved in identifying their strengths and their learning needs. Self-directed study is promoted. Study guides are provided to maximize off-campus study and in-class activities. The collaborative education process makes student experiences and insights a vital part of classroom activities. Each group of RNs progress through the courses as a cohort group. Classes meet one night a week for four hours and vary in length from two to 10 weeks. The same night of the week is used for a group throughout the program. Clinical experiences for specified courses will be arranged at other times during the week. There are 14 courses providing 40 credit hours, of which 33 are upper-level nursing credits.

Purpose

The B.S.N. completion track completes the purpose of the basic nursing program and provides a program that is designed for the working registered nurse.

Admission requirements

- An associate degree or diploma in nursing from an accredited program.
- A cumulative grade point average of 2.5 or higher in prior academic work.
- Completion of all prerequisite supporting courses (listed below).
- Transfer of a minimum of 60 credit hours from an accredited college.
- Current licensure as an R.N. in Indiana or a neighboring state where the clinical component can be completed.
- Equivalence of one year of full-time employment as a registered nurse in a health-care delivery setting. Currency and relevance of work experience will be evaluated individually.
- Submission of a satisfactory writing sample that demonstrates writing proficiency.

Prerequisites

Prior to assignment to a group and beginning progression through the track, the following courses (or their achievement test equivalent) must be completed.

<table>
<thead>
<tr>
<th>General education</th>
<th>minimum hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English composition</td>
<td>3</td>
</tr>
<tr>
<td>Literature, fine arts or foreign language</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry (one college-level course)</td>
<td>1</td>
</tr>
<tr>
<td>Anatomy &amp; physiology (one college-level course)</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduation requirements

- Completion of 120 credit hours accepted by Goshen College.
- Completion of the BSN completion track.
- Cumulative GPA of 2.5 or above in this program.
- Completion of general education and supporting-course requirements outlined above
- Demonstration of competency during the program in computer usage, oral and written communication, and quantitative math skills.

Course assignments will provide opportunity to demonstrate competency in these areas. The skills are similar to expectations for successful completion of the basic BSN track.

Courses

Nurs 331  Evolution of Nursing and Personal Planning  3
Bridge course that prepares adult learners for upper-level college study. The metaparadigm of nursing is utilized as the organizing framework for exploration of self and nursing. The evolution of
nursing science, theory, research, and practice are studied.

**Nurs 332**  Holistic Client Assessment*  4
Builds on prior learning, expanding history taking and physical assessment skills across the life span. Includes spiritual, cultural and family assessment.

**Nurs 333**  Nursing Research I  2
Basic concepts of nursing research are examined. Focuses on critical analysis of published nursing research as a basis for using research in clinical practice. The quality assessment project is introduced. Students will identify a clinical nursing quality assessment project to conduct as a major part of Nursing Research II.

**Nurs 334**  Advanced Communication Skills  3
Current communication skills are enhanced through use of peer review, written and audiovisual methods. One’s personal style of therapeutic communication is enhanced.

**Nurs 336**  Enhanced Nursing Practice*  3
Focus is on developing a comprehensive, holistic professional nursing approach to individuals and families with complex health care needs.

**Biol 335**  Pathophysiology Seminar  1
Selected pathophysiological concepts are presented through case studies of individuals with complex health problems. Focus is on concept integration and application.

**Reln 303**  Foundations of Christian Faith  3
Examines biblical heritage and major doctrines of the Christian faith. Explores basic issues of faith, lifestyle and relating to other religious traditions.

**Socn 305**  Social Systems  3
Family and organizational systems within their cultural and societal context are examined from a social-theory perspective. Functional/dysfunctional systems and change theory are studied.

**Nurs 437**  Cross-cultural Aspects of Health and Illness  4
Health, illness and various health care systems are explored. Theory relative to culture, ethnography and specific aggregates will be studied.

**Nurs 438**  Community Health Nursing*  5
Applies a synthesis of nursing and public health theories to the assessment and care of aggregates in the community. Community health planning for aggregates is done using various community agencies and resources. The public health delivery system is differentiated from the private health care delivery system in its emphasis on social justice.

**Nurs 439**  Health Care Ethics  2
In this course, students will actively reflect on ethical issues which are present in health care for practitioners and consumers. The focus will be on the process of ethical inquiry rather than decision outcomes. In the process of analyzing bioethical issues, student will be introduced to ethical theory and modes of ethical analysis informed by the Christian faith.

**Nurs 443**  Nursing Research II  2
Builds on research concepts presented in Nurs 333 with a focus on application of research findings to care of clients. The quality assessment project is completed.

**Nurs 447**  Issues Seminar  1
The focus of this course is on integration of current issues in the practice of professional nursing. Students articulate their own philosophy of health care and nursing including their faith beliefs, rights of clients and responsibility to deliver quality nursing care.

**Nurs 449**  Leadership in Nursing*  4
Leadership and management principles are applied to clinical practice. Clinical practice component of course will be arranged with each student.

* Denotes courses with clinical component or practice-based project.

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**Peace, justice and conflict studies**

Director, Professor R. Krall  
Associate Professors C. Schrock-Shenk, D. Cottright, L. Witmer  
Assistant Professors A. Shank, L. Willems, M. Yoder Holsapple  
Adjunct faculty in Guatemala J. Brenneman, M. Higueros

Peace, justice and conflict transformation interests are an essential part of academic and co-curricular programs of Goshen College.

Academic peace, justice and conflict studies programs at Goshen include a major in peace, justice and conflict studies with two specific concentrations: (1) conflict in communities and organizations (2) peace and justice. In addition, two minors are offered which enable a student to combine peace, justice and conflict studies content with any recognized major: art, the natural sciences, education or nursing, for example. The minor in conflict studies is particularly oriented towards students completing professional programs in nursing, social work and education as well as towards students desiring to utilize conflict transformation skills in a particular career. The minor in peace and justice studies is oriented towards assisting students from a wide variety of academic majors to integrate peace and justice studies content with their vocational goals. Both minors are designed to help students prepare for work in peace and justice service agencies in the United States or abroad. Each student's plan of study is individually designed in consultation with the peace, justice and conflict studies program faculty.

Collaboration with local, regional, national and international peace, justice and conflict transformation organizations provides students with a wide opportunity for paid and volunteer internships. Examples of these organizations include Mennonite Disabilities, La Casa de Goshen, the Fourth Freedom Forum, the Center for Community Justice in Elkhart, the Indiana Peace Action Network, Jubilee Partners in Georgia, and Corrymeala in Northern Ireland.
Campus co-curricular activities include the annual student peace oratorical contest, the student PAX organization, the peace play competition, peace studies forums, peace scholars in residence, intercollegiate peace fellowship, the peace library collection, Vita House and the annual C. Henry Smith lecture. The Orin and Marie Beechy scholarship fund assists students with academic expenses.

The department and its programs are rooted within the contexts of Anabaptist-Mennonite theology and history. Courses emphasize action-reflection learning in addition to more traditional classroom opportunities. The program encourages internships as a means for students to gain additional skills in active, practical peacemaking. Classes and co-curricular activities equip students with a framework of personal values and skills in order that they may be able to make a positive impact on the society and culture in which they live.

Career opportunities
Students are prepared to enter graduate programs in conflict transformation studies or in peace and justice studies. They are also prepared to enter the world of work in nongovernmental organizations, mission, peace and service organizations, restorative justice organizations, or other work situations in social justice, active peacemaking and conflict transformation. Professional students electing the minor in conflict studies will be prepared to assist individuals, organizations and communities to deal more effectively and proactively with conflict situations as these arise in the work environment.

Major in peace, justice and conflict studies
Requires a total of 49-50 credit hours.

Core courses
- PJCS 312, War, Peace and Nonresistance 3
- PJCS 313, Violence and Nonviolence 3
- PJCS 316, Strategies and Tactics of Nonviolence 3
- PJCS 322, Conflict Theory and Practice 3
- Bibl 321, Biblical Themes of Peace 3
- PJCS 325, Mediation: Process, Skills and Theory 4
- PJCS 409, Senior Internship 1-4
- PJCS 411, Senior Seminar 1
- PJCS 412, Senior Paper 1

Supporting courses
- PoSc 210, Introduction to Public Policy or 3
- SoAn 322, Social Policy and Programs 3
- Phil 302, Ethics and Morality 3
- Econ 306, Introduction to Economic Development 3

One of the following courses
- Hist 255, History of Global Poverty 3
- SoAn 301, Community Development 3
- PJCS 306, Poverty and the Church 3
- PJCS 316, Liberation Theologies 3
- Psyc 322, Analysis of Racism and Power 3
- WoSt 326, Women's Studies Theory and Practice 3
- Hist 330, International Women's History 3
- Hist 335, History of Ethnic Conflict 3
- SoAn 334, Race and Ethnic Relations 3
- PJCS 355, Contemporary Women's Issues 3

Conflict in communities and organizations concentration
- PJCS 421, Building Conflict Healthy Systems 4
- PJCS 426, Community and Organizational Conflict 3
- Electives chosen from PJCS or from other related courses 9

Peace and justice concentration
- PJCS 405, Personal Violence 3
- PJCS 430, Healing the Wounds of Violence 3
- Electives chosen from PJCS or from other related courses 9

Planning guide
First year
- General education courses, especially biology requirement
- SST language
- General Psychology or Human Behavior
Second year
- General education
- Violence and Nonviolence
- Conflict Theory and Practice
- Mediation: Process, Skills and Theory
- Required supporting courses
  - Introduction to Public Policy or
  - Social Policy and Programs
  - Ethics and Morality
  - Introduction to Economic Development
- One course in race, gender or class issues
- SST (summer or in third year)
Third year
- General education
- Strategies and Tactics of Nonviolence
- Conflict Theory and Practice
- Required supporting courses
  - War, Peace and Nonresistance
  - Biblical Themes of Peace
- Electives in the major
- SST (if not in the sophomore year)
Fourth year
- Balance of general education
- Balance of supporting courses
- Concentration area courses
  - PJCS 405 and 430 or
  - PJCS 421 and 426
- Senior seminar, senior internship, senior paper
- Electives in the major

Minor in conflict studies
(20 hours)
- PJCS 210, Transforming Conflict and Violence 3
- PJCS 322, Conflict Theory and Practice 3
- PJCS 325, Mediation Process, Skills and Theory 4
- PJCS 421, Building Conflict Healthy Systems 4
- PJCS 426, Community and Organizational Conflict 3
- PJCS 409, Senior Internship 2
- PJCS 410, Senior Advanced Work 1

Minor in peace and justice studies
(20 hours)
- PJCS 313, Violence and Nonviolence 3
- PJCS 325, Mediation: Process, Skills and Theory 4
- PJCS 405, Personal Violence 3
- PJCS 410, Senior Advanced Work 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PJCS 320</td>
<td>Field Experience</td>
<td>1-4</td>
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<tr>
<td>PJCS 210</td>
<td>Transforming Conflict and Violence</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 230</td>
<td>Student Leadership and Conflict</td>
<td>1</td>
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<tr>
<td>PJCS 255</td>
<td>History of Global Poverty</td>
<td>3</td>
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<tr>
<td>PJCS 301</td>
<td>Church as Caregiver</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 305</td>
<td>Prosocial Behavior</td>
<td>3</td>
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<tr>
<td>PJCS 306</td>
<td>Poverty and the Church</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 307</td>
<td>Conflict and Conciliation in Irish Literature</td>
<td>3</td>
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<tr>
<td>PJCS 308</td>
<td>Introduction to Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 310</td>
<td>Issues in Peace, Justice and Conflict Studies</td>
<td>1-4</td>
</tr>
<tr>
<td>PJCS 312</td>
<td>War, Peace and Nonresistance</td>
<td>3</td>
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<tr>
<td>PJCS 313</td>
<td>Violence and Nonviolence</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 316</td>
<td>Liberation Theologies</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 318</td>
<td>Strategies and Tactics of Nonviolent Social Action</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 319</td>
<td>Doing Theology Abroad</td>
<td>4</td>
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<tr>
<td>PJCS 322</td>
<td>Conflict Theory and Practice</td>
<td>3</td>
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<tr>
<td>PJCS 325</td>
<td>Mediation: Process, Skills and Theory</td>
<td>4</td>
</tr>
<tr>
<td>PJCS 330</td>
<td>International Women's History</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 335</td>
<td>History of Ethnic Conflict</td>
<td>3</td>
</tr>
<tr>
<td>PJCS 344</td>
<td>Individual Readings</td>
<td>1-3</td>
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<tr>
<td>PJCS 345</td>
<td>Group Readings</td>
<td>1-2</td>
</tr>
<tr>
<td>PJCS 346</td>
<td>Conflict Within Faith Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Courses**

One of the following:
- PJCS 312, War, Peace and Nonresistance
- PJCS 318, Strategies and Tactics of Nonresistance
- PJCS 321, Biblical Themes of Peace
- PJCS 335, History of Ethnic Conflict

Electives chosen from PJCS or from other related courses

3

Examination of the just war theory. Anabaptist doctrines on nonresistance, pacifism and nonviolent action.

PJCS 313 Violence and Nonviolence

An interdisciplinary study of the nature, causes and types of violence. Examines the juxtaposition of scientific theories and religious teachings about violence and nonviolence.

PJCS 316 Liberation Theologies

(See Rel 316)

PJCS 318 Strategies and Tactics of Nonviolent Social Action

Investigates the question, “Is nonviolence practical?” by examining the writings of Dr. Martin Luther King, Jr., Mohandas K. Gandhi, Dr. Gene Sharp, Barbara Deming, Malcolm X, Jean King, Saul Alinsky and others. Includes feminist critiques of Gandhi and King. Reviews historical examples of nonviolent social change and explores reasons for their success or failure. Examines and assesses a wide variety of nonviolent techniques for instituting social change.

PJCS 319 Doing Theology Abroad

(See Rel 319)

PJCS 322 Conflict Theory and Practice

This survey course examines the evolution of the field of conflict resolution/management/transformation with special attention to developments since the 1960s. Considers basic negotiation theory and contemporary examples of the use of negotiation in multiple settings. Addresses variety of third party roles in conflict intervention, including the use of ombudspersons, mediators and arbitrators. Emphasis is placed on identifying both the theory that underlies intervention models and the specific ways in which practitioners apply theory.

PJCS 325 Mediation: Process, Skills and Theory

Focuses on the third party role of the mediator. Explores the theoretical basis for mediation, its various applications in North America, and critiques the appropriateness of mediation for certain types of conflicts. Emphasis will be on experiential learning to develop the skills needed for mediation in formal and informal settings. Prerequisites: PJCS 210, PJCS 313 or PJCS 322 or consent of instructor.

PJCS 330 International Women’s History

(See Hist 330)

PJCS 335 History of Ethnic Conflict

(See Hist 335)

PJCS 344 Individual Readings

Independent reading in peace, justice, and conflict studies. Student takes initiative to develop plan with a department faculty member. By consent of the faculty member only.

PJCS 345 Group Readings

Selected writings of an individual scholar will be studied to examine the themes and issues raised with the corpus of work that s/he has produced during her or his lifetime.

PJCS 346 Conflict Within Faith Communities

A close examination of conflict inside religious communities. Explores the unique characteristics and particular intensity of
conflict inside congregations and denominational structures.

**PJCS 347  Restorative Justice**  
4  
An overview of restorative justice theory and practice. Includes implementation of models from various cultures. The Victim Offender Reconciliation Model (VORP) is examined. Includes a comparative examination of restorative and retributive justice approaches. Contains a supervised internship component.

**PJCS 348  Sexual Violation and Violence**  
3  
This course surveys various issues of sexual violation and violence within the life of individuals and communities. It explores the question, “What is the nature of reconciliation, forgiveness and healing?” in the experiences of individuals or communities where rape, incest, sexual harassment, sexual torture, or domestic violence has been present. Examines conflicts of opinion and belief about these issues as individuals and communities seek to resolve the long-term aftermath of sexual violation and violence.

**PJCS 355  Contemporary Women’s Issues**  
(See WoSt 355)  
3  
A seminar in which students develop advanced research, strategic, and system change. Provides a comparative examination and analysis of historical and contemporary models for recognizing, assessing and healing the wounds of violence. Investigates the question, “What are the components of building systems able to prevent unnecessary and destructive conflict by strengthening their capacity for good communication and dialogue, healthy decision-making and group process, defined leadership, and inclusive (anti-racist, anti-sexist, etc.) structures. Students will enter into an organization to assess and create additional strategies for conflict-healthy functioning. Prerequisites: PJCS 210 or PJCS 313 or consent of instructor. Offered in alternate years.

**PJCS 406  Spiritual Path of the Peacemaker**  
3  
Uses biographical and autobiographical narratives alongside formal and/or theoretical writings of peacemakers. Investigates the question, “How does a peacemaker’s inner spiritual journey relate to her or his peace activism work in the world?” Students will make major class presentations on such individuals as Mother Theresa, Thomas Merton, Thich Nhat Hanh, Dorothy Day, the Dalai Lama, Simone Weil, Elise Boulding, Dom Helder Camara, Barbara Deming, etc. In selected years may become the senior seminar anchor course. Prerequisite: PJCS 210 or PJCS 313 or consent of instructor. Offered in alternate years.

**PJCS 409  Senior Internship**  
1-4  
An approved internship or work experience related to peace, justice and conflict studies. Examples include supervised activities in shelters for the homeless, work with local, regional, national, or international peace, justice and conflict transformation agencies and organizations, or work with congregational and denominational peace centers.

**PJCS 410  Senior Advanced Work**  
1  
A written project designed and implemented by the student that relates the PJCS minor to her or his major course of studies. Designed to be the final course of the student’s plan of study in the minor.

**PJCS 411  Senior Seminar**  
1  
A focus on integrative issues concerning the work of peace-making and conflict transformation in the work or graduate school environment. Deals with professional issues such as résumé preparation, job interviews, etc. Prerequisites: senior standing, minimum of nine hours of upper-level courses inside the peace, justice and conflict studies department or consent of the faculty member.

**PJCS 412  Senior Paper**  
1  
An integrative paper in which the student explores the question, “What is the relationship of my religious faith to my major and to the works of peace and justice and conflict transformation?”

**PJCS 421  Building Conflict-Healthy Systems**  
4  
Introduces organizational development and systems theory and the role of conflict in organizations and communities such as families, schools, congregations and non-profit organizations. Explores components of building systems able to prevent unnecessary and destructive conflict by strengthening their capacity for good communication and dialogue, healthy decision-making and group process, defined leadership, and inclusive (anti-racist, anti-sexist, etc.) structures. Students will enter into an organization to assess and create additional strategies for conflict-healthy functioning. Prerequisites: PJCS 322 and PJCS 325. Offered in alternate years.

**PJCS 426  Community and Organizational Conflict**  
3  
Using a systems approach, students will explore conflict in organizations and communities. Students will locate and examine models for assessment, diagnosis, intervention and evaluation in such situations of conflict. Using case studies and real life situations from congregations to neighborhoods to global realities of structural injustice and conflict, students will learn practical strategies for dialogue, problem-solving, healing, reconciliation and system change. Prerequisites: PJCS 322 and PJCS 325. Offered in alternate years.

**PJCS 430  Healing the Wounds of Violence**  
3  
A seminar in which students develop advanced research, as well as oral and written presentation skills. Focused on interdisciplinary examination and analysis of historical and contemporary models for recognizing, assessing and healing the wounds of violence. Investigates the question, “What are the strategies or healing processes for individuals and communities who seek to heal themselves or others from the wounds of violence?” This course is also suitable for students enrolled in clinical professional programs. In selected years may become the senior seminar anchor course. Prerequisite: 12 hours of upper level PJCS courses or permission of instructor. Offered in alternate years.
Career opportunities
Physical education graduates are currently teaching and coaching in public and private elementary, middle and secondary schools as well as colleges and universities. They are also working in physical therapy departments of hospitals, in municipal recreation, camping, community development and church leadership.

Major in physical education
(39 hours)
Sport Skills Electives (total of seven)
(six hours from areas 1-5, one elective from any area)
   Area I 1
   Area II 1
   Area III 2
   Area IV 1
   Area V 1
   Area VI elective
Biol 203, Human Anatomy and Physiology Prerequisite: Chem 101 4
PhEd 103, Basic Athletic Training 3
PhEd 250, History and Philosophy of Physical Education 2
PhEd 308, Teaching Sport Skills and Strategies 3
PhEd 309, Physical Education for Children 3
PhEd 310, Administration of Physical Education 2
PhEd 315, Kinesiology 3
PhEd 317, Exercise Physiology 3
PhEd 330, Psychology of Motor Learning 3
PhEd 345, Theory and Techniques of Coaching 3
PhEd 410, Senior Seminar 3

Planning guide
First year
Wellness Colloquium
*History and Philosophy of Physical Education (or second year)
Sport Skill Electives
Chemistry and Physics of Life (prerequisite for Human Anatomy)
Basic Athletic Training
Human Anatomy and Physiology (second semester or second year)
General education

Second year
Introduction to Education
*Psychology of Motor Learning (or third year)
Physical Education for Children
Human Anatomy and Physiology (or first year)
*Administration of Physical Education (or third year)
Teaching Sport Skills and Strategies (May)
Theory and Techniques of Coaching
General education
SST

Third year
Teaching Sport Skills and Strategies (or second year)
Sport Skill Elective
*Kinesiology
*Exercise Physiology

Education Psychology
Secondary Curriculum Instruction
General education
SST

Fourth year
Student teaching
Secondary Education Seminar
*Kinesiology
*Exercise Physiology
Seminar
Sport Skill Elective
General education
SST

* Courses offered in alternate years

Secondary education
Certification for teaching grades 5-12 requires teacher education courses in addition to the physical education major described above.

Certification for teaching K-12
Certification for teaching K-12 requires the area major described below. See the education department pages and the Goshen College Teacher Education Handbook for professional requirements.

Area major in physical education
(55 hours) In addition to the major described above, the following courses are required:
PhEd 311, Elementary Physical Education 4
Select 12 hours from the following: 12
   NaSc/PhEd 104, Health in a Changing Environment
   Biol 204, Human Anatomy and Physiology Prerequisite: Chem 101
   NaSc 210, Human Nutrition
   Educ 300, Exceptional Students
   Educ 305, Child Development
   SoAn 300, Human Sexuality
   PhEd 102, First Aid & CPR
   PhEd 200-242, Sport Skills Electives, Teaching Team Sports
   PhEd 259-269, Intercollegiate Sports

Major in physical education with concentration
(44 hours) Core courses include:
Biol 203, Human Anatomy and Physiology Prerequisite: Chem 101 4
PhEd 250, History and Philosophy of Physical Education 2
PhEd 310, Administration of Physical Education 2
PhEd 315, Kinesiology 3
PhEd 317, Exercise Physiology 3
PhEd 330, Psychology of Motor Learning 3
PhEd 410, Seminar 3
PhEd 409, Internship or Comm 409, Field Experience 3
Courses in area of concentration 15
Six hours chosen from
PhEd 200-242, 270, Sport Skills Electives
PhEd 308, Teaching Sport Skills and Strategies 3
PhEd 345, Theory and Techniques of Coaching 3
Physical education

Concentration areas

**Sport communication.** Comm 240 or Comm 383; Comm 250; Comm 202 or 204 (both recommended); six hours of electives: one to three in PhEd, remainder chosen from Comm 210, Comm 212, Comm 255, Comm 260, Comm 308, Comm 350. Note: Courses in the concentration area may not count toward a communication or writing minor.

**Sport management.** Acc 201, Bus 315, Bus 316; six hours of electives from PhEd 102, PhEd 103, NaSc/PhEd 104, CoSc 105 or Bus 150, NaSc 210, NaSc 310, Bus 328 and Bus 336, or psychology. Note: Courses counted toward a concentration in the major may not be included in a minor.

**Minor in physical education**

(24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Biol 203, Human Anatomy and Physiology</td>
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</tr>
<tr>
<td>PhEd 308, Teaching Sport Skills and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>PhEd 200-242, 270, Sport Skills Electives</td>
<td>2</td>
</tr>
<tr>
<td>PhEd 345, Theory and Techniques of Coaching</td>
<td>3</td>
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<tr>
<td>Selected from:</td>
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<tr>
<td>PhEd 102, First Aid &amp; CPR</td>
<td>2</td>
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<tr>
<td>PhEd 103, Basic Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>PhEd 315, Kinesiology</td>
<td>3</td>
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<tr>
<td>PhEd 317, Exercise Physiology</td>
<td>3</td>
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<tr>
<td>PhEd 330, Psychology of Motor Learning</td>
<td>3</td>
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<td>Selected from:</td>
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<tr>
<td>PhEd, 250 History and Philosophy of Physical Education</td>
<td>2</td>
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<tr>
<td>PhEd 309, Physical Education for Children</td>
<td>3</td>
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<tr>
<td>PhEd 410, Administration of Physical Education</td>
<td>2</td>
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<tr>
<td>PhEd 410, Seminar</td>
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</table>

**Minor in health and safety education**

(24-26 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PhEd 103, Basic Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>NaSc/PhEd 104, Health in a Changing Environment</td>
<td>3</td>
</tr>
<tr>
<td>NaSc 210, Human Nutrition</td>
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<tr>
<td>Biol 203, Human Anatomy and Physiology</td>
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<tr>
<td>SoAn 300, Human Sexuality</td>
<td>3</td>
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<tr>
<td>Psyc 209, Social Psychology</td>
<td>3</td>
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<tr>
<td>Psyc 210, Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SoAn 210, Marriage and Family</td>
<td>3</td>
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<tr>
<td>SoAn 220, Principles of Anthropology</td>
<td>4</td>
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<td>SoAn 334, Race and Ethnic relations</td>
<td>3</td>
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<td>Selected from:</td>
<td>3-4</td>
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<tr>
<td>Biol 100, Biological Principles</td>
<td>4</td>
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<td>Chem 101, Chemistry and Physics of Life</td>
<td>3</td>
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<tr>
<td>Educ 305, Child Development</td>
<td>3</td>
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<td>PhEd 102, First Aid &amp; CPR</td>
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**Coaching endorsement**

(5 hours)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PhEd 102, First Aid and CPR</td>
<td>2</td>
</tr>
<tr>
<td>PhEd 103, Basic Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>PhEd 345, Theory and Techniques of Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

The coaching endorsement qualifies the holder to coach sports. The coaching endorsement is required for coaching at the high school level in Indiana.

Courses

**PhEd 100  Wellness**

Activities designed to promote wellness in body, mind and spirit. Each participant should have the chance to experience a reasonably physically-fit body and to gain knowledge that enables wise practices of mental and spiritual health as well. Subjects addressed include aerobic fitness, muscular strengthening, flexibility, nutrition, stress management, spiritual wellness and lifestyle choices.

**PhEd 102  First Aid and CPR**

The course will provide an introduction to sport first aid, practical experience in basic first aid skills, first aid for specific sport injuries and a practical guide to sport related liability.

**PhEd 103  Basic Athletic Training**

This course is taught by a certified athletic trainer. Topics covered include: emergency procedures, evaluation and management of injuries to the foot, ankle, knee, shoulder, elbow and hand. Several class sessions are devoted to taping techniques.

**PhEd 104  Health in a Changing Environment**

(See NaSc 104)

**PhEd 250  History and Philosophy of Physical Education**

A study of the relationship of classical and educational philosophies and implications for physical-education principles. An introduction to the field of physical education.

**PhEd 255  Camping and Recreation**

Students will use a hands-on experience in a wilderness setting. The student will learn a variety of skills which may include: trip planning, map and compass reading, environmental care and study, spiritual growth and leadership skills. Other skills will be related specifically to either backpacking and/or canoeing.

**PhEd 308  Teaching Sport Skills and Strategies**

An applied course focusing on fundamental techniques in a variety of sports. Includes practical and theoretical experience in pedagogy and skill content. Special focus on organization and management for teaching, skill progressions and common problems/corrections of basic and intermediate-level skills and tactics.

**PhEd 309  Physical Education for Children**

2-3

Philosophy, methods and materials for teaching physical education to children. Some practical experience with the materials and with children included.

**PhEd 310  Administration of Physical Education**

A focus on administrative practices in the areas of legal responsibility, personnel, finance, public relations, equipment, facilities, intramurals and athletics.

**PhEd 311  Elementary Physical Education Practicum**

4

Field experience with elementary students in the school setting. Prerequisite: PhEd 309.

**PhEd 315  Kinesiology**

A consideration of the anatomical and mechanical factors contributing to skilled performance in sport. Laws and principles from anatomy and physics that govern the use of the human body, objects and implements in a sport context are applied.

Teacher-education programs are available in physical education and health and safety. For more details see the *Goshen College Teacher Education Handbook.*
to the teaching and coaching of sport skills. **Prerequisite or concurrent registration: Biol 203.**

**PhEd 317 Exercise Physiology** 3  
A study of how the human body adjusts during various kinds of exercise. Laboratory equipment will be used when analyzing neuromuscular activity, circulation, respiration and metabolism as it applies to the trained and untrained. **Prerequisite: Biol 203 or consent of instructor.**

**PhEd 330 Psychology of Motor Learning** 3  
A study of the influence of psychological variables on sport performance and the influence of sport participation on psychological phenomena. Some topics included are: motor-learning theory, motor development, personality, perception, motivation and social factors.

**PhEd 345 Theory and Techniques of Coaching** 3  
The course will present an overview of basic theories and coaching applications in sport philosophy, sport psychology, sport pedagogy, sport physiology and sport management.

**PhEd 350 Coaching Internship: Designated Sport** 1  
Practical experience by working closely with the head coach of a sport either as an assistant or as a member of the team. May involve special reading, writing or other assignments. The student and the departmental adviser work together to fit this course to individual need. Course may be repeated in a different sport.

**PhEd 409 Internship** 2-3  
A practical experience related to the student’s interest and ability. Generally occurs in an off-campus setting. For non-teaching majors only.

**PhEd 410 Seminar** 3  
An introduction to descriptive and inferential statistics, test analysis and computer usage in physical education. Research methods in physical education; selection of a research problem, collection of data, written and oral presentation of findings. For senior physical education majors.

**Sport Skills Electives (SSE)** 1  
The following elective courses in six areas are offered to students who do not already have proficiency in that activity. Normally, each course carries one hour of credit, except 226 and 240 which carry 2 hours of credit.

**Area I: Aquatics**  
226, Life Guard Training (Prerequisite: Instructor’s consent)  
232, Beginning Swimming  
234, Advanced Swimming  
240, Water Safety Instructor

**Area II: Dance**  
200, Aerobic Dance  
224, International Folk Dance

**Area III: Gymnastics**  
220, Gymnastics: Apparatus and  
222, Gymnastics: Tumbling

**Area IV: Individual Sport**  
206, Badminton  
218, Golf  
230, Racquetball  
236, Tennis

**Area V: Outdoor Recreation**  
210, Canoeing and Backpacking  
214, Cross Country Skiing  
216, Cycling  
228, Outdoor Living Skills  
255, Camping and Recreation

**Area VI: Other Sports**  
223, Indoor Soccer  
238, Volleyball  
242, Weight Training  
270, Selected Sports

**PhEd 259-269 Intercollegiate Sport Credit** 1  
259, Softball  
260, Baseball  
261, Basketball  
262, Cross Country  
264, Golf  
265, Soccer  
266, Tennis  
267, Track and Field  
268, Volleyball  
269, Athletic Trainer

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**Physics and pre-engineering**  
*Chair, Professor C. S. Helrich*  
*Associate Professor J. R. Buschert*  
*Adjunct Professor P. Meyer Reimer*

The department goal is to prepare students for careers in pure or applied physics, engineering, or high school teaching. Student involvement in undergraduate research is the rule, offering the opportunity to work closely with a professor. This provides depth of learning which cannot be duplicated in the classroom.

**Opportunities**  
Upon graduation the physics major is prepared for graduate study in physics or engineering. Other possibilities include the combination of a physics baccalaureate degree with a master’s degree in business administration, which affords the background for a management career in high technology and engineering industries. Biophysics and the neurosciences are growing fields requiring the background of an education in physics. Study of physics also provides the training and experience prized in many modern careers beyond the standard boundaries of science and engineering.

**Graduate schools**  
All Goshen physics majors who have chosen to pursue a graduate degree have been admitted to graduate school. Over 70 percent of the physics majors elect this path. Individual professors at research universities have testified to the excellent preparation received at Goshen College. Recent Goshen graduates have chosen schools such as Purdue University, the University of Notre Dame, Carnegie-Mellon University, Case Western Reserve University, and many others.
Major in physics

The major requires 24 hours of study in physics including:

- Phys 101-102, Research Seminar 1-2
- Phys 203-204, General Physics 8
- Phys 302, Analytical Mechanics 3
- Phys 303, Classical Field Theory 3
- Phys 310, Thermodynamics 3
- Phys 312, Quantum Mechanics 3
- Physics Electives 2-3
- And 26 hours of related study including:
  - Chem 111-112, General Chemistry 8
  - Math 211-213, Calculus I-III 12
  - Math 321, Differential Equations 3
  - NaSc 410, Senior Seminar 3

Planning guide

First year
- General education
- General Physics
- Physics Research Seminar (101, 102)
- Calculus I, II, III

Second year
- General education
- General Chemistry
- Differential Equations (or third year)
- Available advanced physics courses
- SST (summer or in third year)

Third year
- General education
- Available advanced physics courses
- SST (if not in second year)

Fourth year
- Balance of general education
- Balance of major
- Senior Seminar

Pre-engineering

The combination of a liberal arts background and an engineering degree from one of the leading engineering schools in the nation is the optimal education for the modern engineer. Goshen College, acknowledged as one of the nation’s finest liberal arts colleges, provides such a program. In this program the student spends three years at Goshen College and two or two and a half years at the engineering school receiving a bachelor of arts degree in physics (or chemistry) from Goshen and a bachelor of science degree from the engineering school.

Goshen College has program agreements with Case School of Engineering of the Case Western Reserve University (Cleveland, Ohio), Washington University (St. Louis, Mo.), the University of Illinois (Urbana/Champaign), and the Pennsylvania State University (State College). Admission to the engineering school is granted to a student with a 3.0/4.0 overall grade point average and at least a 3.0/4.0 in science and mathematics courses, upon recommendation of the pre-engineering adviser.

Transfer to other schools is possible, but must be done on an individual basis. Goshen College will grant the B.A. degree when the student completes the engineering course and the Goshen College requirements.

While at Goshen College, the engineering student is enrolled as a physics (or chemistry) major. Studies of science and mathematics to fulfill the requirements of the first two years in the engineering school are undertaken. In addition the student completes the Goshen College requirements in the arts, religion and humanities. The Study-Service Term (SST) or alternative is also required of the pre-engineer.

A large percentage of the Goshen students pursuing this program receive cum laude degrees from the engineering school and continue graduate study. Employment opportunities are excellent for graduates from this program.

Secondary education in physics

Goshen College offers a degree in secondary education with specialty in physics. In this program the student fulfills the complete requirements for the physics degree as well as the requirements of the secondary education program. Graduates are qualified to teach physics at the high school level or prepared to pursue graduate education as a physicist.

The secondary education program requires 51 hours study in the sciences: 24 of these are fulfilled by the physics major; 15 hours in mathematics are included in the physics major, fulfilling the requirements of a supporting area in mathematics. An additional seven hours in chemistry (in addition to Chem 111-112 included in the physics major) provides a support area in chemistry.

Student teaching is normally reserved for the fall of the senior year.

Double majors/minors

Because of the extensive requirements in mathematics in the physics major, a double major in mathematics or applied mathematics may be undertaken. Many have also obtained double majors in physics and chemistry. A number of physicists have pursued minors in music.

SST (Study-Service Term)

This is required of engineering as well as physics majors. The student should choose a unit freely, anticipating that course schedule adjustments can be made to accommodate the choice.

Undergraduate research

An undergraduate research experience has been identified nationally as the most influential contributing factor in the education of a scientist or engineer and is becoming almost a requirement for the student wishing to pursue graduate study. Working on a research project with a faculty member allows the student to encounter both the real world beyond the classroom and the profession. Papers with student authors are presented at both the National Conference on Undergraduate Research, held annually, and professional conferences.

The research center in the department is the Turner Laboratory, which has facilities for X-ray diffraction studies and phospholipid bilayer studies in biophysics. Theoretical modeling studies are also conducted in the laboratory.

Much of the work conducted in the Turner Laboratory is collaborative. There is presently collaborative research with the University of Notre Dame, Northwestern University and the University of Tennessee (Knoxville). These collaborations provide a steady flow of research problems as well as an invaluable contact for both students and faculty. The interaction allows the student to explore further possibilities for education or career and the experience makes the Goshen student particularly attractive to graduate schools.
## Thesis/internship

There is no explicit internship requirement in physics. Most students, however, are involved in some form of research which may include the development of special experiments for the teaching laboratory. For the student involved in research, the thesis option is recommended. A thesis may be undertaken in consultation with the faculty adviser and forms part of the student’s permanent record. Thesis abstracts are integral parts of graduate school and professional school applications.

## Courses

The course sequences have been carefully arranged. Each academic year provides a developing experience. The student should consult with a faculty adviser regarding deviation from the designed sequence, such as for SST.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phys 101-102</td>
<td>Research Seminar 1+1</td>
</tr>
<tr>
<td>Phys 201-202</td>
<td>College Physics 4+4</td>
</tr>
<tr>
<td>Phys 203-204</td>
<td>General Physics 4+4</td>
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<tr>
<td>Phys 301</td>
<td>Methods of Mathematical Physics 3</td>
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<tr>
<td>Phys 302</td>
<td>Analytical Mechanics 3</td>
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<tr>
<td>Phys 303</td>
<td>Classical Field Theory 3</td>
</tr>
<tr>
<td>Phys 304</td>
<td>Electronics 4</td>
</tr>
<tr>
<td>Phys 305</td>
<td>X-rays and Optics 4</td>
</tr>
<tr>
<td>Phys 310</td>
<td>Thermodynamics 3</td>
</tr>
<tr>
<td>Phys 312</td>
<td>Quantum Mechanics 3</td>
</tr>
<tr>
<td>Phys 314</td>
<td>Statistical Mechanics 3</td>
</tr>
<tr>
<td>Phys 421</td>
<td>Advanced Topics 1-3</td>
</tr>
</tbody>
</table>

### Phys 101-102 Research Seminar

An introduction to the department and to physics and engineering as careers. Presentations by faculty and students of research, introduction to the scientific literature and scientific writing, individual research on a chosen topic. (offered annually)

### Phys 201-202 College Physics

A noncalculus introductory study of mechanics, heat, sound, light, electricity and modern physics, intended for nonscience majors and for some premedical and preprofessional programs. Lectures and laboratory. **Prerequisite:** algebra and trigonometry (Math 102 or equivalent). (offered 2002-03, 2004-2005)

### Phys 203-204 General Physics

A calculus and vector treatment of basic physics including mechanics, heat, sound, electricity, light and modern physics. Required of physics majors and recommended for majors in the physical sciences. Lectures and laboratory. **Prerequisite of concurrent:** Math 211-212. (offered annually)

### Phys 301 Methods of Mathematical Physics


### Phys 302 Analytical Mechanics

Newtonian Mechanics based on the formulation of Lagrange and Hamilton. Applications to oscillations, orbital motion, scattering, rigid body motion. Special topics include chaos theory and relativity. **Prerequisites:** Phys 203-204, Phys 301 or consent of instructor. (offered 2002, 2004, 2006)

### Phys 303 Classical Field Theory

Study of electric and magnetic fields using the formulation of Maxwell. Maxwell’s equations are developed with reference to experiments followed by selected applications including wave propagation in dispersive media, plasma phenomena, and magnetic and dielectric phenomena. **Prerequisites:** Phys 203-204, Phys 301 or consent of instructor. (offered 2002, 2004, 2006)

### Phys 304 Electronics

Introduction to semiconductor devices and circuit design of linear and digital systems. Students learn circuit design and construction for the laboratory setting culminating in an individual project. Lectures and laboratory. **Prerequisites:** Phys 203-204 or consent of instructor. (offered 2001, 2003, 2005)

### Phys 305 X-rays and Optics

A study of X-rays, diffraction, crystal structure, optics and interference with applications to holography. Designed for students in the sciences interested in the basics of X-ray diffraction and optical techniques. Lectures and laboratory. **Prerequisites or corequisites:** Phys 201-202, Phys 203-204. (offered 2002, 2004, 2006)

### Phys 310 Thermodynamics

A study of classical thermodynamics in the formulation of Gibbs in the form of potentials and characteristic variables. Equilibrium and stability of homogeneous systems and chemical kinetics are treated. Applications include studies of material properties and engineering systems. **Prerequisites:** Phys 203-204, Math 213. (offered 2002, 2004, 2006)

### Phys 312 Quantum Mechanics

A study of the quantum theory in the vector formalism of Dirac. Schroedinger and Heisenberg representations are considered. Applications to scattering, atomic physics and magnetism. **Prerequisites:** Phys 203-204, Math 213, or consent of instructor. (offered 2001, 2003)

### Phys 314 Statistical Mechanics

A study of the statistical treatment of particles including molecules, atoms and electrons. The ensemble theory of Gibbs is developed as the basis. Applications include gases, crystalline solids, magnetic materials and phase transitions. **Prerequisite:** Phys 312. (offered 2001, 2003)

### Phys 421 Advanced Topics

Special topics selected by the student in consultation with professor. These may include topics of special interest to the student or research. Academic credit for research or thesis is covered by enrolling in this subject. (Offered annually)
Career opportunities
Graduates of the psychology program are currently working in public-welfare agencies, mental-health centers, institutions for delinquent and emotionally disturbed children, probation services and a variety of additional social and religious agencies.

Major in psychology
Concentration area of 39 hours including 30 hours in psychology:
- Psyc 402, Statistics and Methods
- Psyc 408, Contemporary Viewpoints in Psychology
- Psyc 409, Senior Internship
- Psyc 410, Senior Seminar in Psychology
- Other psychology courses
- Related courses in sociology/anthropology, social work, philosophy, peace studies, anatomy and physiology

Planning guide
First year
- General education
- General Psychology
- Principles of Sociology
Second year
- General education
- Other psychology courses
- Related courses
- SST
Third year
- General education
- Upper-level courses in major
- Related courses
Fourth year
- Balance of general education
- Contemporary Viewpoints in Psychology
- Statistics and Methods
- Balance of major and related courses
- Seminar
- Internship

A secondary teacher-education program is available (52 credits in the major plus 27 credits in education courses). The program must include two other social studies fields besides psychology. For more details see the Goshen College Teacher Education Handbook.

Minor in psychology
Eighteen hours in the psychology department, 12 of which must be upper-level. Six hours must be selected from Psyc 308, 402, 408 or 410.

Courses
100 General Psychology
An introduction to the methods, concepts and principles used in the study of behavior. Includes a survey of topics in psychological development, individual differences, memory, personality structure, mental health, learning and social psychology.

200 Social Psychology
A study of the influence of society on the individual and of the individual on society. Involves the study of person-to-person transactions, with emphasis on attitudes and small group structure and process.

210 Developmental Psychology
A study of developmental processes across the life span. Physical, social and cognitive changes provide the basic organization for this course. A variety of developmental theories will be examined including Piaget, Erickson, social learning and psychodynamic. Current research and an understanding of how to think about developmental processes will be emphasized.

221 Human Behavior
(See SoWk 221)

302 Experimental Psychology
A study of the methods and techniques of experimental psychology. Course will include study of selected empirical findings from the areas of learning, memory, intelligence and physiological psychology. Experimental projects constitute a major emphasis of the course. Prerequisite: Psyc 100.

303 Physiological Psychology
An introduction to the physiology of the brain and central nervous system and their effects on psychological processes. Prerequisite: Psyc 100.

305 Prosocial Behavior
A study of theories and empirical research concerned with positive human interaction. Topics of special focus include altruism, empathy and service from the perspective of both the helper and the recipient. Some attention to applications in education, government and church agencies. Offered alternate years.

306 Abnormal Psychology
A study of the variety of psychological disorders as classified by the DSM system. Issues related to classification will be discussed. A biopsychosocial model will be assumed when discussing etiology and treatment. Since this is primarily a descriptive course, considerable emphasis will be placed on case studies. At the conclusion of the course, students will be well versed in understanding the major psychological disorders. Prerequisite: Psyc 100.

307 Applied Psychology
A study of established psychological principles and how they might find practical application. Topics such as self-management strategies, personality assessment, industrial/organizational, sports, forensic, environmental and community applications will be surveyed. The course will emphasize both the efficacy and the ethical implications of each strategy. Prerequisite: Psyc 100. Offered alternate years.

308 Personality Theory

Chair, Professor D. Kauffmann
Professors V. Koop, R. Krall
Associate Professor Z. Abebe
Assistant Professor L. R. Beck
A study of theory development with particular focus on major personality theories. The central concepts of each theory, the unique place in contemporary psychological thought and relationship of theory to psychological experimentation and research will be emphasized. Prerequisite: Psyc 100.

309 Educational Psychology: Secondary 3
(See Educ 309)

310 Educational Psychology: Elementary 3
(See Educ 310)

313 Violence and Nonviolence 3
(See PJCS 313)

314 Psychology of Religion 3
An exploration of the interaction of psychological dynamics and religious behavior. Includes study of belief systems, faith, behavior change, conversion, life styles, personality and religious persuasion. Offered alternate years.

316 Introduction to Clinical Psychology 3
A study of the major issues facing someone entering the professional world of delivering psychological services to others. Critical thinking about the most recent diagnosis and treatment modalities will be emphasized. Other topics include ethics, psychopharmacology, counseling, health psychology, psychobiology and community psychology. Prerequisite: Psyc 100. Offered alternate years.

317 Leadership Education 1
A learning experience in leadership that integrates theory and practice. Philosophy and theory of leadership will be integrated with each student's specific campus leadership responsibility. The course is repeatable as the student assumes additional campus leadership. Enrollment is by consent of the instructor.

320 Psychological Assessment 3
A study of psychological testing theory, test administration and test interpretation. The course will survey intellectual, aptitude, achievement, interest, personality and neurological assessment. Students will be given direct experience with tests from each of these categories. Prerequisite: Psyc 100. Offered alternate years.

322 Analysis of Racism and Power 3
An exploration of the history and dynamics of racism in the United States. Includes basic anti-racism analysis that helps establish a common language for talking about racism, provides principles to guide the work of dismantling institutional racism and articulates the biblical call to anti-racism action.

400 Advanced Projects in Psychology 1-3
Independent reading or research for psychology majors. Requires extensive reading or research on a topic of the student's choice. Consultation with instructor required.

402 Statistics and Methods in Psychology 4
A study of research methods and data analysis in psychology. Involves research on a specific problem and presentation in the form of a written thesis. Prerequisite: senior standing and consent of instructor.

405 Seminar in Personal Violence 3
(See PJCS 405)

408 Contemporary Viewpoints in Psychology 3
A study of the research and current status of contemporary psychological issues in the areas of personality, measurement, intelligence, perception, learning, developmental, mental health and psychology of religion. Prerequisites: Psyc 100; minimum of nine additional hours in psychology.

409 Senior Internship 2
Internship offers opportunity to observe and participate in a supervised field learning experience in which psychological theories and concepts are employed. Prerequisites: senior standing, minimum of 12 hours of upper-level psychology or consent of instructor.

410 Senior Seminar in Psychology 2
A focus on integrative issues concerning psychology and Christian faith. Questions related to psychology as a profession will also be addressed. Prerequisites: senior standing; minimum of 12 hours of upper-level psychology or consent of instructor.

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** Sociology, social work and anthropology**

Chair, Professor R. Stutzman
Professors R. Birkey, T. Meyers
Assistant Professors C. Jarvis, J. Liechty

**A. Sociology and anthropology**

**Major in sociology/anthropology** (42 hours)

Completion of these disciplinary core and skills courses (21 hours):

- SoAn 200, Principles of Sociology 3
- SoAn 220, Principles of Anthropology 4
- SoAn 230, Cultural Anthropology 4
- SoAn 391-392, Methods of Social Research 6
- SoAn 410, Social-Cultural Theory/Senior Seminar 4

At least one “peoples” course chosen from:

- SoAn 302, SoAn 316, SoAn 330, SoAn 334, SoAn 335, SoAn 336, SoAn 340, SoAn 342 3

In addition, each SoAn major, in consultation with a SoAn faculty adviser, develops a coherent, individually-designed concentration of at least 18 hours (six courses): three or four courses chosen from SoAn offerings and two or three supporting courses chosen from other disciplines. 18

**Planning guide**

**First year**
- General education
- Principles of Sociology
- Principles of Anthropology

**Second year**
- General education
- Cultural Anthropology
- One SoAn “peoples” course

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Goshen College Catalog 77
Minor in sociology/anthropology

Students minoring in sociology/anthropology complete 20 hours in the department including: four core courses, SoAn 200, SoAn 220 or 230, SoAn 391 and SoAn 410; and two elective courses in sociology or anthropology. (This option is not available for social work majors.)

Career opportunities

The sociology/anthropology major and minor provide a knowledge base and skills in social analysis with a variety of practical applications. Past graduates have entered positions in high-school teaching, foreign and domestic community development and professional and voluntary social services (not requiring social-work training) with such agencies as Church World Service, Mennonite Central Committee and Peace Corps. The majority of graduates have gone on to attend graduate school or seminary and are presently employed in the Christian ministry, public administration, personnel management, social work, college teaching, research, law and business. A secondary teacher-education program in social studies is available (52 credits in the major plus 27 credits in education courses). The program must include two other social studies fields besides sociology/anthropology. For more information see the Goshen College Teacher Education Handbook.

Honors degree

In addition to requirements specified for the honors degree campus-wide, students wishing to fulfill requirements for honors in sociology/anthropology must complete at least six courses in the department including SoAn 391-392 before beginning their honors project and maintain a GPA of at least 3.5 overall, and 3.8 in the major. The senior honors thesis in sociology/anthropology requires advanced, independent research and writing based on library research and/or fieldwork under the supervision of a department faculty member. Consult your adviser for further guidance.

SoAn 200 Principles of Sociology

An introduction to the study of human society through basic sociological concepts and perspectives—culture and social order, social interaction, social stratification, power and organizations. Selected social issues are examined in light of these perspectives.

SoAn 207 Introduction to Statistics

(See Econ 207)

SoAn 209 Field Experience in Sociology/Anthropology

Offers first- and second-year students the opportunity to gain first-hand experience in settings where sociological or anthropological perspectives and skills are put to work. Arrangements for field experience are made at the initiative of the student in consultation with a faculty adviser and a supervisor at the field experience location. Prerequisite: SoAn 200.

SoAn 210, 310 Marriage and Family

The course combines institutional and functional approaches in the study of courtship, mate selection, marriage, family roles and relationships, family disorganization and social trends affecting the family in Western society.

SoAn 220 Principles of Anthropology

Course surveys the broad sweep of human experience from the earliest times, attending especially to archaeological and ethnographic information regarding biological, cultural and social diversity. For the laboratory component, students complete a comparative-ethnology project including a critique of the condition and direction of contemporary life.

SoAn 230 Cultural Anthropology

Examines the nature of culture and its role in shaping people’s lives in a wide variety of human settings. Course teaches anthropological methods for making sense of culturally-conditioned human experience—both our own and that of others. A lab component puts into practice ethnographic skills for cultural awareness, analysis, and writing. Prerequisite: SoAn 200 or SoAn 220.

SoAn 300 Human Sexuality

Biological, psychological and sociological factors determining sex-role identification and role performance; human reproduction, fertility control and sexual disorders; social and spiritual values in human sexuality; sex discrimination and movements toward sex equality.

SoAn 301 Community Development

Anthropological and sociological perspectives on rural communities, small towns and urban neighborhoods involved in processes of both intentional and unintended change. Course focuses on community life and development in both the North and the South with special attention to global linkages between these two worlds. Experiential component takes student off campus into nearby Elkhart County communities.

SoAn 302 Urban Diversity

Student is exposed to issues affecting the lives of Chicago’s ethnically and religiously diverse urban populace—racism, sexism, classism—and helped to develop new ways of conceptualizing and interpreting the contemporary urban scene. Reading, research and writing are integrated with the student’s first-hand involvement in issues under study. Available at Urban Life Center in Chicago.

SoAn 315 Religion in Culture and Society

An analysis of social, cultural and political contexts that affect religious institutions and expressions, and upon which religious beliefs and practice have an influence. This course is taught in alternate years by the Bible, religion and philosophy and sociology-anthropology departments. When taught by SoAn, the course has a cross-cultural, comparative focus on ritual and belief. Students complete an ethnographic study of a local religious group or phenomenon.

SoAn 316 Amish, Hutterites and Mennonites

The social and religious characteristics of contemporary Mennonites, including the Old Older Amish and Hutterites;
Social work education.

SoAn 322 Social Policy and Programs 3
This course is identical to SoWk 322 and is described under social work education.

SoAn 324 Sociology/Anthropology in Action 3
In preparation for application of SoAn knowledge and methods, this pre-internship course surveys the field of SoAn practice and guides student through self-design of a 180-hour internship with a change-oriented group or organization (see SoAn 409). Prerequisites or corequisites for SoAn majors: SoAn 200, 220, 230; others, SoAn 230 and consent of instructor.

SoAn 330 Family Systems Across Cultures 3
Comparative study of marriage and family life in traditional, modern and post-modern settings. Course includes case studies of family systems with particular attention to the historical and cultural contexts in which these systems are situated. Prerequisite: SoAn 200 or SoAn 230.

SoAn 334 Race and Ethnic Relations 3
A study of the dynamics of race and ethnic group interaction focusing on minority groups in the U.S. as defined by race, language, culture, religion or national origin. Attention is given to social class, power, majority-group dominance as factors in assimilation and culture-loss or collective self-determination and maintenance of cultural pluralism. Prerequisite: SoAn 200 or SoAn 230.

SoAn 336 Latin American Societies and Cultures 3
Current developments are examined within the context of a general survey of Latin-American societies and cultures. The course aims to provide: 1) a basic knowledge of Central and South-American geography and social structure, 2) an acquaintance with alternative ways of interpreting information about and experiential knowledge of Latin-American life, 3) an opportunity to explore themes of oppression and liberation as these pertain to Latin-American thought and experience.

SoAn 340 African Societies and Cultures 3
A study of the current development and modernization of the nations and peoples of Sub-Sahara Africa. After brief attention to the geographic, historical and anthropological factors underlying Africa's development, the major focus will be on the current social and political forces that are shaping the developing nations.

SoAn 342 Native American Societies and Cultures 3
A survey of the diversity and shared patterns of Native American societies and their development from the first settlements of North America until the present day. The course aims to foster a broad and sensitive understanding of the history, lifeways and spirituality of Native Americans and to develop an appreciation for Native American values and contributions to world history.

SoAn 351 Contemporary Issues 3
A seminar providing for in-depth investigation of a current social problem or issue, such as the plight of the cities, male identity, communal societies and social inequality. The seminar topic varies from year to year.

SoAn 355 Contemporary Women's Issues 3

(See WoSt 355)

SoAn 391-392 Methods of Social Research 3-3
The principles and methods of research in sociology and social work, including descriptive and inferential statistics. SoAn 392 is a research internship, consisting of survey research on a specific problem, analysis using a statistical package for the social sciences and presentation of findings in oral and written-thesis formats. Prerequisites: junior standing or consent of instructor.

SoAn 400 Advanced Readings Credit Arranged
Independent reading in anthropology or sociology. Student takes initiative to work out reading plan with a department faculty member.

SoAn 409 Applications in Sociology/Anthropology: Internship 3-6
An internship that puts sociological-anthropological perspectives and methods into practice in an organizational setting. The internship is designed by the student (see SoAn 324) in consultation with their faculty advisor, and supervised by a preceptor in the contracting host organization. Fifty hours of internship experience will be expected for each hour of credit earned. Prerequisite for SoAn majors: SoAn 324; others by permission.

SoAn 410 Social-Cultural Theory/Senior Seminar 4
A seminar for sociology-anthropology majors, open to others by consent of instructor. Course examines the assumptions, orientations, theories and purposes of sociology and anthropology by both secular humanist and Anabaptist perspectives. Emphasis varies from year to year depending on instructor; seminar includes attention to career planning and graduate studies.

SoAn 412 Working in Organizations for Change 3
For students who have completed a SoAn or ICS internship, this post-internship course explores roles played by change-oriented groups and organizations in the conduct of service, development, or missions both locally and globally. Drawing on their internship experience students learn to analyze and evaluate a wide range of voluntary initiatives aimed at providing technical assistance, implementing social policy, or formenting transformational change across social groups and cultures. Students develop skills in writing and presentation of reports. Prerequisites for SoAn majors: SoAn 324 and SoAn 409; for ICS minors, ICS 409; others by permission.

B. Social work

Social work program objectives

The purpose of social work is the restoration and enhancement of social functioning through intervention with individuals, families, groups, larger social systems and social welfare policies and programs. The social work program is a four-year generalist program leading to the bachelor of arts degree with a major in social work. Generalist social work practice requires a person-situation approach to problem solving, and the generalist perspective of the Goshen College social work education program provides a broad conceptual framework. The program is accredited by the Council on Social Work Education and has, as its primary objective, the preparation of students for professional social work practice. Students are also prepared for graduate social work education and receive advanced standing in many graduate social work programs.

The social work curriculum is built upon a liberal arts perspective. By its focus on the humanities, physical and social
sciences, and international experience, this foundation assists students in thinking broadly about individuals and the social systems in which they function. Liberal arts education at Goshen College is seen as a moral activity that places a high value on persons and social justice.

**Major in social work**

Social work courses required (38 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SoWk 221</td>
<td>Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SoWk 224</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SoWk 321</td>
<td>Social Service Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SoWk 322</td>
<td>Social Welfare Policy and Program I</td>
<td>4</td>
</tr>
<tr>
<td>SoWk 323</td>
<td>Social Welfare Policy and Program II</td>
<td>3</td>
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<td>SoWk 325</td>
<td>Social Work Practice Theory I</td>
<td>3</td>
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<tr>
<td>SoWk 425</td>
<td>Social Work Practice Theory II</td>
<td>3</td>
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<td>SoWk 409</td>
<td>Field Instruction</td>
<td>10</td>
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<tr>
<td>SoWk 410</td>
<td>Social Work Senior Seminar</td>
<td>2</td>
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<tr>
<td></td>
<td>One elective from:</td>
<td></td>
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<tr>
<td></td>
<td>SoWk 350, Human Services: Services to Families</td>
<td>3</td>
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<tr>
<td></td>
<td>SoWk 350, Human Services: Child Welfare</td>
<td></td>
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<td></td>
<td>SoWk 350, Human Services: Women’s Concerns</td>
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<tr>
<td></td>
<td>SoAn 301, Community Development</td>
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</tbody>
</table>
| Required related courses (18 hours):
             | SoAn 200, Principles of Sociology                | 3     |
|             | Econ 201 or 202, Principles of Economics          | 3     |
|             | (Econ 202 is strongly recommended)               |       |
|             | Psy 306, Abnormal Psychology                     | 3     |
|             | SoAn 210, Marriage and Family                    | 3     |
|             | SoAn 334, Race and Ethnic Relations              | 3     |
|             | SoAn 391, Methods of Social Research             | 3     |
| NaSc 104, Health in a Changing Environment is strongly recommended for the general education science requirement.

**Planning guide**

**First year**

- General education
- Health in a Changing Environment
- Principles of Sociology
- General Psychology
- Physical World
- Marriage and Family

**Second year**

- General education
- Human Behavior
- Introduction to Social Work
- Social Service Field Experience
- Principles of Economics
- SST (spring or summer)
- Expository Writing (strongly recommended)

**Third year**

- General education
- Social Welfare Policy & Program I, II
- Practice Theory I
- Methods of Social Research
- Race and Ethnic Relations
- Abnormal Psychology
- Social work elective

**Fourth year**

- Balance of general education
- Social Work Practice Theory II
- Field Instruction
- Senior Seminar

Social work is a professional program that requires an admission process separate from admission to the college. Students apply for admission to the social work education program following successful completion of SoWk 224, Introduction to Social Work, taken in the sophomore year. Written applications are accepted after Jan. 1 of each school year. Students transferring into the major in the junior year should apply immediately upon college admission. Admission criteria include academic and personal qualifications with a value orientation necessary for the professional practice of social work. The admission process is directed toward furthering students’ personal growth as they explore vocational interests and abilities. Specific information about criteria and process is found in the Social Work Student Handbook. This may be obtained from the director of social work education.

**Advising**

Students declaring a social work major are assigned a social work faculty adviser. Students exploring their interest in social work are invited to talk with the program director. Academic advising, which takes place in the fall and spring semesters each year, aids students in selecting courses in the sequence required for successful completion of the program. All social work courses must be taken in numbered sequence. If possible, Methods of Social Research should precede Social Work Practice Theory I and Economics should precede Social Welfare Policy and Program I. Additional advising appointments are scheduled as part of admission to the program and to field instruction. Students are encouraged to initiate contact with faculty advisers as issues arise, at any time throughout the academic year.

**Remaining in the program**

The professional practice of social work requires acquisition of knowledge, specific skills, a firm identification with specified values and ethics and a high degree of social and personal responsibility. Students whose academic work falls below a C in required social work and related courses, or whose personal or professional behavior is inconsistent with the above requirements, may be asked to leave the program. Students have the right of appeal through the Goshen College grievance procedure.

**Courses**

**SoWk 221 Human Behavior**

A study of the individual through the life cycle within the social environment. Focus on physical, psychological, social, cultural and religious factors in the development of the self. Social work majors are required to have had SoAn 200 as a prerequisite.

**SoWk 224 Introduction to Social Work**

Analysis of the knowledge base, value structure, purpose, nature, history and function of social work practice in various social welfare activities and social workers through observation and guided participation in programs for meeting human need. Students engage in a specific field experience as part of course requirements and must furnish their own transportation. Prerequisites: SoAn 200 and SoAn 210, or consent of instructor.

**SoWk 321 Social Service Field Experience**

Offers sophomore or junior students an initial exposure to social work practice in a social agency. The course focuses on an integrated understanding of the organizational and community context for social work practice and offers the students an opportunity for observing social work practitioners and offering specific services to clients. Classroom activities include discussion
of social work related issues and concerns. Prerequisites: SoWk 221 and SoWk 224. Students furnish their own transportation for field placement.

SoWk 322 Social Welfare Policy and Program I 4
Economic and social justice is used as an organizing framework to study the relationship between major social problems and social welfare policy, programs and services. Included are poverty, health and mental-health care, family problems, racism, sexism and other forms of institutionalized oppression. The political aspects of social welfare policy and the legislative process itself are examined in depth. Prerequisites: Econ 201/202, SoWk 221, SoWk 224 and SoWk 321.

SoWk 323 Social Welfare Policy and Program II 3
A critical analysis of social welfare programs and issues of social welfare policy, including philosophical perspectives, the broad issues of organization, cost delivery, impact, effectiveness and alternate strategies. Students develop concepts in identifying, evaluating and formulating macro-level approaches to social problems. Prerequisite: SoWk 322.

SoWk 325 Social Work Practice Theory I 4
Systems approach to the practice of social work beginning with a model for solving human problems. Emphasizes development of a theoretical base for social work practice and includes a laboratory in which specific behavioral skills are developed through simulation experiences. Prerequisites: SoWk 221, SoWk 224, SoWk 321 and admission to program.

SoWk 350 Human Services: Special Studies 3
An in-depth seminar on a selected field of service program or policy issue. Several elective topics are offered annually. Present courses are: Child Welfare, Services to Families and Women's Concerns. These courses examine selected cultural, social, psychological, and political issues relevant to the involvement and treatment of children, families, and women in the social welfare system. Particular emphasis is given to concepts of exploitation and social/economic justice. Other courses may be added.

SoWk 391 Methods of Social Research 3
The principles and methods of research in sociology and social work, including descriptive and inferential statistics. Prerequisites: SoAn 200, SoAn 210, SoWk 221, SoWk 224, SoWk 321.

SoWk 409 Field Instruction 5+5
Integration of knowledge base and the acquisition of social work practice skills through direct practice under a qualified field instructor in a social service agency. Prerequisites: SoWk 323, SoWk 325 and consent of program director. Field Instruction must be applied for during the spring of the year preceding enrollment. A driver's license and transportation are required. Usually taken over two semesters; may be taken for 10 credits during the spring semester by approval of program director.

SoWk 410 Social Work Senior Seminar 2
Taken during the second semester of Field Instruction or concurrent with one semester block field placement. A weekly seminar that offers the integration of learnings from all social work and required related courses. The final exam takes the form of a written paper and oral examination through which students demonstrate their integration of learning and skill competencies.

SoWk 425 Social Work Practice Theory II 3
Expansion of learnings from Social Work Practice Theory I and Social Welfare Policy and Program II, and application to social work practice with individuals, families and social systems of varying size. This course is taught concurrently with the first semester of field instruction, which provides the opportunity to integrate theory with skill development. Prerequisites: SoWk 323, SoWk 325, Psyb 306.

Agencies participating in field instruction
Elkhart Community Schools
Elkhart County Corrections Medical Services
Elkhart County Court Services
Fairfield Community Schools
Family Services
Goodwill Industries
Goshen Hospice Program
Goshen Housing Authority
LaCasa
Oaklawn Community Mental Health Center
Riverview Adult Day Care Center
Urban Life Center (placement in various Chicago, Ill., social agencies)
Villages of Indiana
Washington Gardens Parenting Program

Women’s studies
Director, Associate Professor B. Martin Birky
Professors R. Birkey, J. Brant, R. Krall, T. Meyers
Associate Professors M. Linton, A. Sterling-Hellenbrand
Assistant Professors J. Bender Shetler, C. Jarvis, J. Liechty

Mission
The women’s studies program aims to involve students in the transformations of individual as well as cultural paradigms. By combining theory and practice to this end, the women’s studies minor can help students prepare for any career that involves speaking for, researching, writing about or serving women or other groups (disadvantaged by race or class, for example). In recent years, the number of advocacy programs has increased dramatically. Many such programs and agencies prefer to hire people with knowledge of and sensitivity to the issues and problems that confront the groups they work with.

Minor in women’s studies
The women’s studies minor can be combined with any major or incorporated into an interdisciplinary studies major. Appropriate majors may include art, Bible, business, education, English, modern languages, nursing, peace studies, science, and sociology, social work and anthropology. Courses listed or cross-listed for the women’s studies minor meet the following criteria:

- Critically examine cultural assumptions about gender as well as race and class.
- Explore the production of knowledge in disciplines that reflect on women’s lived experiences.
Women's studies

- Equip students to identify factors that constrain women's lives.
- Examine feminist genres, research methods, structures, analytical tools, aesthetics, criticism, contemporary issues and pedagogy.

The minor consists of 18 hours from the following women's studies courses, including other cross-listed courses as available. Although there are few prerequisites, faculty recommend that students take the introductory course An Introduction to Women's Studies.

Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WoSt 210</td>
<td>Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>(See SoAn 210)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoSt 221</td>
<td>Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>(See SoAn 221)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoSt 300</td>
<td>An Introduction to Women's Studies: Reading Women in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>WoSt 301</td>
<td>Women's Concerns</td>
<td>3</td>
</tr>
<tr>
<td>(See SoWk 350)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoSt 307</td>
<td>Women in Literature</td>
<td>3</td>
</tr>
<tr>
<td>(See Engl 307)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoSt 316</td>
<td>Liberation Theologies</td>
<td>3</td>
</tr>
<tr>
<td>(See Rel 316)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoSt 322</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>(See SoWk 322)</td>
<td></td>
<td></td>
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<tr>
<td>WoSt 324</td>
<td>Women in the Bible</td>
<td>3</td>
</tr>
<tr>
<td>(See Bibl 324)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoSt 325</td>
<td>Topics in Women's Studies</td>
<td>3</td>
</tr>
<tr>
<td>WoSt 328</td>
<td>Spiritual Writings of Women</td>
<td>3</td>
</tr>
<tr>
<td>(See Rel 328)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoSt 330</td>
<td>International Women's History</td>
<td>3</td>
</tr>
<tr>
<td>(See Hist 330)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WoSt 348</td>
<td>Sexual Violation and Violence</td>
<td>3</td>
</tr>
<tr>
<td>(See PJCS 348)</td>
<td></td>
<td></td>
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<tr>
<td>WoSt 355</td>
<td>Contemporary Women's Issues</td>
<td>3</td>
</tr>
<tr>
<td>WoSt 375</td>
<td>Women in Text and Image: Multidisciplinary Approaches</td>
<td>3</td>
</tr>
<tr>
<td>WoSt 400</td>
<td>Advanced Readings</td>
<td>1-3</td>
</tr>
<tr>
<td>(Credit arranged with program director)</td>
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</tbody>
</table>

WoSt 300

This course focuses on the cultivation of feminist scholarship and the practical application of this scholarship in a variety of contexts. Students are introduced to major areas of feminist thought (historical and contemporary), focusing on the theories and concepts that have been instrumental in shaping women's studies. Readings and guest lectures enable students to experience theory concerning women and gender in various disciplines such as history, religion, art, science, sociology, and literature. Prerequisite for WoSt 355.

WoSt 355

An upper-level survey course which explores selected issues in the lives of contemporary women. This course is taught in a cooperative learning environment. Students do original research and presentations about women's lives and the complex issues which face women in the 21st century. Cross-cultural issues in the lives of women are included. Topics may include women's bodies, sexuality and health; mother-daughter relationships; women and war; women and sexual violence; women and economic status in globalizing economies. Prerequisite: WoSt 300.

WoSt 375

Presents an overview of women's studies from a variety of disciplinary perspectives, addressing questions and issues of postmodern (and sometimes “post-feminist”) as well as postcolonial women. Lectures and small-group discussion address questions of work, identity and stereotypes; sexuality, love and commitment; and spirituality. Individual or collaborative projects take the form of art work, worship services, videos, texts (stories, poems, critiques, research) or performances, presented in a seminar format.

WoSt 400

Offered as topics courses in different departments in different years.
### Mission

The division of Adult and External Studies offers quality education designed for adult learners and reflects the distinctive standards of academic excellence, in a friendly environment of professional support that characterizes Goshen College.

### Degree Completion Programs

Degree completion programs are designed for adult learners who are working full time. Classes meet once a week in evening hours. Students must have three-five years significant life or work experience, have at least 60 semester hours already completed, demonstrate mastery of basic computer skills, provide a satisfactory writing sample and references, and have a C average in all prior work.

Students graduating in degree completion programs must earn 120 semester hours with a 2.0 grade point average on courses completed at Goshen College and complete general education requirements as follows: English composition (3), literature/fine arts/foreign language (3), natural science (3), social science (3) and history (3). In addition, students complete two general education modules in the program and show evidence of competency in four areas: computer usage (basic knowledge, word processing), speech (presentation skills), written communication (effective writing ability) and quantitative skills (basic math skills).

Three different majors are available: B.S. in Organizational Management, B.S. in Management Information Systems, and B.S. in Nursing for persons who have already completed an RN program. For more information about the RN to BSN program, including specific graduation requirements, see the nursing department pages.

### A. Major in organizational management

Requires completion of 40 hours of modules (courses) in organizational management as listed below. Each module must be taken in sequence. Students will stay with the same group of students during the duration of the program. There are no electives in the major and no courses may be substituted for modules in the major. In addition to the 40 hours earned in the modules, students may earn up to 30 additional hours after admission to the program by Credit for Prior Learning.

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMP 300</td>
<td>Introduction to Organizational Management (Module 1)</td>
<td>1</td>
</tr>
<tr>
<td>OMP 301</td>
<td>The Individual in the Work Setting (Module 2)</td>
<td>3</td>
</tr>
<tr>
<td>OMP 302</td>
<td>Managing Work and Organizations (Module 3)</td>
<td>3</td>
</tr>
<tr>
<td>OMP 303</td>
<td>Managing People: Individuals in Organization (Module 4)</td>
<td>3</td>
</tr>
<tr>
<td>OMP 304</td>
<td>Research and Decision Making (Module 6)</td>
<td>4</td>
</tr>
<tr>
<td>OMP 305</td>
<td>Understanding Financial Statements (Module 7)</td>
<td>3</td>
</tr>
<tr>
<td>OMP 306</td>
<td>Managerial Accounting (Module 8)</td>
<td>2</td>
</tr>
<tr>
<td>RELN 305</td>
<td>Enduring Issues in Christian Perspective (Module 9)</td>
<td>3</td>
</tr>
<tr>
<td>OMP 308</td>
<td>The Economic Environment of Organizations (Module 10)</td>
<td>3</td>
</tr>
</tbody>
</table>

The module will focus on the role of prices and markets in the modern, mixed free-enterprise economy. The manager should also gain economic tools needed to better understand economic policy debates and to make better choices as a manager.
The modern workforce is rapidly becoming a mosaic of colors, languages, cultural traditions and values. This demographic reality poses an immense challenge for both worker and manager. The goal of this module is to better understand different cultural values and styles, one’s own biases and assumptions and to recognize and value diversity. The class includes field experience in relating to people from another culture.

Managers should understand the role of marketing in an organization. Emphasis will be given to the factors that affect consumer behavior, development and evaluation of an organization’s marketing strategies and fundamental marketing variables.

Groups are the building blocks of organizations. Nearly everyone participates in both formal and informal groups at work. It is essential that managers understand groups because group processes directly affect creativity, solving problems, making decisions and productivity. The module provides insight into group formation and processes, their power and influence in organizations and varying styles of leadership.

A study and evaluation of management strategies to achieve organizational goals and objectives. Utilizes management principles, financial analysis and control, personnel decisions and marketing strategies to solve case/simulation problems.

This capstone module considers the responsibilities of both manager and organization. Attention is given to three distinct but related themes: the social responsibility of an organization, public policy toward business organizations and individual managerial ethics. Individuals are challenged to make ethical analysis a routine part of their decision-making framework. Cases will help managers explore the reality of the multiple, competing claims placed on the manager and the organization.

B. Major in management information systems

Requires completion of 44 hours of modules (courses) in management information systems as listed below. Each module must be taken in sequence. Students will stay with the same group of students during the duration of the program. There are no electives in the major and no courses may be substituted for modules in the major. In addition to the 44 hours earned in the program, students may earn up to 30 additional hours by Credit for Prior Learning.

The first goal of this module is to increase self-awareness: learning style, tolerance of ambiguity and values. Next, the internal and external environment of the manager and the organization is studied. The last goal is to explore the classical insights of modern management, with careful analysis of the work to be done and the application of rational principles to plan, organize, lead and control the work.
**MIS 340  Physical Design and Implementation (Module 11)  3**
The course covers information systems design and implementation within a database management systems environment. Students demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system to implement the logical design.

**RELN 305  Enduring Issues in Christian Perspective (Module 12)  3**
(See description on page 83.)

**OMP 403  Managing People: Groups and Leadership (Module 13)  3**
(See description on page 84.)

**MIS 405  Project Management and Practice (Module 14)  3**
This course covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed.

**MIS 410  Ethics in Information Systems (Module 15)  2**
This capstone module considers the responsibilities of individuals and organizations in the area of information systems. Individuals are challenged to make ethical analysis a routine part of their decision-making framework. Cases will help students explore the reality of the multiple, competing claims placed on the individual and the organization.

**C. BSN Completion**
For more information about the RN to BSN completion program, including specific graduation requirements, see the nursing department pages.

**Sarasota Extension**
Goshen College’s Sarasota Center offers a variety of programs for adults. Degree completion programs are offered in organizational management and management information systems for working adults who desire to complete a baccalaureate degree. These programs are accredited by the North Central Association and licensed by the Florida State Board of Independent Colleges and Universities.

A variety of computer certification programs are also in place, including A+, Microsoft Office User Specialist (MOUS) and Microsoft Systems Engineer (MCSE). The Sarasota Center is a Microsoft Authorized Academic Training Provider and a Microsoft Authorized Testing Center.

Learning Enjoyment After Fifty-five (LEAF) is an institute for learning in retirement that offers courses, seminars, service opportunities and educational tours to persons 55 and older.

Other programs include personal enrichment courses in computers, biblical studies, art and language. Goshen College’s Hispanic education in theology and leadership department oversees a Sarasota IBAPE (Instituto Bíblico Anabautista Por Extension) program as well. Some courses for high school juniors and seniors, as well as adults, are held at the marine biology facility in Layton.

Internship opportunities may be available to students from the main campus.
Special programs

Off-campus programs
Goshen College offers many off-campus study options. Some, such as the Study-Service Terms and regular courses in Ireland, Guatemala and other countries, are entirely planned and coordinated by Goshen College. Off-campus May term and summer courses offered by Goshen College in 2000-01 were:
- PJCS 310, Borderlands (Mexico, New Mexico)
- Art/Mus/Thea, The Arts in London
- Biol 210, Biology of the Sea
- Biol 304, Marine Biology
- Engl/PJCS 307, Conflict and Conciliation in Irish Literature
- PJCS/Rel 319, Doing Theology Abroad (Guatemala)

Many other possibilities for off-campus study exist in cooperation with other colleges and universities. (See list below.) These are considered regular programs of Goshen College, making it possible for the student to register at Goshen College. However, since tuition and fees are collected and passed on to the other agencies or colleges, sources of student financial aid and scholarships normally are limited to outside funding such as Pell Grants, state grants, outside scholarships and Stafford Loans while enrolled in these programs. Goshen College scholarships and direct financial aid can be used only when a sponsored program is required for a student’s major and those requirements cannot be fulfilled without the sponsored off-campus experience. An application must be submitted and the major must be declared by April advising days prior to the year of off-campus study. To obtain information on financial aid, contact the student financial aid office. Academic credits earned on these sponsored off-campus programs are considered residential credits.

Goshen currently has affiliation with these programs:

**An Sable Institute of Environmental Studies** (January and summer programs in Mancelona, Mich., and other locations). See the biology department pages in this catalog or contact Mary Linton for more information or see www.ausable.org.

**Brethren Colleges Abroad** (academic-year and half-year programs in Europe, Asia and South America). Contact Alexandra Sterling-Hellenbrand in the modern and classical languages and literatures department for more information or see www.bcanet.org.

**Central American Study and Service (CASAS)** in Guatemala (semester or summer programs in Spanish and Central American studies). Contact www.sal.org or the registrar for more information.

**Council on International Education Exchange** (academic-year and half-year programs in Europe, Asia and Latin America). Contact Alexandra Sterling-Hellenbrand in the modern and classical languages and literatures department for more information or see www.ciee.org.

**Lithuania Christian College** has summer TESOL internships and semester study opportunities. See the registrar or www.lccbc.org for more information.

**Urban Life Center in Chicago** (semester and short and long summer programs for Urban Diversity, SoAn 302 and many internship possibilities). Contact the registrar for more information.

**Washington, D.C., Study and Service Year** (sponsored by Eastern Mennonite University). Contact the registrar for more information.

**Oregon Extension** in an old logging camp offers an interdisciplinary fall semester and a women’s studies May term for students from Christian colleges. Contact www.oregonextension.org or the registrar for more information.

**Council for Christian Colleges and Universities (CCCU)** offers various semester and summer programs. These interdisciplinary learning opportunities are available to upper class students and offer up to 16 semester hours of credit. For further information, contact the registrar or the CCCU at www.cccu.org.

Semester programs:

**Los Angeles Film Studies Center:** Located in Burbank near major production studios, the program combines seminar courses with internships in various segments of the film industry, providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective.

**Middle East Studies Program:** Juniors and seniors participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as volunteers with various organizations in Cairo. This program encourages and equips students to relate to the Muslim world in an informed and constructive manner. Trips to Israel, Palestine and Jordan are included.

**Russian Studies Program:** Students study the Russian language and attend seminar courses on Russian culture, literature, history and current political and economic issues. Participants live for 12 weeks in Nizhni Novgorod and visit both Moscow and St. Petersburg. In addition to participating in a service project, after six weeks of language instruction, students live with Russian families for the remainder of their stay.

**Oxford Honours Programme:** Junior and senior honors students can spend a semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from a Christian perspective, allows participants to choose from a wide variety of tutorial study programs in the arts, religion, history, economics, philosophy and many others.

Summer programs:

**Oxford Summer School Program:** A multi-disciplinary study of the history and development of the Renaissance and Reformation through examination of the philosophy, art, literature, science, music, politics and religion of this era through the Centre for Medieval and Renaissance Studies, affiliated with Oxford University’s Keble College.

**Summer Institute of Journalism:** Fifteen students are selected to participate in this month-long, all-expenses paid experience in Washington, D.C. Participants engage in seminars and field trips, receive training from communications professors and complete workshop projects for their local newspapers. The course provides valuable insight and training in gathering and writing news, editing copy and designing layout. The Institute helps students develop as Christian journalists – exhibiting both professionalism and legal/ethical integrity.
# Requirements and procedures

## Graduation requirements

All of these requirements are to be completed for a Goshen College degree:

### Total credit hours

Minimum total hours for each degree are:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Organizational Mgmt.</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Management Info Sys.</td>
<td>120</td>
</tr>
</tbody>
</table>

### General education

All requirements are to be completed as listed in the catalog that is current at the date of matriculation.

### Convocation/chapel attendance

Posted attendance requirements must be met.

### Major

A defined major or interdisciplinary major must be completed. At least 12 upper-level hours are required with at least six upper-level hours completed in residence work at Goshen. Two majors may be completed with duplication only on specifically required courses. Students with a double major are required to take only one senior seminar and one internship. The departments concerned decide which will be taken. However, the total number of hours required for the major may not be reduced. From 40 to 60 hours of experience will be expected for one hour of credit earned in departmental internships, placements, or special projects. Courses used in the minor may duplicate related courses in the major at the discretion of the department offering the major. Courses used to meet the international education requirement in general education may not be counted toward a major.

### Minor

A minor supplements the major, often emphasizing a special interest, an interdisciplinary approach or vocational skill. Minors consist of 18-20 hours, with at least eight hours of upper-level study. Students work with a minor adviser to record the minor on the Plan of Study. At the discretion of the department granting the minor, courses in the minor may also be counted as related courses in the major. If two or more minors are completed, they may not contain overlapping courses unless such courses are specifically required in both minors. Courses used to meet the international education requirement in general education may not be counted toward a minor.

### Grade point average

A minimum 2.00 grade point average (GPA) for all work at Goshen College is required for all students.

### Residence at Goshen College

At least 30 credit hours of course work must be completed at Goshen College.

### Senior residence

Of the minimum 30 hours taken at Goshen, at least 24 hours must be completed in the senior year (beyond 90 hours). Exceptions are made for certain professional curricula where the fourth year is spent at another institution and for students in the degree completion programs.

### Upper-level hours

A minimum of 40 credit hours in courses at the junior and senior level (300 and 400 numbers). At least 12 upper-level hours must be in the major.

### Limit in one department

No more than 45 hours in one department can count toward the minimum hours required for the degree. In other words, at least 75 hours outside the department of the major must be completed.

All interpretation of requirements should be checked with the registrar.

## Special degree conditions

### Credit limitations

In each of the following areas, a maximum of 12 hours may be credited toward the degree:

- **Technical education.** Terminal (non-liberal arts) program at other colleges, such as community colleges, technical or Bible institutes.

- **English as second language.** A maximum of 10 hours may be counted for the bachelor's degree.

- **Correspondence credit.** Goshen offers no correspondence courses, but up to 12 hours may be accepted in transfer.

- **Credit for learning based on work and/or experience.** A maximum of 12 hours of experience-based credit can be counted for the bachelor's degree.

### Changes in graduation requirements

A student will normally be expected to meet the graduation requirements outlined in the catalog for the year of matriculation at Goshen (or at Hesston) College – unless these requirements have been changed later by faculty actions that may be applied retroactively. A student whose graduation is delayed because of absences of more than two semesters will be subject to the graduation requirements in force at the date of readmission. However, a student who, in spite of a period of absence, can graduate not more than seven years after first matriculation (or an appropriate share of this time in the case of a student admitted with advanced standing), may elect the requirements in force on the date either of first matriculation or of readmission.

### Candidacy for degree

Candidates for degrees must file applications not later than the beginning of the semester in which the degree is to be awarded. Official application forms are available through GC Online.

### Registration

Following admission for study in a particular semester, all new students participate in course registration as described below.
Registration procedures
Registration for each semester normally proceeds in two distinct stages – course selection and final registration. Course selection includes consultation with a faculty adviser and presentation of the course-selection form to the registrar’s office. This registration must be confirmed at the final registration just before classes begin. Final registration includes housing confirmation, fee payment, financial aid processing, proof of insurance, ID cards, auto registration and other items. Part-time students and late applicants complete both these stages on the first day of the semester.

Fall semester: Continuing students select courses in April. New students participate in special orientation/registration days scheduled at Goshen and other selected locations from May to August. Final course selection and registration for all students is held the two days prior to the beginning of the semester, as is course selection for late students.

Spring semester/May term: Students on campus select courses in early December. Fall SST students and new students complete course selection the first day of the semester. Final registration for all is the day prior to the beginning of spring semester.

Academic advising
First-semester freshmen are assigned to colloquium advisers. Those who are ready to declare a major at the end of the first semester are then assigned to advisers in their academic departments. All others will be assigned to general advisers in the collegiate studies department until they declare majors.

During Reading/Advising Days at the end of fall and spring semesters, all students are asked to consult with their academic advisers, but contact is not limited to these days. Faculty advisers are prepared to assist with a range of questions – life planning, career goals, choice of major, course selection and general adjustment to college. Questions about the advising program should be addressed to the associate dean.

Departments and professional or pre-professional programs conduct information sessions for interested students. Departmental advisers answer questions following these meetings and in individual sessions. Departments may also conduct group sessions to assist majors with course selection.

Students share responsibility with the faculty adviser for planning their college program, including course selection and for becoming acquainted with requirements through reading printed materials and attending departmental meetings. A major source of information is the annual Goshen College Advising Handbook distributed to all colloquium students.

Changes in registration
All changes in registration must be processed in the registrar’s office on the forms provided. A signature from the student’s adviser is required.

Students may add new courses and change grading plans only during the first five days of classes in the fall and spring semesters and the first two days of the May term and summer sessions. Courses formally dropped before the end of the fifth day of classes do not appear on a student’s permanent record. Courses dropped during the second to ninth weeks will appear on the permanent record with a W grade (withdrawal). Courses dropped after the ninth week are recorded F (failing) or NC (no credit).

Students may make changes in depth-credit registration (see below) during the first 12 weeks of the fall and spring semesters. Course changes after the times specified above are permitted for health reasons only and must be approved by the coordinator of counseling. This process usually results in total withdrawal from school.

Hours and course load
The usual academic load during the fall and spring semester is 12 to 15 credit hours. To discourage fragmentation of the student’s time and allow more concentrated study in each course, the maximum load permitted in any semester is 15 credit hours (six courses maximum). Exceptions to this policy are possible with approval from the registrar. Extra tuition is charged for hours beyond 15.

Depth credits
Depth credits are offered in some courses to encourage individual study. Sophomore, junior and senior students may register for an extra credit hour in one or two such courses each semester. Total registration, including depth credits, cannot exceed 15 hours.

Auditing courses
Students are invited to enrich their program by auditing courses on a space-available basis. Auditors may participate in a class, but are not required to complete assignments and tests. Therefore, classes that emphasize knowledge expansion rather than skill-building are most appropriate for auditing. To register, obtain an audit form in the registrar’s office and secure the instructor’s signature. A per-hour fee is charged for part-time students. There is no fee for full-time students. No attendance or achievement records are kept for auditors. Audited courses are not available for later credit by examination.

Special courses by request
A special course may be offered to students who propose and agree to enroll in it, provided a faculty member agrees to teach it. Off-campus courses and all courses not listed in the catalog need approval by the Academic Council. In some cases, courses may be offered during the summer as well as during the May term. The course title and description will be kept as a permanent record by the college. An advance deposit will be required from all students agreeing to enroll.

Northern Indiana Consortium for Education (NICE)
Goshen College is a member of the Northern Indiana Consortium for Education, along with Bethel College, Indiana University South Bend, Holy Cross, Saint Mary’s College and Ivy Tech State College in South Bend. Through this consortium, Goshen College students may cross-register for courses offered at another member institution. Registration is on a space-available basis. The home school records the registration, and home-school fees are charged. Summer courses are not eligible for cross-registration. See the registrar for current course options and registration procedures.

Special registrations
Courses and special credits are available by independent study, credit by experience and credit by examination. Since these options are not part of registration for any semester, students may register for them at any time in the dean’s office. A special fee is always charged, and financial aid does not apply.

Independent study
To develop more curricular flexibility, Goshen College invites students to register for independent study. Students have one year from the date of registration to complete independent study.
courses. For special circumstances, the professor may request one extension with a specific completion date, generally not to exceed three months. There are two primary reasons why students may wish to take independent study:

**Regular courses at special time.** An academic program may require that a student take a course not offered during a given semester. In some cases it is possible to take such a course by independent study, under the direction of a faculty member, at a special tutorial rate. To register for such a course, the student obtains permission and a form from the associate dean. The instructor indicates approval on the form, which the student then presents to the registrar’s office. Students may register for independent study at any time during the year, but normally cannot register for an independent-study class that would increase their current course load to more than 15 hours. All independent study is charged at a special rate: tutorial, which assumes equal amount of professor contact hours as when the course is normally offered, or readings, which assumes about one-fifth the normal contact hours.

**Special independent courses.** A student may want to engage in an independent-study project in an area not covered by regular curriculum courses, especially during the summer, when full time can be devoted to the project. The student may study at the Goshen campus or may elect to go to any area appropriate to the particular study. To take a special independent course, the student makes an initial proposal to the faculty member under whom the project would be conducted. If the faculty member approves, the student submits a more detailed proposal in writing. Next, the associate dean must approve this proposal, then the student registers for the course and pays the usual fee for independent study.

**Credit for learning based on work and/or experience**

Students may seek college credit for learning acquired through significant experiences in work, travel and service assignments. Goshen College will give credit for this kind of learning, if the area of study is educationally valid and is compatible with college academic programs. The learning experience should involve both thorough preparation and systematic reflection on the importance of what has been learned. Contact with a faculty member before, during and after the experience is crucial for planning and evaluating readings, special research journals, portfolios and other materials. To earn experience-based credit, the student presents a proposal to an instructor and then obtains the associate dean’s approval. A contract is initiated prior to the experience by registration and paying a partial fee at contract time. The balance is due upon final evaluation. From 80-to-120 hours of experience will be expected for one hour of credit. A maximum of 12 hours of experience-based credit can be counted for a bachelor’s degree. Students have two years from the date of registration to complete credit by experience registrations. For special circumstances, the professor may request one extension with a specific completion date, generally not to exceed three months.

**Credit for church-related service**

Goshen College, in cooperation with Eastern Mennonite Board of Missions recognizes credit for participants in the Youth Evangelism Service (YES) Program. Details of the program will be certified by YES, and the student will be interviewed by the registrar. Up to 15 hours will be granted, and normal credit by examination fees are charged. Areas of credit are arranged with the registrar. This credit may be used toward general-education and major requirements as defined in policy statements available from YES and the registrar’s office. When YES service occurs in a cultural setting quite different from dominant U.S. culture, the credits can meet at least half of the international-education requirement.

A similar arrangement has been made with the Mennonite Board of Missions for the Reaching and Discipling (RAD) Program. Goshen College cooperates with Mennonite mission and service agencies in developing credit programs for people in a variety of service activities, including voluntary service, using the same criteria as those for learning based on work and/or experience. Arrangements are made with the director of international education or the associate dean.

**Credit by examination**

Credit is granted for acceptable test results under four programs – College Level Examination Program (CLEP), DANTES Program and Advanced Placement Tests (all programs of Educational Testing Services, Princeton, N.J.) and tests given by Goshen College instructors. Any student may take these examinations and credit is granted unless it duplicates previous college credit. The CLEP tests are administered at least monthly at several hundred centers in the United States, including Goshen College. If acceptable levels are attained in any of the tests, credit is granted. The use of such credit toward specific course requirements of general education and a major will be decided by the departments concerned. Contact the registrar for details.

**Academic policies**

**Classification**

Students enrolled for 12 to 15 credit hours are considered full time; those enrolled for one to 11 credit hours are considered part time. All students are classified each semester as freshman, sophomore, junior or senior according to the following scale:

<table>
<thead>
<tr>
<th>Total hours at beginning of semester</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>30-59</td>
<td>60-89</td>
<td>90 or more</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance regulations**

Regular attendance at class is expected; the instructor will announce specific requirements for each course. Absences and completion of missed class work are issues for the instructor and student to resolve. When a class field trip results in absence, the dean’s office will notify other instructors.

Attendance at convocation and/or chapel is required for all full-time students. See the *Goshen College Student Planner/Handbook* for the current policy.

**Credits**

Credit is given for work successfully completed by the student and for which a grade of A, B, C, D or CR has been earned. The credit hour should indicate the use of one-fifteenth of the student’s time (3 to 3 1/2 hours per week in and out of class for the average student). The number of class meetings each week in a particular course will be determined by the instructor in consultation with the dean.

**Grading and evaluation**

Goshen’s system of evaluation offers a standard (letter) grading system and a limited option system (CR/NC). The student chooses at registration whether courses will be selected for the option...
system.

**Standard system**

- **A** – Highest quality passing work (4 grade points)
- **B** – Second quality passing work (3 grade points)
- **C** – Third quality passing work (2 grade points)
- **D** – Fourth quality passing work (1 grade point)
- **F** – Not passing (failing) (0 grade points)
- **I** – Incomplete (temporary grade)
- **W** – Withdrawal during second to ninth week of term, no evaluation made.

**Option system**

Selected by the student for a maximum of 12 credit hours in the entire college program (prorated for transfer students) or by the instructor/department for certain courses.

- **CR** – passing work of "C-level or better"; no grade point value
- **NC** – no credit (equivalent to D or F level work); no grade point value

Written evaluation paragraphs may be requested in option-system courses and selected courses in the major. Sometimes an instructor will choose to submit written evaluations for all students in a course.

Changes in the grading plan are possible only in the first week of each semester (two days in May term). Since these grading plans differ significantly, students must choose carefully between them. More extensive descriptions of the two options and reasons for selecting each are available at registration. Under CR/NC, letter grades cannot be granted, but students may ask for a more extensive written evaluation of their work in a given class for up to five years after graduation.

A grade of I (incomplete) may be given at the instructor’s discretion. This must be completed within six weeks after the end of the semester, or an F or NC grade will be recorded. The student must contact the instructor about completing the work. When the student completes the course for which he or she received the 1 grade, the new grade is used to compute the grade point average, but the I (though marked special) remains on the student’s permanent record.

The objectives of certain courses can best be met by special grading conditions. The academic dean can approve such courses, and they will be so marked on the official semester course offerings. Some courses have continuing approval to be offered in such a manner, e.g., Study-Service Term, student teaching and field-experience courses. Evaluations submitted for such courses become part of the permanent academic record, available with transcripts.

An examination period is scheduled at the close of each course. Additional tests are given throughout the course. Grade reports are mailed to the student within one week of the close of each semester. Grade reports will also be sent to the parents at the request of the student. At midterm in the fall and spring semester, instructors report progress directly to all students and notify the registrar’s office of those having difficulty in a course.

**Grade point average**

A cumulative grade point average (GPA) for standard-system courses is posted on the student’s record at the end of each semester. Only courses completed at Goshen College (and Hesston College) are factored into the cumulative grade point average. The basis of calculation is: A=4, B=3, C=2, D=1, F=0 (CR and NC not included). For graduation, a minimum 2.00 GPA is required.

Any course may be repeated only once for a higher grade. The first entry will be specially marked on the transcript and only the second attempt will count in the grade point average (GPA).

**Standards for academic progress**

Satisfactory progress depends on maintaining a minimum grade point average (GPA) and earning at least 12 hours of credit each full-time semester. Since graduation requires a 2.00 GPA, these intermediate goals must be met:

- In sophomore year (30-59 hours earned) 1.60 minimum GPA
- In junior and senior years (60 + hours earned) 2.00 minimum GPA

Any student not meeting these standards for: a) GPA or, b) hours earned, is placed on academic probation for the next semester. While on probation the student will be expected to either: a) increase GPA to the required level or, b) complete sufficient credit hours to have at least 24 hours in the two consecutive semesters (including May term). If these conditions are not met by the end of the semester, the student is subject to academic disqualification. Full-time students who pass fewer than five semester hours in any given semester of enrollment are also subject to immediate academic disqualification. Disqualification action is taken after a short appeal period when the student can file a written appeal with the registrar.

The Admission, Scholarship and Retention Committee takes final action. It is possible that the student would be asked to take a battery of tests from a qualified mental health professional. These tests would examine academic potential, any learning problems present and emotional or social problems that could affect the student’s progress. In an effort to work with identified problems, the student may be asked to contract with support persons such as counselors, parents, professors, or the Admission, Scholarship and Retention Committee. Disqualification lasts two semesters and the student may apply for readmission after that time. The first 12 hours of attendance after disqualification will be at student expense (no financial aid). Further eligibility for financial aid is dependent on maintaining satisfactory academic progress.

**Academic bankruptcy**

Academic bankruptcy is designed to assist the once-disqualified student to return to school under reduced handicap. Only selected students may be considered for bankruptcy status, to qualify the student will: a) have earlier been academically disqualified from Goshen, b) not be enrolled in any college study for at least two years, c) submit a written appeal to the Admissions, Scholarship and Retention Committee.

Academic bankruptcy can be granted only once for a student and results in the entire Goshen College record up to that time being re-evaluated as a transfer record. This means that: a) only courses with grades of C or better will be retained for credit at Goshen (A, B, C, CR); b) the grade point average will be restarted with no computation for former work at Goshen; c) academic bankruptcy will be clearly marked on the academic record. Clear conditions of probation will be stated to fit the individual situation. Fully meeting these conditions and the maintenance of a minimum 2.00 GPA will be required to continue after academic bankruptcy.

**Academic integrity**

Goshen College expects all students and faculty members to practice academic integrity. Honesty, trust, fairness, respect and responsibility are essential building blocks in creating a vital learning community. They are also the foundation for lifelong integrity. A fuller description of academic integrity is printed in
Academic dishonesty at Goshen College is considered a serious breach of the Standards for Guiding our Life Together. Academic dishonesty is any act that misrepresents academic work or interferes with the academic work of others. It includes:

- Plagiarism (giving the impression that another person's work is your own)
- Cheating on assignments or exams
- Falsification of data
- Submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned
- Depriving others of necessary academic sources
- Sabotaging another student’s work

Consequences of academic dishonesty are based upon the severity of the offense, course expectations, and other variables. Consequences for individual offenses may range from re-doing the assignment to dismissal from the college. See the student handbook for a fuller explanation.

Official transcripts
Official transcripts of a student’s academic record will be released upon written authorization of the student. To assure that the student has complete control over this confidential information, all requests by other individuals will be refused. Positive identification in the form of student number or birth date should accompany the signed request.

One transcript is available free of charge. A fee of $3, payable in advance, is charged for each additional transcript. A transcript will be issued only if all financial obligations have been settled with Goshen College.

Privacy rights of students
The student has full personal control over distribution of information retained by Goshen College. Instructors and administrators at Goshen College have right of access to academic and related information when they have legitimate educational interests. No unauthorized persons (not even parents) may obtain information, including grades, without the student’s written permission. These policies are compatible with the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380 and P.L. 93-568).

The following information is considered “directory information” and will be supplied to any inquirer: (1) fact of attendance at Goshen College; (2) dates of attendance; (3) full- or part-time status; (4) date of graduation and degree received; (5) any honors or awards received; (6) major field(s) of study; (7) participation in officially recognized activities and sports; (8) verification of birth date supplied by inquirer; (9) current telephone number; (10) e-mail address.

Students have full access to their own Goshen College files. Details on the files and their location are in the Student Planner/Handbook.

Leave of absence policy
Students whose enrollment is interrupted by one or two consecutive semesters may apply for a leave of absence at the time of their withdrawal. Formal requests for leaves should be made by completing a Leave of Absence Form, available from the registrar. Justifiable reasons for a leave may include medical or financial exigencies, church-related service assignments, Washington Study and Service Year, CASAS and MCC SALT or Intermenno programs. Students enrolled at the Urban Life Center or in BCA study programs are considered to be currently enrolled students at Goshen College.

Students on official leave shall enjoy all the catalog privileges of continuous enrollment. The offices of registrar, student financial aid, SST and residence life will communicate with students on leave in a timely manner to ensure student services commensurate with continuing students.

Students who interrupt enrollment for more than one academic year must apply for readmission or extension of leave of absence through the admissions office.
Admission and financial information

Admission policies

First year
Admissions counselors work individually with each applicant to ensure sound educational planning. Test scores, high-school rank, previous academic record and personal references are all indicators of an individual’s ability to work successfully in college programs; they are important factors in the admissions decision.

High school preparation
Graduation from an accredited high school is expected. High school college-prep programs are the best way to prepare for Goshen College. This preparation usually includes the following areas of study and units: English – 4, science – 2; foreign language – 2-4; social-science – 2; mathematics – 2-4. Applicants planning to enter the pre-nursing program need to have one unit of high-school chemistry with a grade of “C” or higher, or its college equivalent.

Applicants who have been home-schooled are welcome to apply. Home-school curricula are evaluated on a case-by-case basis. Applicants who have not completed high school are considered for admission if they have achieved an average score of 50 or above on the General Educational Development (GED) tests.

Class rank
Applicants in the top half of their high-school classes are more likely to be successful in college. However, applicants who are in the lower half of their graduating class are also considered for admission. If admitted, they may be asked to participate in some special programs.

SAT I or ACT test scores
All United States applicants are asked to take the Scholastic Aptitude Test (SAT I) or the American College Test (ACT). A combined SAT I score of 920 or more or ACT composite score of 21 or greater indicates strong likelihood of success in college work. However, those with scores lower than 920 (SAT I) or 21 (ACT) are also considered for admission. SAT I and ACT tests are given at testing centers several times each year and should be taken in the junior year or as early as possible in the senior year.

SAT I and ACT scores are not required of students age 24 or older.

Personal reference
Each applicant is asked to provide the name of a teacher or guidance counselor who will give a personal reference. This reference should know the applicant’s attitudes and abilities.

Canadian students
Canadian students receive a discount based on their net cost (tuition, plus room and board, plus SST program, minus financial aid) to take into account the exchange rate between U.S. and Canadian dollars. A net cost of $1,000 U.S. before the discount is applied becomes the U.S. dollar equivalent of $1,000 Canadian after the discount is applied. The discount is figured using the current exchange rate approximately one month before registration day. All student account statements are stated and payable in U.S. dollars. If it is impossible to send payment in U.S. dollars, checks in Canadian dollars will be converted to U.S. dollars and applied to the account based on that day’s current exchange rate.

Other requirements
The admissions department will occasionally ask applicants for additional information or a personal interview before an admission decision is made. Applicants who are denied admission may appeal the decision to the Admission, Scholarship and Retention Committee.

If an applicant has questionable qualifications from class rank, test scores and personal references, it is possible the potential student would be asked to take a battery of tests from a qualified mental health professional. These tests would examine academic potential, any learning problems present and emotional or social problems that could affect the student’s progress. In an effort to work with identified problems, the student may be asked to work or contract with support persons such as Learning Resource Center, counselors, parents, professors or the Admission, Scholarship and Retention Committee.

Application procedure and fee
Full-time first-year applicants need to provide a completed application form, $25 application fee, high school transcript and SAT I or ACT scores and two personal references. The application fee is not refundable. Part-time students do not need to provide a personal reference or SAT/ACT score.

Deposit
Goshen College asks all first-year, transfer and readmit students to deposit $100 in order to hold a position in the class. All applicants who are admitted, have deposited $100 by May 1, and completed a housing card will: a) be given housing assignments in June and b) be given priority in course selection. The deposit is refundable until May 1.

Early enrollment program
The early enrollment program at Goshen College is for area high school juniors and seniors who excel in one or more subject areas and are ready for more advanced study at the college level. The student enrolls part time at GC while maintaining enrollment in high school. The total number of college courses a student takes must be equal to or fewer than the number of high school courses taken during the same period. A separate application is required, and students enroll on a semester-by-semester basis. No financial aid or other tuition discounts are available.

Guest student status
The guest student program is for individuals who wish to take a college course but do not currently intend to seek a degree. Students enrolled in this program may take no more than five hours per semester and will receive no financial aid. A separate application is required, and students enroll on a semester-by-
semester basis. Credits earned as a guest student cannot be transferred to another institution unless the student provides high school and college transcripts. A maximum of 15 cumulative hours can be earned in the guest student program. If a student reaches 15 hours and wants to continue taking classes, he or she must complete a regular application for admission. Degree-seeking students will have priority for limited enrollment courses.

Transient student
The transient student program is for students not seeking a degree from Goshen College and currently enrolled at another college. A separate application is required as is a college reference. Transient students can enroll full time or part time at GC.

Transfer students
Requirements for admission. Transfer student applicants need to provide a completed application form, $25 application fee, high school transcript, college transcript(s) and a transfer reference form, which is completed by the dean of students at the college most recently attended. The application fee is not refundable.

Applicants are expected to be in good standing at the college or university they last attended and to have maintained a “C” average or higher.

Transfer of credits. Students who transfer from nationally or regionally accredited colleges or universities can receive credit on work in which they received a “C” grade or better. Up to 12 hours of credit will be accepted from technical schools. Transfer credit is recorded with the same titles and credit hours as at the previous school. Departmental advisers evaluate courses that are to be considered for meeting requirements for majors, minors and professional programs. All transfer students are expected to meet Goshen College graduation requirements. Course requirements for general education are determined by the registrar.

Hesston College transfers. Hesston (Kan.) College has a close relationship with Goshen College. We maintain regular consultation to provide convenient and easy transfer of credit. Special general education arrangements have been made so that Hesston transfers complete the same number of general education hours as Goshen students. At Hesston the student will normally complete the General Education Curriculum (22 hours). These additional lower-level courses should be taken at Hesston:
- Anabaptist History and Thought or Peacemaking and Justice 3 hours
- Additional laboratory science, math or computer science 3 hours
- International education prerequisite: German or Spanish language, Cultural Anthropology, 6-8 hours
- Remaining general education courses at Goshen are:
  - Study-Service Term (or alternate = 12 hours) 12-13 hours
  - Philosophy of Peace, Justice and Conflict Studies 3 hours
  - Humanities 4 hours

International students
Applicants who are not citizens or are resident aliens of the U.S. or are Canadians should complete a special set of application forms. There is an application fee of $10.

International students must meet minimum requirements for admission to a university in their home country. A TOEFL score of 550 or a grade of “C” or better on the General Certificate of Education (GCE) English exam is required for admission. A student with a 500-549 TOEFL score and strong general credentials may be granted conditional admission and required to attend our fall Intensive English Program (IEP). Successful completion of the IEP will also give the student college credit for the IEP courses.

Re-admitted students
Applicants who have formerly been Goshen College students will complete an abbreviated application form. Re-admission is contingent upon approval from accounting, registrar and student life departments.

Financial information
Purpose and philosophy of student financial aid
The financial aid program at Goshen College is designed to assist students in a variety of economic circumstances and to supplement – not replace – family resources for college. First, the program is intended to provide financial assistance to accepted and continuing students who would be unable to attend college without aid. Second, it is intended to encourage the attendance at Goshen College of students who have demonstrated high achievement or otherwise have indicated strong potential to benefit from study at the college and to contribute to the achievement of the college’s mission. Third, awards are made to assist the college in meeting its goals for cultural diversity.

The financial aid program is based on the philosophy that since the student is the primary beneficiary of a college education, the student’s family must bear the major responsibility for the student’s education as far as its means will allow. The student is expected to contribute toward his or her own education, usually through savings and/or summer employment.

The bulk of financial aid is distributed on the basis of a determination that the resources of the family are insufficient to meet educational expenses. However, aid is available for scholarships that are distributed on the basis of past achievement and high potential achievement (i.e., merit).

Financial aid packaging concept
All financial aid awards are determined by the student financial aid office. Students applying for financial aid are considered for all aid for which they are eligible. Financial aid is normally provided in a “financial aid package” – a combination of college, state, federal and private loans, employment and gifts. Goshen College attempts to provide a financial aid package adequate to meet the needs of each student who applies. Students planning to attend Goshen College should expect the following typical expenses for the 2001-2002 academic year;
- tuition – $13,600; technology fee – $290; room – $2,580; board – $2,480; books and supplies – $700. In addition, allowances should be added to these figures for personal expenses, medical insurance and transportation. The student financial aid office considers the total attendance costs, including the items listed above, in making a financial commitment.

During 2000-2001, Goshen College administered more than $10.9 million in financial aid. The total amount of each package is based on the student’s financial need or eligibility for merit-based aid. Need is determined by subtracting the resources of the student and his or her parent’s contribution and any merit-based aid from the total estimated student expenses. The amount of the expected family contribution (EFC) is determined from information on the Free Application for Federal Student Aid (FAFSA), which uses such items as number of family members, income, assets, taxes paid and certain other liabilities of the family. A need analysis formula, called Federal Methodology, is used to evaluate the family’s financial circumstances.
Financial aid packages include the following:

**Scholarships:** Gift aid awarded in recognition of outstanding achievement.

**Grants:** Gift aid awarded to students, usually with demonstrated need.

**Loans:** Federal Direct Loans.

**Employment:** Part-time jobs are available on campus or in the community where earnings can amount to as much as $1,500 or more each year. Full-time summer employment can provide additional earnings.

Financial aid packages are assembled in the following order:
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- State grants
- College scholarships and discounts
- Church aid and Goshen College Church Aid Matching Grant
- Endowed Scholarships
- Federal College Work-Study
- Federal Direct Stafford Loan (subsidized)
- Goshen College Grant
- Federal Perkins Loan, Federal Nursing Student Loan to meet remaining need
- Federal Direct Parent Loan (PLUS) or unsubsidized Federal Direct Stafford Loan to families who desire it.

**Sources of financial aid**

An information booklet called *Paying For College* is available upon request from the admissions office or the student financial aid office. It describes the financial aid resources at Goshen College. Goshen College participates in all federal programs, including the Federal Pell Grants, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Perkins Loan, Federal Nursing Student Loan (NSL), Federal College Work-Study Program (CWSP), the Federal Direct Stafford Student Loan and the Federal Direct Parent Loan for Undergraduate Students (PLUS). Residents of Connecticut, Indiana, Pennsylvania, Rhode Island and Vermont are eligible to receive state scholarship and grant awards that can be used at Goshen College.

Other generous scholarship, grant, loan and discount programs include these:

- **President’s Leadership Award:** Ten half-tuition awards will be given annually to entering first-year students in recognition of outstanding academic and leadership skills. A separate application for the President’s Leadership Award requests a listing of leadership activities in high school, church and community, references and a written essay. The application is available from the admissions office and must be submitted by Jan. 15. To be eligible to apply, a student must meet at least two of the following criteria: a) be a National Merit Finalist, b) rank in the top five percent of their high school class, c) have a grade point average of at least 3.8 (on a 4.0 scale), d) score at least 1270 on the Enhanced SAT or 29 on the ACT. Canadian students must have a high school overall average of 80 or better. It is renewable each year with a 3.2 grade point average. The award is made for no more than eight total semesters. Eligibility for transfer students is a 3.8 college grade point average. The award is made for no more than eight total semesters. Eligibility for transfer students is a 3.8 college grade point average. If the student has less than 60 college hours, the student must also meet the above stated high school requirements. The Honors Scholarships are partially funded by an endowment established in memory of the late GC president Sanford C. Yoder and his wife, Emma.

- **Scholarship:** National Merit Scholarships for National Merit finalists – $1,000 to $2,000 per year for four years. Stipends above $1,000 are based on need. These scholarships are partially funded by an endowment established in honor of President Emeritus J. Lawrence Burkholder and his wife, Harriet. It is renewable each year with a 3.2 grade point average. The award is made for no more than eight total semesters. First-year students receiving a National Merit Scholarship will also receive a Menno Simons Scholarship.

- **Menno Simons Scholarship:** Eligibility includes a grade point average of 3.8 (on a 4.0 scale) or scores of at least 1270 on the Enhanced SAT or 29 on the ACT, or ranking in the top five percent of their high school class (provided the student meets the minimum criteria of a 3.0 GPA and a minimum score of 920 on the SAT or 20 on the ACT). Canadian students must have a high school overall average of 80 or better. Stipend for first-year students in 2000-2001 is a minimum of $2,400 and a maximum of $3,500, depending upon financial need and academic criteria. It is renewable each year with a 3.2 grade point average. The award is made for no more than eight total semesters. Eligibility for transfer students is a 3.8 college grade point average. If the student has less than 60 college hours, the student must also meet the above stated high school requirements, plus have a 3.2 college GPA. A Menno Simon Scholar does not also receive an Honors Scholarship.

- **Sanford C. and Emma Yoder Honors Scholarship:** Eligibility includes a grade point average of 3.5 (on a 4.0 scale) or scores of at least 1100 on the Enhanced SAT or 24 on the ACT or ranking in the top 15 percent of the high school class (provided the student meets the minimum criteria of a 3.0 GPA and a minimum score of 920 on the SAT or 20 on the ACT). Canadian students must have an overall high school average of between 75 and 79. Stipend for first-year students in 2000-2001 is a minimum of $1,800 and a maximum of $3,000, depending upon financial need and academic criteria. It is renewable each year with a 3.0 grade point average. The award is made for no more than eight total semesters. Eligibility for transfer students is a 3.5 college grade point average. If the student has less than 60 college hours, the student must also meet the above stated high school requirements. The Honors Scholarships are partially funded by an endowment established in memory of the late GC president Sanford C. Yoder and his wife, Emma.

- **Service/Involvement Recognition Award:** For students who have distinguished themselves through service and involvement during their pre-college years. All candidates must have a cumulative high school grade point average of 3.0 (on a 4.0 scale). Students who receive any Goshen College academic scholarship are not eligible for the award. Stipend for first-year students in 2000-2001 is a minimum of $1,000 and a maximum of $2,500, depending upon financial need. It is renewable each year with a 2.8 college grade point average. Applications are available from the admissions office and are due March 1. Applications received after that date will be considered only if sufficient funds remain.

- **Stoltzfus Recognition Award:** All African-American, Asian-American, Latino and Native-American students (U.S. and Canadian citizens and alien residents) are eligible. Eligibility also includes a high school grade point average of 2.5 (on a 4.0 scale) or ranking in the top half of the high school class. Transfer students must have a 2.0 grade point average. Stipend for first-year students in 2000-2001 is a minimum of $1,200 and a maximum of $3,500, depending upon financial need. It is renewable each year, but the award is made for no more than
endowed and restricted scholarships: In 2000-2001, the financial aid office administered over 130 endowed and restricted scholarship funds and awarded over $800,000 to students from these sources. Simply by applying for financial aid, the student will automatically be considered for endowed and restricted scholarships using criteria specified by each donor. Over 75 percent of these scholarships are need-based. Many are designated for a specific major or professional goal; some are based on other criteria such as geography, descendency, etc.

missionary service scholarships (Swallen and Lord’s Trust): Two scholarships are available for those students who are preparing for missionary service. An application (available in the student financial aid office) is required along with two additional references.

music scholarships: Scholarships for music achievement are awarded each year through the music department. First-year students are not required to be music majors, but must be involved in activities of the department. Stipends range from $500 to $2,000. Check directly with the music department for scholarship applications and audition dates/procedures.

athletic scholarships: Scholarships for athletic leadership/achievement are awarded each year through the athletic department. Usual stipends range from $1,000 to $5,000. Check directly with the athletic department for more details.

goshen college alumni grant: A one-year $1,000 ($500/semester) will be awarded to full-time students who are children or siblings of Goshen College alumni* for their first year at Goshen College. An alumnus is defined as someone who has accumulated at least 24 credit hours at Goshen College. Both entering freshman and transfer students are eligible for this grant. (*Not available to alumni employed by Goshen College.)

goshen college grant: A Goshen College Grant is gift assistance provided on the basis of financial need. The amount of the grant is dependent on the student’s demonstrated need and other gift aid received by the student.

church aid matching plan: To promote congregational/conference student aid programs, Goshen College will provide a grant to match assistance given by the student’s congregation or conference. This Church Aid Matching Grant will be awarded in addition to other scholarships, grants or discounts for which the student is also eligible. The Church Aid Matching Grant program is available to any eligible GC student, regardless of religious denomination.

Eligibility qualifications:
1. Congregational or conference representatives must notify the church relations office by March 1, providing the amount of aid commitment and the name of each recipient.
2. Students must be enrolled full-time (minimum of 12 credit hours per semester).
3. Congregational/conference aid programs will be matched dollar-for-dollar up to $500 ($250 per semester). Beginning with year 2001-2002 Goshen College will be phasing in an increased matching grant over four years for all new students. For new students the Church Aid Matching Grant will apply dollar-for-dollar to the first $1,000 and beyond that on a 1:4 ratio, i.e. after matching the first $1,000 the college will provide $1 for every additional $4 provided by the church up to full tuition of church-college match funds.

Tuition discounts

related mennonite institution discounts: Children of a faculty or staff member from schools of the Mennonite Secondary Education Council, Mennonite Elementary Education Council, the Rosedale Bible Institute, Associated Mennonite Biblical Seminary, Eastern Mennonite Seminary or College Mennonite Church are eligible for a tuition discount up to 25 percent. Children of faculty and staff from these institutions who are employed less than full-time receive a pro-rata share of the 25 percent discount, based on the percentage of the parent’s employment.

council of mennonite colleges tuition discount: Children of faculty and staff members from the following members of the Council of Mennonite Colleges are eligible for a 50 percent tuition discount: Bethel (Kan.) College, Canadian Mennonite Bible College, Eastern Mennonite University, Messiah College, Tabor College, Bluffton College, Conrad Grebel College, Fresno Pacific University, Hesston College, Mennonite Brethren Bible College. Children of faculty and staff from these colleges who are employed less than full-time receive a pro-rata share of the 50 percent discount, based on the percentage of the parent’s employment.

minister/missionary discount: A tuition discount is granted to ordained or licensed ministers and missionaries (and their spouses) who enter college directly from a full-time pastorate or mission assignment and plan to continue serving the church.

Mennonite (all branches) minister/missionary – 50 percent of tuition.
Minister/missionary of other denominations – 40 percent of tuition.

This discount is subject to the following criteria: 1) served for a period of at least one year, full time; 2) each year of full-time service as a minister/missionary equals one year of discount eligibility; 3) applicant must be recommended by a responsible person from the congregation or mission board where service has been completed, and 4) enrollment in six or more credit hours per fall or spring semester. No discount on the reduced rate for one- to five-credit hours.

pre-ministerial discount: A pre-ministerial discount is established to assist students whose congregations have called them to train for pastoral responsibilities. Goshen College will match a contribution that the commissioning congregation makes toward a pre-ministerial student up to the following amounts:

Freshman year: 15 percent of tuition
Sophomore year: 20 percent of tuition
Junior year: 30 percent of tuition
Senior year: 40 percent of tuition

Married student/spouse discount for auditing: Spouses of full-time students may audit courses free of charge under certain conditions. (Spouses of part-time students may also audit courses but will need to pay the normal fee.) Further information on this policy is available from the registrar or the student financial aid office.

Qualifications for financial aid

 Unless otherwise specified, all financial aid requires full-time enrollment of at least 12 hours each semester. Students receiving Federal Pell grants or VA benefits may receive reduced amounts if enrolled in six to 11 hours. Accounts from previous enrollment must be paid in full to retain the assistance.

In accepting a scholarship, grant, loan or discount, a recipient agrees to maintain satisfactory support of the ideals and standards of Goshen College and to maintain satisfactory academic progress.

Any financial aid held by a student who withdraws either voluntarily or by request will be canceled at the discretion of the college, and any loan or open account will become due and payable.

Establishing last date of attendance policy
Financial aid and satisfactory academic progress
Financial aid recipients must show sufficient academic progress toward completion of degree objectives within a reasonable time period. The time period is normally defined as four years of full-time enrollment with exceptions granted for remedial work or other unusual circumstances. Failure to make normal progress will cause ineligibility in federal, state and institutional programs. To continue receiving financial aid a student must have at least:
   a. 1.6 grade point average while earning between 30 and 59 credit hours,
   b. 2.0 grade point average after earning 60 or more credit hours.

In no case may a student receive federal financial assistance after having attempted 150 percent of the published length of program for a full-time student, i.e., a maximum of 180 credit hours for programs that require 120 hours for completion.

A full statement of the policy is found in the annual publication, Cash for College, and in the academic policies section of this catalog.

Procedures for applying for financial aid
Early and orderly planning is important for receiving financial assistance.
1. Apply for admission; a student must be admitted to the college before a financial aid offer can be made.
2. Annually complete the Goshen College financial aid application form before March 1. (For first-year students, the financial aid application is combined with the application for admission.)
3. Submit a Free Application for Federal Student Aid (FAFSA) by March 1. The FAFSA may also be used to apply for the Pell Grant program and the Indiana Higher Education Award and Freedom of Choice Award. The FAFSA may be obtained from a high school guidance office. Students should specify 001799 as the code number for Goshen College in the appropriate section of the FAFSA.
4. Investigate other sources: high school, church, community service clubs, industry or vocational rehabilitation.
5. The student financial aid office will notify the student with an aid package in late March (or within two to four weeks if the student has not met the stated deadlines for submission of the financial aid application or FAFSA). Upon receiving a financial aid package, the student should review the award and respond to the guidelines stated in the financial aid letter.
6. Students must reapply for financial aid each academic year. Aid usually continues at substantially the same level each year unless the family’s resources change. All enrolled students receiving aid automatically receive information about applying for renewal awards. Other people wanting to apply for financial assistance should request application forms from the student financial aid office by Feb. 1.

Financial aid for international students
Special scholarships and grants are available to qualified international students. International students are also eligible for the music, athletic and church aid matching funds described above.

International scholarships
A limited number of academic scholarships are available to students with outstanding ability. Eligibility criteria are:

**International Honor Scholarship – Annual stipend $2,400**
1. TOEFL score of 600 or higher (250 on computer-based TOEFL)
2. One of the following: Division 1 rank in national or regional exams, rank in top five percent in high-school graduating class, SAT I of 1270, grade point average of 3.8 (4 point scale), other evidence of outstanding academic achievement. Transfer students need 3.5 GPA on university grades

**International Scholarship – Annual stipend $1,800**
1. TOEFL score of 580 or higher
2. One of the following: Division 1 rank in national or regional exams, rank in the upper 15 percent of high-school graduating class, SAT I of 1100, grade point average of 3.5 (4 point scale), other evidence of outstanding academic achievement. Transfer students need 3.0 GPA on university grades.

Either scholarship will continue as long as the recipient maintains a grade point average of 3.0 and completes at least 24 semester hours of credit per year.

International tuition grants
These grants cover part of the cost of tuition. The actual percentage depends on the financial need of the student. International students may apply for aid as a part of the admission process. To be considered, a completed application along with all supporting transcripts and test scores must be submitted.

Support
The expenses of the college are met only partially by student payments. The balance is provided by current gifts and by income from endowment funds. The college depends upon gifts from the Mennonite Church, alumni, business and industry, foundations and interested friends to meet college expenses not covered by student payments.

Expenses
The following list of expenses is for one academic year, which includes the fall semester, spring semester and May term. Financial aid is based on the costs for the complete academic year with an additional allowance for books, clothing, recreation, incidental and transportation. Aid funds are disbursed at the beginning of the fall and spring semesters soon after students check in.

These prices apply to the 2001-2002 school year and are subject to change for 2002-2003.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>May term</th>
<th>Total for one academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12 to 15 hours)</td>
<td>$6,800</td>
<td>$6,800</td>
<td>Inc¹</td>
<td>$13,600</td>
</tr>
<tr>
<td>Room²</td>
<td>1,290</td>
<td>1,290</td>
<td>Inc¹</td>
<td>2,580</td>
</tr>
<tr>
<td>Board³ (full board)</td>
<td>1,240</td>
<td>1,240</td>
<td>Inc¹</td>
<td>2,480</td>
</tr>
<tr>
<td>Technology fee⁴</td>
<td>145</td>
<td>145</td>
<td></td>
<td>290</td>
</tr>
<tr>
<td>Totals</td>
<td>$9,475</td>
<td>$9,475</td>
<td></td>
<td>$18,950</td>
</tr>
</tbody>
</table>

SST costs
Fall or spring SST | $9,475
Summer SST (attended full time both fall and spring) | $7,635
Summer SST (attended full time fall or spring) | $8,555
Summer SST (did not attend full time fall or spring) | $9,475

There will be an extra cost for China, Côte d’Ivoire, Germany, Ethiopia, Mali and Indonesia SST.

Additional costs for summer SST may apply if student was not
in continuous board both fall and spring.

Notes
1 There is no refund for non-attendance in May term. Surcharges for persons not participating full time both fall and spring:

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Room</th>
<th>Board (full)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>May Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>only</td>
<td>$1,330</td>
<td>$240</td>
<td>$270</td>
</tr>
<tr>
<td>May Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>665</td>
<td>120</td>
<td>135</td>
<td>$920</td>
</tr>
</tbody>
</table>

2 Single room charges are higher.
3 Other meal plan options: TBA

Additional costs for May term meals may apply if student was not in full board both fall and spring.
4 Prorated for part-time students

To determine the total cost of a year’s enrollment, you should add the following estimates to the above fixed costs: books and supplies - $700; personal expenses - $1,000 (i.e., health insurance, recreation, laundry, pocket money, etc.); transportation - variable.

Other tuition rates and surcharges for 2001-2002

Part-time fall and spring enrollment charges (except applied music):

- One credit hour: $320.00
- Two credit hours: 475.00
- Three credit hours: 650.00
- Four credit hours: 870.00
- Five credit hours: 1,050.00
- Six-to-11 hours (and May term part-time) (per credit hour): 535.00
- Extra hours above 15 (per credit hour): 320.00

Full-and part-time:

- Independent study, per credit hour (tutoring): 535.00
- Independent study, per credit hour (readings): 275.00
- Summer session: 870.00

Other charges are made for special fees as follows:

- Audit fee, per hour: 100.00
- Auto registration, per semester, full-time: 25.00
- Auto registration, per semester, part-time: 12.50
- Credit by examination per hour: 90.00
- Credit by experience per hour: 100.00
- Credit through Voluntary Service per hour: 90.00
- Early enrollment tuition, per credit hour: 140.00
- Examination out of schedule: 25.00
- Late registration: 40.00
- Transcripts of credit (after first): 3.00

Paid by students

Expenses

- Applied music course fee (students enrolled for six or more hours): 160.00
- Applied music, two credit hours: 700.00
- Fee charged to all students enrolled in less than six hours: $275.00

GC Student Health and Accident Insurance Program

- Single student per year: TBA
- Major medical: TBA
- Spouse per year: TBA
- Each dependent child (first child): TBA
- Each additional child: TBA
- Health Center fee (per semester): 135.00

Finance charges

A deferred payment fee of $50 will be levied each semester the down payment is not made at check-in.

Interest of 12 percent annually (1 percent per month) will be levied against charges unpaid 30 days after statements are issued. (Balances under $50 will be charged 50 cents per month.) Delinquent accounts may be sent to a collection agency. The student is responsible for all collection costs.

Terms of payment

Monthly statements are sent to students unless the accounting office is otherwise instructed. Payment is required according to the plan selected at registration. A change from one plan to another may be initiated at any time by notifying the accounting office in writing.

Arrangements for settlement of a student’s account must be made before registration for a subsequent semester. Accounts must be paid in full before students will be permitted to register the following year or before diplomas, academic transcripts or financial aid transcripts will be released.

International students must pay in full three weeks prior to “check-in” in August and January.

Canadian exchange

Canadian students enrolled in six or more hours whose family income is received in Canadian currency will receive a Canadian-currency discount limited to on-campus tuition, room, board and SST programs. A Canadian currency exchange credit will be applied to the student’s account at the beginning of each term, calculated at the current rate of exchange, on eligible charges less any financial aid. Therefore, all payments must be made in U.S. dollars. Canadian students who receive Goshen College loans will need to repay them in the U.S. dollar equivalency at the exchange rate applicable at the time the payment is received. Also, any other off-campus program, such as Brethren Colleges Abroad will require payment in U.S. dollar equivalency at the exchange rate applicable at the time of registration for the program. No discount will be applied to these programs.

Standard payment plans

Plan #1 Payment in full*: each semester at check-in. (Part-time students and students whose balance due is less than $3,000 are expected to elect this plan). A $15 immediate payment discount will be granted to students enrolled for six or more hours during the fall or spring semester who make payment-in-full at check-in.

Plan #2 Payment of $3,000*: at check-in, with the balance in 30 days. After 30 days any unpaid charges will be subject to monthly interest charges and a $50 special arrangement fee.

Plan #3 Monthly Payment Plan: Contracts may be arranged with an outside agency, Academic Management Services, for a low-cost monthly payment program to extend throughout the year. The cost of the plan is $60, which includes Life Benefit Coverage. There are no other fees or interest charges. Contact the accounting office for information, or you may call AMS at (800) 635-0120.

Plan #4 Special Arrangement: If none of the preceding plans fit your situation, you may submit a proposal that will be subject to the approval of the controller. If approved, a processing fee of $50 will be charged. A payment of at least $3,000 is required at the time of check-in each semester. After 30 days any unpaid charges will be subject to monthly interest charges.

*Students cannot check in and validate their registration for classes until full or initial payment is made under one of these plans.
plans. Scholarships, grants, discounts and Perkins, Federal Direct or other college loans will be credited to the student's account and are not considered to be part of the down payment due at check-in. Private bank-loan checks and other outside checks may be counted toward the down payment if received on or before the day of check-in.

**Note:** It is not acceptable to check in without a payment and have a statement sent to parents so they can send a check. As an acceptable alternative, we suggest plan #2. Any exception to this policy will be granted only after careful evaluation of the individual situation, and the student will be charged a deferred-payment fee of $50.

**Note:** It is the policy of Goshen College to report all students with outstanding balances to the credit bureau beginning when charges are 120 days past due and continuing until the balance is paid in full. In addition, delinquent accounts may be referred to a collection agency. Collection costs on referred accounts are the responsibility of the student.

**Refund policy**
The following tuition refund procedures apply to students who withdraw or are dismissed from the institution, change status from full time to part time, or reduce hours as a part-time student. Room and board refund rates apply to students who withdraw, are dismissed, or change from resident to commuter status.

**Refund procedures**
Students who withdraw completely from the college initiate the process by contacting counseling services. Official contacts must also be made with the academic adviser, registrar, resident director (if dorm student), accounting office and student financial aid office. Students who reduce their hours of enrollment must contact their academic adviser and the registrar. Students with changes in housing or food-service contracts must contact the resident director, accounting office and dining service. To receive credit for the unused board contract, the student’s ID and any unused munch money must be returned to the dining hall, and the accounting office must be informed.

From the day of registration through the first week of classes (drop/add period), the student will receive a 100 percent refund on tuition. The refund percentage for the rest of the semester follows the federal regulations for refunding financial aid.

From the eighth day of the semester, the refund percentage if calculated by counting the number of days left in the semester, divided by the total number of days in the semester. As in the federal formula, weekends and breaks are also counted except for scheduled breaks of at least five consecutive days. There is no refund after 60 percent of the semester is completed at which time 1000 percent of aid is considered earned. A day-by-day refund schedule is posted in the accounting office and at http://www.goshen.edu/accounting/refund.html and a copy will be mailed upon request.

**Room and board refund rates, following day one, are prorated daily.**
Refund rates for students enrolled in the May term only are the same as those listed above, but the 100-percent refund rate applies only to days one and two (drop/add period).

A student financial aid recipient will have earned aid according to the formula listed above. Exceptions are during the 100 percent refund period, where no aid is earned since no costs are incurred. The full formula for determining the amount of Title IV federal aid that is earned, and how unearned portions are returned to the federal programs is outlined in CFR 668.22. Institutional aid earned is calculated according to the same procedures, with the exception that any credit left on the student’s account after the refund listed above will first pay back any current year loan owed to Goshen College.

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**Student life – activities and services**

Goshen College helps students grow toward intellectual, social, moral and spiritual maturity. The college offers a high-quality education in the context of a community of Christian scholars, but learning extends beyond traditional “academic” boundaries. Students ponder questions such as How can my education best be used to serve others? What should a Christian lifestyle look like? Where is the balance between individual freedom and community responsibility? A variety of activities and services help students to explore their individual potential and develop relationships with others.

**Religious life**
Goshen College encourages growth in faith through worship, Christian community and service. The campus ministries office offers both support for students’ faith journeys and challenges to new discoveries in spiritual life. While Goshen is a Christian college affiliated with the Mennonite Church, we welcome seekers and people of all faiths to attend campus spiritual life activities.

Worship opportunities include chapel services every Monday and every other Wednesday, a variety of worship groups that meet throughout the week, Sunday morning involvement in local congregations of many faiths and personal prayer in The Quiet Place in Kulp Hall.

Christian community sustains students through friendships and in small groups organized by campus ministries that meet for prayer, Bible study and sharing. Residence hall floors also plan spiritual life programming.

Service projects of many kinds allow students to reach beyond themselves and the campus to show concern for needs of the world. Types of service include the Big Brother/Big Sister program, tutoring, the local homeless shelter, working with delinquents, housing rehab and collecting supplies to be sent for world relief. During semester breaks, groups of students travel to service locations. The international Study-Service Term (SST) and many classes also include service-learning activities.

**Convocations and chapels**
Three times a week the campus community gathers for chapel (Mondays and alternate Wednesdays) and convocation (Fridays and alternate Wednesdays). While chapels involve worship and faith exploration, convocations range from lectures to music performances to presentations by returned SST units. Full-time
Standards for guiding our life together
At Goshen College we value individual freedom, but we value community even more. The Standards for Guiding Our Life Together and Goshen’s unique, individualized discipline process are both rooted in the vital principle of care for each other. To this end, Goshen College opposes sexual harassment and all nonmarital sexual intercourse. Racial intolerance of any kind, tobacco, alcohol and illegal drug use are also forbidden, as are firearms and fireworks. Dancing is permitted within certain guidelines. Beyond these specific behaviors, any action that hurts or offends people, damages property or disregards rules is subject to disciplinary action because it violates community. Examples might include academic cheating, returning to campus intoxicated or open house hours violations.

Our life together is a dynamic process. The standards we affirm here do not necessarily reflect absolute moral truths. But they are held widely enough in the Mennonite Church, which owns Goshen College, that we regard them as vital to our continuing productive life and work together.

Because we welcome to the campus people of diverse backgrounds and opinions, not all may agree on moral issues. But in order to live and work together effectively as an academic community, we need certain common understandings and agreements. Each member of our community is expected to affirm and show serious intent to live according to these standards as a basic, minimal step pledged by all.

The Christians among us will certainly go beyond the minimal expectation to demonstrate in lifestyle a fuller expression of the values and understandings of the New Testament.

When violations to the standards occur, we follow the procedure that Jesus presented in Matthew 18. The first step is for the witness to confront the violator in an attempt to restore the broken community and renew commitment to the standards. If such an attempt is unsuccessful, the judicial process is engaged, including the residence hall council and the campus judicial board. The goals of this process are personal growth, behavioral change and reconciliation between people if alienation has occurred.

A complete statement of the standards and a description of Goshen’s discipline process are available in the Student Planner and Handbook.

Housing
Goshen offers a variety of housing options for students who are single, married or have families. All full-time single students who do not live with their parents (except those classified as seniors or at least 22 years of age before the school year begins) are required to live on campus.

Four residence halls – available to single students of any classification. Three are coed with men and women on different floors. Students typically live in groups of 20-30 per living unit. Leadership is provided by student resident assistants.

Small group housing – available to single students who are juniors, seniors or 20 years of age. Facilities are in small residence hall units or houses for six to 12 students per group. Students form their own group and apply for housing facilities.

Senior/junior floors – First priority is given to single students who are seniors or at least 22 years of age. Second priority is given to juniors or those who are 21 years old. Facilities are in Coffman Hall.

College-owned houses – available primarily for married students and families; located a short walking distance from campus; size of houses range from one-to-four bedrooms. Contact the director of residence life in Ad 14 for additional information.

Use of motor vehicles
Students must register all motor vehicles to be used on campus at the beginning of each semester during registration check-in or anytime at the physical plant office. Vehicles must be covered by liability and property damage insurance. Auto registration fees are $25 per semester for full-time students and $12.50 for part-time students. Tickets are issued for parking, driving or registration violations. See the Student Planner and Handbook (available at check-in the day before classes start) for more information.

Health services
The Wellness and Health Center is a primary health care facility providing both preventive and treatment services to all full-time students and to those part-time students who elect Health Center coverage by the payment of a modest fee. The Wellness and Health Center provides a variety of health education programs and participates in the Campus Wellness Committee. All students are required to carry approved hospital and medical insurance. The Wellness and Health Center is in the Roman Gingerich Recreation-Fitness Center.

Orientation and preregistration for new students
Summer preregistration occurs on campus, by telephone and at selected sites in other states. Students who preregister on campus in June take placement tests the same day. Fall semester orientation for first-year students includes colloquium class activities. The schedule can be found on the GC Web site in May. Transfer student orientation activities are on Monday and Tuesday before fall classes begin. Spring semester preregistration usually occurs in December. Orientation events for all new students are scheduled during the two days before spring semester classes begin in January.

First-year student program
The colloquium program provides a learning community that helps new first-year students adjust to college life. In this program, ongoing orientation and advising activities are attached to a regular college class. Fall orientation includes several meetings with the colloquium professor and classmates, sessions for parents, placement testing, a worship service and other activities. During the first half of the fall semester, colloquium sessions continue to address college adjustment topics, including how to choose a major. Students do not officially declare a major until near the end of the first semester, or later, whereupon they are assigned an adviser from their major department. Colloquium professors serve as faculty advisers for students in their class during the first semester. They meet regularly with students to counsel them on academic matters. Many serve as mentors as well.

Commuter student program
A commuter student lounge with study rooms and a kitchenette is available at the south end of the Union building. The commuter student association holds regular meetings to discuss special interests and concerns of commuting students.

Parent’s program
The director of the parent’s program works with the Parent Council, comprised of approximately 35 households, to plan programs and services for parents of students, including Parent Weekend (usually the first Saturday in November) and a parent’s
directory and newsletter. The program provides avenues for parents to learn about their student’s education at Goshen College and to communicate with administrators and faculty.

**Career guidance and placement**
The director of career services assists students in making connections during and after college through education concerning job-hunt procedures and by serving as a liaison with local employers who want part-time help and as liaison with companies, service organizations and schools for college graduates. Students can receive help with life and work planning through the use of career counseling, inventories, computer programs, career library resources and a class titled “Foundations for Vocational Choices.” The career center library is located in Ad 14.

The director of applied learning works with faculty and students in facilitating internship and service-learning placements in the surrounding community.

**Employment**
Approximately 400 part-time campus jobs are available for students. During registration check-in the day before classes start, students who desire a campus job indicate their interests and abilities. The career services office coordinates placement, giving preference to students with financial need, competence and interest. The career services office also facilitates connections between other employers and students who want to work off-campus.

**Counseling**
Counseling services at Goshen are directed towards meeting student needs for personal, social and spiritual growth. Professional counselors assist students to develop healthy attitudes and abilities in a confidential environment. The services provided include: individual, couple and group counseling; educational programs; and referral to other clinical agencies.

**Learning Resources Center**
The LRC director helps students improve study skills and provides specialized learning assistance for students with special needs. Students are encouraged to provide documentation of any disability prior to their first semester. This enables the LRC to create viable systems of support. A limited amount of free tutoring can be requested by any student.

**Multicultural education**
The multicultural education office, located in Kulp 006, sponsors activities such as the annual Martin Luther King Jr. Study Day to raise the awareness of the entire campus community to issues that concern underrepresented groups. Also, a special student adviser helps international students and students from underrepresented groups to become oriented to the campus environment, to become involved in campus activities and to develop leadership skills.

**International education office**
Located in Kulp 006, the international education director coordinates all SST (Study-Service Term) arrangements and also helps advise students concerning international study options either on campus or through other programs.

**Activities**

**Athletics and recreation.** Goshen College holds memberships in the National Association of Intercollegiate Athletics and the Mid-Central College Conference. Goshen men compete in baseball, basketball, cross country, golf, soccer, tennis and track and field. Women compete in basketball, cross country, soccer, softball, tennis, track and field and volleyball.

Opportunities for recreational activity are available to all students through the Roman Gingerich Recreation-Fitness Center, the intramural program or outdoor facilities. Over half the student body participates in the intramural program, which schedules one-night tournaments, as well as longer sports seasons of four-to-six weeks duration. The Gingerich Center is available for a wide range of walk-in activities. The recreation-fitness staff as well as student leaders organize these events.

Witmer Woods, a 17.92-acre site near the main campus, is an arboretum of plants native to Indiana and also a recreational area. The woods are named for Dr. S.W. Witmer who taught biology and botany at GC from 1915 to 1959. The College Cabin, adjacent to Witmer Woods, is available to students for meetings and recreational activities. A Meditation Garden is located near the College Cabin along the Elkhart River. It is designed as a place for quiet reflection and contemplation.

**Music.** Students interested in music are invited to audition for several music department ensembles, including the Chorale, Chamber Choir, Orchestra and Wind Ensemble. The choirs perform several on-campus concerts each year and also tour annually. The orchestra and wind ensemble perform a classic and contemporary symphonic and chamber repertoire at on-campus concerts. A fully-staged student opera, operetta, or musical is produced on alternate years. In addition to these faculty-directed groups, a variety of student-formed groups seek vocal and instrumental talent for coffeehouses, talent shows and worship teams.

**Performing Arts Series.** This program brings well-known artists to the campus for public performances. Recent performers have included Linda and Robin Williams, the Swingle Singers, Lonesome River Band, The Fort Wayne Philharmonic and Quartetto Gelato.

**Public lectures.**

- **The Frank and Betty Jo Yoder Public Affairs Lecture Series** brings nationally known speakers to campus to address a variety of current issues. Speakers have included Frances Moore Lappé, Ralph Nader, Juan Williams, C. Everett Koop, Elizabeth Arnold, Peggy Wehmeyer, Ray Suarez, Mark Hatfield and Dorothy F. Cotton.

- **The Staley Distinguished Christian Scholar Lecture Program** annually brings an outstanding Christian scholar to campus. Past scholars have included Tom Skinner, Jo Massyberde Ford, John Perkins and Tony and Peggy Campolo.

- **Martin Luther King Jr. All-Campus Study Day** annually brings to campus outstanding civil-rights leaders who share Dr. King’s vision for peace and justice. Past speakers have included Yolanda King, Vinie Burrows, Herma Williams and Bill Pannell.

- **The Eric Yake Kenagy Visiting Artist Program** annually brings a distinguished visual artist to campus for lectures, workshops and interaction with students. Past artists have included Paul Soldner, Ruth Weisburg, Robert Blackburn, Jaune Quick-to-See Smith and Mary Ellen Mark.

- **The S.A. Yoder Memorial Lecture** annually brings a distinguished poet, novelist, essayist or humorist to campus. Past writers have included Denise Levertov, Peter Fallon, Madeleine L'Engle, Garrison Keillor, William Stafford, Seamus Heaney, Gwendolyn Brooks and Yevgeny Yevtushenko.
The C. Henry Smith Peace Lecture is given annually on a peace-related theme by a faculty member of colleges related to Mennonite churches.

Ethnic Fair. The annual Ethnic Fair brings over 4,000 college and community persons to the campus to view exhibits and performances and taste foods from around the world.

Student government. The student body is represented at large by the Student Senate. The Senate consists of a four-member cabinet, elected each spring to lead the next year’s Senate, campus group representatives and residence hall representatives. The Senate serves as the student advocate to the administration and the board of overseers in addition to working with a variety of other campus issues. The Senate cabinet also makes student appointments to campus committees where students are actually involved in making decisions side by side with faculty and administrators.

Student activities. The director of student activities oversees all committees planning social and recreation events on campus and advises student organizations with the help of faculty sponsors. The Campus Activities Council (CAC) sponsors a variety of events that include large celebrations like the annual fall festival. The CAC also plans a number of weekly events such as coffeehouses, variety shows, movies and late-night activities. In addition, students may become involved with clubs sponsored by student activities.

Service opportunities. Many students participate in the local Big Brother/Big Sister program, Habitat for Humanity and a variety of other service organizations. In addition, the campus ministries office coordinates service trips during Christmas and breaks in the calendar. Many academic courses include local service-learning activities; the Study-Service Term includes six weeks of international service-learning.

Theater. Any student may audition for the two fully-staged theater productions each year or any of the numerous student-directed one-acts. Students may also volunteer as costume, light and set construction assistants. Advanced students may design or direct shows, including selected one-acts for touring.

Broadcasting. WGCS, the college radio station, has a student station manager and staff members. The station features classical and folk music, public affairs and religious programs, news and sports. On the air every day of the year, WGCS offers students many opportunities for broadcast experience. Students working with GC-TV produce a bi-weekly video magazine called GC Journal distributed via the campus cable system. Both WGCS and GC-TV use state-of-the-art digital equipment.

Publications. Students edit two major publications on campus. The Record, a weekly newspaper, includes reports, analysis and photographic coverage of campus events and issues and provides a forum for student, faculty and staff opinion. Maple Leaf gives an annual photographic and journalistic overview of campus life. Both staffs, advised by a communication and theater department faculty member, use the college’s Communication Center, a facility equipped with state-of-the-art computers, scanner, laser printer and photographic darkroom.

Pinchpenny Press. Sponsored by the English department, Pinchpenny Press publishes small volumes of creative writing by students and faculty members. Broadside publishes occasional short pieces of creative writing in signed, limited editions. Editorial committees of students and members of the English department faculty approve manuscripts for both publication series.

Clubs and organizations. A variety of student clubs and organizations are active on the campus. In most cases membership is open to any interested student. New clubs or organizations may be formed with the approval and recognition of the student activities office. Students who wish to start a new club or organization should discuss their purposes and goals with the coordinator of student activities. The following groups meet currently:

- Advocates
- Black Student Union
- Business Club
- Campus Activities Council
- Campus Ministries Team
- Catholic Student Association
- Eco-Pax
- Frisbee Club
- GC Nursing Students Association
- GC Players
- Goshen Student Women’s Association
- Hispanic Education and Leadership Club
- International Student Club
- Latino Student Union
- Nontraditional/Commuter Student Association
- Pax
- Pre-Medical Club
- Social Work Action Association
- Student Senate
- Third Culture Students
- Voices-n-Harmony

More information about these groups may be obtained from the coordinator of student activities.
Faculty statement of Christian commitment

A. Statement of purpose
Goshen College, a liberal arts educational center for the transmission, enrichment, enlargement and embodiment of the Believers Church vision, seeks to develop informed, articulate, sensitive, responsible, Christian disciples.

B. Affirmation
The governing board and faculty of Goshen College view the college as an educational institution giving concrete expression to their faith in God and the Christian mission of the Mennonite Church in the world. They affirm the doctrine and practice of the Mennonite Church as interpreted by the Mennonite General Assembly and formulated in such documents as the 1995 Confession of Faith in a Mennonite Perspective.

The Anabaptist-Mennonite tradition of biblical faith provides the theological emphases that give Goshen College its distinctive character. While the fullness of the Gospel of Jesus Christ can never be summarized in brief statements, we offer the following affirmations as guidelines for the expressions of our faith.

First, we acknowledge the reality of God the creator of all things, transcendent source of power in the universe, the sovereign ruler of all peoples.

Second, we acknowledge Jesus Christ as Son of God, as Lord of Life and as Savior from the bondage of sin. Through His life, death, and resurrection, the Kingdom of God has been inaugurated and through the Spirit His rule extends over all powers and authorities. We accept the great commission as a call to bring the message of our risen Lord to all the world so that all people might be saved.

Third, we affirm the Believers Church as defining both the shape and mission of the church. Central to this view are such emphases as voluntarism, fellowship, sharing, discernment, discipline, mission, evangelism, celebration. The character of the Believers Church is that of a peoplehood which transcends and overcomes cultural, national, racial and ethnic boundaries.

Fourth, we understand the Christian life as a life of discipleship, a personal response of faith and obedience to the grace of God which frees us from sin. We believe that the call to discipleship leads to a life of holiness, witness and service to humanity in the spirit and power of Jesus.

Fifth, we understand that the “good news,” the Gospel of the Kingdom, includes peacemaking, evangelism, love and social justice in a world characterized by violence, oppression and injustice. We are committed to healing and hope for all people everywhere; we seek especially to be conscious of the needs of minority groups and disadvantaged people.

Sixth, we regard education as a process, not only for the developing of skills and comprehension of information, but also for the development of character and acquiring of sensibilities. As such, education is a moral activity, value-laden and involves the whole person in the determination of choices and the assimilation of change. The learning process best takes place in a context of community where mutuality and caring characterize all relationships.

C. Expressions
The Goshen College program seeks to give expression to the above affirmations. The following are some ways in which this occurs:

1. Christian faith is not expressed exclusively in formal religious activities at Goshen. Our objective is to have faith permeate the entire life of the campus. We seek to promote responsibility for each other through active participation in congregations and small groups for worship, fellowship and mutual caring.

2. Students at Goshen College become acquainted with the Scriptures and reality of the Believers Church through the curriculum and through their involvement in the religious life of the campus in chapel and convocation assemblies. The faculty, the administration and many students think of themselves as a vital part of the total mission of the church. They seek to become involved on many levels in the educational, missionary, publishing and service organizations and administration of the church.

3. The service ideal is expressed in the curriculum through an international education requirement for graduation and by student field experiences. There are numerous voluntary service projects in which faculty, students and alumni are involved.

4. The college endeavors to serve as a center for study, renewal and reformation of the Christian tradition and practice. The Mennonite Historical Library and various publications, including the Mennonite Quarterly Review, illustrate this commitment.

5. In response to injustice and dishonesty, faculty and students seek to exercise responsibility to indicate what is felt to be wrong in human affairs and to propose constructive alternatives.

6. We believe that Christian discipleship involves a commitment to a style of life which focuses on integrity, simplicity, interdependence and mutual caring. Faculty members are expected to be exemplars of these ideals which are spelled out further in the campus document entitled “Standards for Guiding Our Life Together.”
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Graphic Designer, Public Relations

Launa Rohrer Beck, M.A.
Special Assistant to the Vice President for Student Life and Assistant Professor of Psychology (part time)
B.A., Goshen College, 1992; M.A., Western Kentucky University, 1999. GC, 1995-.

Rachel E. Bressler, B.A.
Assistant Director of Financial Aid

Elizabeth (Bess) Briggs, B.A.
Admissions Counselor and Women’s Soccer Coach
B.A. Goshen College, 1998; graduate work at Lakeland College. GC, 2000-.

Sheldon W. Burkhalter, Th.M., D.Min.
Director of Church Relations
Lisa Guedea Carreño, M.L.I.S.
Library Director

James K. Caskey, B.A.
Regional Director of Development
B.A., Goshen College, 1984. GC, 1997-.

Michele Fanfair-Steury, B.A., C.T.R.S.
Director of Student Activities and Summer Programs

Executive Director of Merry Lea Environmental Learning Center
B.S., Eastern Mennonite University, 1974; M.A., Grace Theological Seminary, 1983; Ed.D., Nova Southeastern University, 1998. GC, 1997-.

Richard L. Gerig, M.Ed.
Associate Vice President for Institutional Advancement

Christina J. Gingerich, M.A., L.L.P.
Director of Orientation, Career Services and Counseling

DeLane Graber, B.A., C.P.A.
Co-Controller

Galen L. Graber, B.A.
Director of Student Financial Aid
B.A., Goshen College, 1985. GC, 1984-.

Kevin J. Gross, B.A.
Senior Analyst, Information Technology Services
B.A., Goshen College, 1983. GC, 1984-.

James L. Histand, C.P.A., M.B.A.
Vice President for Finance and Associate Professor of Accounting

Mary Yoder Holsopple, M.S.
Director of The Peace and Justice Collaborative
B.S., 1980, M.S., 1982, Purdue University; additional graduate study 1986-88, Associated Mennonite Biblical Seminary. GC, 2000-.

Kristen L. Hoober, B.S.
Resident Director of Kratz and Miller Residence Halls
A.A., Hesston College, 1992; B.S., Eastern Mennonite University, 1994. GC, 1998-.

Rebecca Bontrager Horst, M.A.
Associate Academic Dean, Grant Writer and Assistant Professor of English

Lavonn Hostetler, B.A., C.P.A.
Co-Controller

David Janzen, M.S.W.
Director of Human Resources and Affirmative Action Officer
B.A., Bethel College, Newton, Kan., 1969; M.S.W., University of Kansas, 1983. GC, 1998-.

Kathy Kauffman, M.L.S.
Associate Librarian
B.S., Indiana University, 1965; M.A., Northern Arizona University, 1974; M.L.S., Indiana University, 1977. GC, 1982-.

Marty Kelley, B.A.
Director of Admissions
B.A., Goshen College, 1971. GC, 1982-.

Charlotte Y. Krocker, Ph.D.
Interim Vice President for Development
B.A., Wheaton College, 1971; M.M., Oklahoma City University, 1975; Ph.D., Kansas State University, 1981. GC, 2000-.

Rachel J. Lapp, B.A.
Director of Public Relations

Carol A. Lehman, B.A.
Associate Director of Student Financial Aid
A.A., Hesston College, 1959; B.A., Goshen College, 1967. GC, 1982-.

David J. Miller, Ph.D.
Program Director of Merry Lea Environmental Learning Center and Assistant Professor of Biology
B.A., 1964, Eastern Mennonite College; M.S., University of Delaware, 1972; Ph.D., Michigan State University, 1988. GC, 1998-.

James P. Miller, B.A.
Director of Goshen College-Sarasota Extension

Lyle G. Miller, B.A.
Director of Printing and Mailing Services
B.A., Goshen College, 1989; graduate work at University of Iowa. GC, 1989-.

Richard O. Miller, M.S.T.
Regional Director of Development
B.A., Goshen College, 1967; M.S.T., University of Wisconsin-Superior, 1971; graduate work at Colby College and San Diego State University. GC, 1990-.

Ryan L. Miller, B.A.
Assistant Director of Public Relations

Stanley W. Miller, M.S.A.
Registrar
A.A., Hesston College, 1969; B.A., Goshen College, 1971; M.S.A., The University of Notre Dame, 1989; additional graduate study, Western Michigan University. GC, 1981-.

Sally Jo Milne, M.L.S.
Associate Librarian
B.A., Goshen College, 1967; additional study, Michigan State University; M.A., Ball State University, 1978; M.L.S., Indiana University, 1983. GC, 1984-.

William F. Minter, M.S.F.
Director of Land Management, Merry Lea Environmental Learning Center, and Assistant Professor of Environmental Studies
B.S., Colorado State University, 1980; M.S.F., Purdue University, 1989. GC, 1991-.

Judy S. Moore, B.S.
Associate Director of Financial Aid
A.A., Ivy Tech State College, 1999; B.S., Tri-State University, 2000. GC, 2001-.

Nina Newburn, B.F.A.
Admissions Counselor
B.F.A., Kansas City Art Institute, 1976. GC, 1999-.

Nancy Ryan Nussbaum, Ph.D.
Director of Learning Resources Center

John D. Nyce, M.A.T.M.
Special Projects Coordinator and Assistant Professor of Mathematics (retired)

Jerry Peters, B.A.
Umble Center Technical Director and
House Manager

Sue Helmut Plank, B.S.
Admissions Coordinator, Adult Programs
B.S., Goshen College, 1995. GC, 1997-.

Jo Ann Preheim, A.A.
Director of Welcome Center and Assistant Director of Special Events

Yvonne M. Ransel, M.L.S.
Assistant Librarian
A.B., Miami University, 1970; M.L.S., Indiana University, 1989. GC, 1999-.

LaTanya L. Reese, B.A.
Admissions Counselor
B.A., Washington University, St. Louis, 1997. GC, 1999-.

Carlos Romero, M.B.A.
Vice President for Student Life and Dean of Students
B.A., Bradley University, 1984; M.B.A., Graduate Theological Foundation, 1997. GC, 1999-.

Larry Rupp, M.S.W.
Associate Dean of Students and Director of Residence Life
B.A., Goshen College, 1969; M.S.W., Tulane University, 1972. GC, 1969-71, 1977-.

Michael Sherer, B.A.
Director of Information Technology Services
B.A., Goshen College, 1982; additional study at Associated Mennonite Biblical Seminary, 1988-90. GC, 1997-.

Clayton E. Shetler, B.S.
Director of Facilities
A.A.S., Ferris State University, 1973; continuing education, University of Wisconsin 1986-88; B.S., Goshen College, 1994. GC, 1989-.

Sylvia Shirk Charles, M.A.
Campus Minister

Shirley H. Showalter, Ph.D.
President and Professor of English

Stuart W. Showalter, Ph.D.
Director of Applied Learning and Professor of Communication
B.A., Eastern Mennonite College, 1967; M.S., Ohio University, 1969; Ph.D., University of Texas, 1975. GC, 1976-.

Barbara E. Smucker, M.A.
Associate Librarian, Mennonite Historical Library
B.S., Bluffton College, 1962; M.A., Indiana University, 1966. GC, 1982-.

Joseph A. Springer, M.A.
Curator, Mennonite Historical Library

Ruth Stoltzfus, M.S.N., C.P.N.P.
Director of Wellness and Health Center
B.S.N., Goshen College, 1979; M.S.N., Indiana University/Purdue University Indianapolis, 1987. GC, 2000-.

June Templin, B.S.
User Services Specialist, Information Technology Services
B.S., Purdue University, 1961. GC, 1984-.

Corinne D. Virrill, B.S.
Director of Aquatics and Instructor of Swimming
B.S., University of Indianapolis, 1988. GC, 1994-.

Anita Yoder, B.A.
Assistant Director of Applied Learning

Barb Beachy Yoder, B.A.
Assistant Director of Admissions
B.A., Goshen College, 1983. GC, 1997-.

Janette K. Yoder, B.A.
Director of Special Events
B.A., Defiance College, 1966. GC, 1989-.

Larry R. Yoder, Ph.D.
Assistant to the Executive Director of Merry Lea Environmental Learning Center and Associate Professor of Biology

John D. Yordy, Ph.D.
Provost and Executive Vice President and Professor of Chemistry
B.A., Goshen College, 1967; Ph.D., Michigan State University, 1974. GC, 1977-.

Julianne Zimmerman, B.A.
Assistant Director of Public Relations and Instructor of Harpsichord
B.A., Moravian College, 1983; Cultural Studies Diploma, Inemzetközi Előkészítő Intézet (International Preparatory Institute), Budapest, Hungary, 1986; Artist's Diploma-Harpsichord, Liszt Ferenc Zenetudományos Akadémia (Academy of Music), Budapest, Hungary, 1989; M.S.A. candidate, University of Notre Dame. GC, 1997-.

Adjunct faculty
Janet Brenneman, M.Div.
Director of General Education Courses, Semilla Seminary, Guatemala

Mario Higueros, Ph.D.
Dean of Semilla Seminary, Guatemala
Th.B., Latinamerican Bible Seminar, 1966; B.A., Guatemala State University, 1974; Ph.D., Pontifical University of Salamanca (Spain), 1997. Semilla, 1987-.

Linda Witmer, M.S.P.H.
Adjunct Associate Professor of Peace, Justice and Conflict Studies
B.S., Eastern Mennonite College, 1973; M.S.P.H., University of North Carolina, 1982. GC, 1988-.

Faculty emeriti
Alfred J. Albrecht, Ph.D.
Professor Emeritus of Communication
Goshen College, 1964-87.

Kathryn A. Aschliman, Ph.D.
Professor Emerita of Education
Goshen College, 1962-96.

Mary E. Bender, Ph.D.
Professor Emerita of French
Goshen College, 1955-87.

Anna Bowman, M.S.W.
Associate Professor Emerita of Social Work and Director Emerita of Women’s Studies

J. Lawrence Burkholder, Th.D.
President Emeritus and Professor Emeritus of Bible and Philosophy
Goshen College, 1949-61, 1971-84.

J.R. Burkholder, Ph.D.
Professor Emeritus of Religion

James R. Clemens, M.S.L.S.
Librarian Emeritus
Goshen College, 1950-83.
Judith M. Davis, Ph.D.
Professor Emerita of French and Humanities

John J. Fisher, M.A.
Professor Emeritus of English
Goshen College, 1953-92.

Leonard R. Geiser, M.B.A.
Professor Emeritus of Business and Director Emeritus of the Family Business Program

Ruth E. Gunden, Ph.D.
Professor Emerita of Physical Education and Director Emerita of International Education
Goshen College, 1953-94.

Anne Krabill Hersberger, M.S.N.
Associate Professor Emerita of Nursing

James R. Hertzler, Ph.D.
Professor Emeritus of History
Goshen College, 1966-98.

J. Daniel Hess, Ph.D.
Professor Emeritus of Communication
Goshen College, 1964-96.

Arlin Hunsberger, B.A.
Director Emeritus of International Education
Goshen College, 1968-87.

John D. Ingold, Ph.D.
Professor Emeritus of Physical Education

Goldie L. Ivory, M.S.W.
Associate Professor Emerita of Social Work

Merle E. Jacobs, Ph.D.
Research Professor Emeritus of Zoology
Goshen College, 1953-54; 1964-85.

Marlin L. Jeschke, Ph.D.
Professor Emeritus of Philosophy and Religion
Goshen College, 1961-93.

Daniel E. Kauffman, M.A.
Director Emeritus of College Relations
Goshen College, 1971-86.

J. Howard Kauffman, Ph.D.
Professor Emeritus of Sociology
Goshen College, 1948-85.

Norman L. Kauffman, Ed.D.
Dean of Students Emeritus

Kenneth E. King, A.A.
Director Emeritus of Physical Plant
Goshen College, 1966-85.

Willard S. Krabill, M.D., M.P.H.
College Physician Emeritus and Associate Professor Emeritus of Health Education

C. Norman Kraus, Th.M., Ph.D.
Professor Emeritus of Religion
Goshen College, 1951-79.

Carl Kreider, Ph.D.
Dean Emeritus
Goshen College, 1940-85.

J. Robert Kreider, B.A.
Business Manager Emeritus
Goshen College, 1956-85.

Russel A. Liechty, Ph.D.
Dean of Students Emeritus and Professor Emeritus of Education

Karl Massanari, Ed.D.
Professor Emeritus of Education
Goshen College, 1948-66.

William F. Miller, Ed.S.
Associate Director Emeritus of Admissions and Associate Professor Emeritus of Physical Science

Mary K. Nafziger, Ph.D.
Professor Emerita of Education
Goshen College, 1950-87.

Mary K. Oyer, A.Mus.D.
Professor Emerita of Music
Goshen College, 1945-87.

Gerhard J. Reimer, Ph.D.
Professor Emeritus of German
Goshen College, 1966-94.

Mary N. Royer, Ph.D.
Professor Emeritus of Education
Goshen College, 1953-79.

Walter W. Schmucker, B.A.
Director Emeritus of Financial Aid

Edna P. Shantz, M.A.
Associate Professor Emerita of Home Economics
Goshen College, 1950-83.

J.B. Shenk, B.A., Th.B.
Administrator Emeritus

Stanley C. Shenk, Ph.D.
Professor Emeritus of Bible
Goshen College, 1965-85.

Kathryn Sherer, M.M.
Associate Professor Emerita of Music

Lon Sherer, A.Mus.D.
Professor Emeritus of Music
Goshen College, 1959-97.

Arthur A. Smucker, Ph.D.
Professor Emeritus of Chemistry
Goshen College, 1953-87.

Nelson P. Springer, M.S.
Curator Emeritus of the Mennonite Historical Library
Goshen College, 1941-85.

Victor E. Stoltzfus, Ph.D.
President Emeritus and Professor Emeritus of Sociology

Henry D. Weaver, Ph.D.
Professor Emeritus of Chemistry and Provost Emeritus
Goshen College, 1957-80, 1996.

Norma Jean Weldy, M.S.
Professor Emerita of Nursing
Goshen College, 1960-93.

Olive G. Wyse, Ed.D.
Professor Emerita of Home Economics
Goshen College, 1926-76.

Gordon R. Yoder
Associate Director Emeritus of College Relations
Goshen College, 1972-93.

Jay Harold Yoder, Ph.D.
Professor Emeritus of Physical Education
Goshen College, 1955-87.

Robert L. Yoder, M.A.
Associate Professor Emeritus of Spanish
Goshen College, 1968-93.

Samuel L. Yoder, Ed.D.
Professor Emeritus of Education
Goshen College, 1961-85.

Katherine E. Yutzy, M.S.
Associate Professor Emerita of Nursing
Facts and figures

History
Goshen College is nationally recognized for its excellent academic program and Christian ideals.

The college began in 1894 as a private school, the Elkhart Institute of Science, Industry and the Arts. The founder was Dr. Henry A. Mumaw, a physician and member of Prairie Street Mennonite Church. In 1903 the college moved from Elkhart to a 10-acre tract of land in Goshen and 77 students enrolled in the first term. Today, the college offers its liberal arts curriculum to more than 1,000 students on a campus of 135 acres and 17 major buildings. The faculty has grown to include more than 80 full-time and 40 part-time professors.

Owned and operated by the Mennonite Church since soon after its inception, the college maintains close ties to its denominational roots. The Mennonite Church is a Christian denomination that grew out of the 16th-century Anabaptist movement. With the Friends (Quakers) and the Church of the Brethren, the Mennonite Church is one of three historic peace churches. From its parent church, Goshen College has derived a spirit of peace and simplicity, mutual support and biblically-based service to others. About two-thirds of the students are from Mennonite or Mennonite-related backgrounds, but more than 25 other denominations are also represented in the student body. All faculty members are active Christians and more than half have lived or worked outside of the United States, often in church-related service work.

Accreditation
Goshen College is accredited as a standard four-year college by the North Central Association of Colleges and Secondary Schools and is classified as a National Liberal Arts I (B-I) college by the Carnegie Foundation.

The college is authorized by the Indiana State Board of Education and accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary school teachers. The nursing department is approved by the Indiana State Board of Nursing Registration and Nursing Education and by the Division of Baccalaureate and Higher Degrees of the National League for Nursing. The social work program is accredited by the Council of Social Work Education. Alumnae of Goshen College are admitted to membership in the American Association of University Women.

Goshen College is registered with the Regents of the University of the State of New York.

Equal opportunity
Goshen College does not discriminate on the basis of gender, race, color, handicap or national origin in its employment policies, educational policies, administration policies, scholarship and loan programs and athletic and other school administered programs; and does not deny to any student on the basis of gender, race, color, handicap or national origin any right, privilege, program or activity generally accorded or made available to students in Goshen College.

Grievance policy
The grievance procedure at Goshen College is a process by which nonacademic differences between students and employees of Goshen College (and employees of Goshen College and their supervisors or managers) can be resolved. Grievable issues are defined in the policy. The first step is an informal process, attempting to resolve differences through discussion. If this is not successful, the second step, a formal, written grievance procedure is initiated. Information about the grievance policy and assistance with understanding the procedures is available from the personnel director and affirmative action officer.

1999-00 and 2000-01
Enrollment statistics

<table>
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<tr>
<th></th>
<th>Fall 1999-00</th>
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<th>Fall 2000-01</th>
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<tr>
<td></td>
<td>Women</td>
<td>Men</td>
<td>Total</td>
<td>Women</td>
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<tr>
<td>First-time frosh</td>
<td>135</td>
<td>85</td>
<td>220</td>
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<td>Other first-year</td>
<td>28</td>
<td>25</td>
<td>53</td>
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<tr>
<td>Sophomore</td>
<td>120</td>
<td>86</td>
<td>206</td>
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<td>Junior</td>
<td>115</td>
<td>85</td>
<td>200</td>
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<td>Senior</td>
<td>116</td>
<td>88</td>
<td>204</td>
<td>131</td>
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<td>Non-classification</td>
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<td>Adult programs</td>
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<td>59</td>
<td>92</td>
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<tr>
<td>Total full time</td>
<td>553</td>
<td>429</td>
<td>982</td>
<td>561</td>
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<td>Part-time</td>
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<td>37</td>
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<tr>
<td>Total full time and part time</td>
<td>618</td>
<td>466</td>
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International

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<th>Country</th>
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<td>Albania</td>
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<td>Antigua</td>
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Home states, provinces or countries of students, fall 2000

<table>
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<tr>
<th>Country</th>
<th>Students</th>
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<tbody>
<tr>
<td>Argentina</td>
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<td>Armenia</td>
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<tr>
<td>Brazil</td>
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<td>Bulgaria</td>
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<tr>
<td>Cameroon</td>
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<tr>
<td>Cayman Islands</td>
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<td>Costa Rica</td>
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<td>Czech Republic</td>
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<td>Dominican Republic</td>
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<td>Ethiopia</td>
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<td>France</td>
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<td>India</td>
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<td>Israel</td>
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<td>Kenya</td>
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<td>Mozambique</td>
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<td>Myanmar (Burma)</td>
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<td>Panama</td>
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<td>People's Republic of China</td>
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<td>Romania</td>
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<td>South Korea (Republic of Korea)</td>
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<td>Singapore</td>
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<td>Sri Lanka</td>
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<tr>
<td>Thailand</td>
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<tr>
<td>Trinidad &amp; Tobago</td>
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<tr>
<td>Yeman Arab Republic</td>
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<td>Zimbabwe</td>
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Canada

<table>
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<th>Province</th>
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<tbody>
<tr>
<td>Alberta</td>
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<tr>
<td>British Columbia</td>
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United States

<table>
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<th>State</th>
<th>Students</th>
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<tbody>
<tr>
<td>Arizona</td>
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<tr>
<td>Arkansas</td>
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</tbody>
</table>

International

<table>
<thead>
<tr>
<th>Country</th>
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<tbody>
<tr>
<td>Albania</td>
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Home states, provinces or countries of students, fall 2000

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<th>Country</th>
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<td>Argentina</td>
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<td>Armenia</td>
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<td>France</td>
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<td>Panama</td>
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<td>People's Republic of China</td>
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Canada

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United States

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### First semester

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<tr>
<td>Friday-Monday, Aug. 24-27</td>
<td>New students days</td>
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<tr>
<td>Tuesday, Aug. 28</td>
<td>Final registration</td>
</tr>
<tr>
<td>Wednesday, Aug. 29</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Monday, Sept. 3 (Labor Day)</td>
<td>Classes in session</td>
</tr>
<tr>
<td>Tuesday, Sept. 4, 5 p.m.</td>
<td>End of drop/add period</td>
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<tr>
<td>Wednesday, Sept. 19</td>
<td>Celebrate Service Day (classes do not meet)</td>
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<td>Friday-Sunday, Oct. 5-7</td>
<td>Alumni/Parents Weekend</td>
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<tr>
<td>Monday-Wednesday, Oct. 15-17</td>
<td>Midterm break</td>
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<tr>
<td>Tuesday, Oct. 30</td>
<td>Last day to withdraw with “W”</td>
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<tr>
<td>Thursday-Friday, Nov. 22-23</td>
<td>Thanksgiving break</td>
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<tr>
<td>Thursday-Friday, Dec. 6-7</td>
<td>Reading/Advising days</td>
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<tr>
<td>Monday-Wednesday, Dec. 10-12</td>
<td>Final exams</td>
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### May term

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<td>Thursday, May 2</td>
<td>Classes begin at 10:30 a.m.</td>
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<tr>
<td>Friday, May 3, 5 p.m.</td>
<td>End of drop/add period</td>
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<tr>
<td>Tuesday, May 14</td>
<td>Last day to withdraw with “W”</td>
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<tr>
<td>Wednesday, May 15, 22</td>
<td>No class for 3-credit classes</td>
</tr>
<tr>
<td>Friday, May 24</td>
<td>Last day of class, exams</td>
</tr>
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<td>Saturday, May 25</td>
<td>Senior program, receptions</td>
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<tr>
<td>Sunday, May 26</td>
<td>Baccalaureate, Commencement</td>
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### Summer session I

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<td>Wednesday, May 29</td>
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<tr>
<td>Wednesday, June 5, 12</td>
<td>No class for 3-credit classes</td>
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<tr>
<td>Thursday, June 20</td>
<td>Last day of class, exams</td>
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<td>Monday, June 24</td>
<td>Classes begin</td>
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<tr>
<td>Thursday, July 4</td>
<td>No class</td>
</tr>
<tr>
<td>Friday, July 5, 12</td>
<td>No class for 3-credit classes</td>
</tr>
<tr>
<td>Thursday, July 18</td>
<td>Last day of class, exams</td>
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<td>Monday, Jan. 7</td>
<td>New student day</td>
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<tr>
<td>Tuesday, Jan. 8</td>
<td>Final registration</td>
</tr>
<tr>
<td>Wednesday, Jan. 9</td>
<td>Classes begin</td>
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<tr>
<td>Tuesday, Jan. 15</td>
<td>End of drop/add period</td>
</tr>
<tr>
<td>Monday, Jan. 21</td>
<td>M.L. King Jr. Study Day (evening classes meet)</td>
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<tr>
<td>Monday-Friday, March 4-8</td>
<td>Midterm break</td>
</tr>
<tr>
<td>Tuesday, March 12</td>
<td>Last day to withdraw with “W”</td>
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<tr>
<td>Friday, March 29</td>
<td>Good Friday holiday</td>
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<tr>
<td>Thursday-Friday, April 18-19</td>
<td>Reading/Advising days</td>
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<tr>
<td>Monday-Wednesday, April 22-24</td>
<td>Final exams</td>
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