
Goshen College

Catalog 2004-05

Catalog

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The mission of the college

Mission statement

“We develop servant leaders for the church and the world.”

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, social and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual and social growth in every person. We view education as a moral activity that produces servant-leaders for the church and the world.

Educational mission and core values

At Goshen College we intend to create a community of faith and learning built on five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking and global citizenship.

In our academic program and campus life students will develop

1. A reflective faith that nurtures spiritual growth in individual and corporate contexts.
2. An active faith that informs life's choices, from the personal to professional.
3. The mastery of a major field of study as the basis for life-long learning, service, relationships and work in a socially and culturally diverse context.
4. An extensive foundation of knowledge, skills and dispositions derived from a liberal arts curriculum that are required for systematic study, critical thinking and problem solving
5. A leadership ability that empowers self and others.
6. A healthy understanding of self and others that is reflected in relationships of interdependence and mutual accountability.
7. A personal integrity that fosters the ability to resolve conflict and to promote justice.
8. A commitment to diversity in all of its forms both conceptually and in practice.
9. An intercultural openness with the ability to function effectively with people of other worldviews.
10. A responsible understanding of stewardship for human systems and the environment in a multicultural world.

Goshen College's academic program is integrated into all aspects of college life, curricular and co-curricular. We encourage students to learn and grow beyond the parameters of their discipline-based training, to recognize the powerful connection between the disciplines and between the education of the mind, body and spirit.

Liberal arts tradition and Christian context

Goshen College is nationally recognized for its excellent academic program and Christian ideals. As a Christian liberal arts college, Goshen draws on the best from both streams. The basic question that drives all liberal arts inquiry is “What is truth?” Different approaches, such as historical, scientific, aesthetic or linguistic, contribute different perspectives of truth. Because Goshen College is a Christian college, theological and spiritual approaches to truth are highly valued as well. When students learn multiple ways of knowing and alternative modes of problem-solving, they have a more complete view of the world.

Together, the Goshen College community searches for knowledge and meaning, new and old. It is a liberating search that leads us to delight in the awesome mystery of life and celebrate the unique gifts and passions that God has created in each person. A Christian liberal arts education is education for life, not just preparation for employment.

Historic relationship, open to all

Goshen College began in 1894 and is owned by Mennonite Church USA, a Christian denomination that grew out of the 16th-century Anabaptist movement in northern Europe. With the Friends (Quakers) and the Church of the Brethren, Mennonites are one of the three historic peace churches in the U.S. From its parent church, Goshen College has derived a spirit of peace and simplicity, mutual support and biblically based service to those in need.

Around 60 percent of students and 80 percent of faculty members are Mennonite affiliated. Other students come from about 30 different Christian denominations and several world religions. The largest groups are Catholics, Methodists and Church of the Brethren. All faculty members are active Christians, and more than half have lived or worked outside the United States, often in church-related mission or service work. Students are not required to be Christians to attend Goshen, but must be willing to accept and live by the campus standards for guiding our life together. All who are willing to search for truth with integrity are welcome.

Facilities and resources

The Goshen College campus comprises 135 acres and 19 major buildings and is located at the south side of Goshen, Ind., population 30,000. General classroom facilities and faculty offices are located in 10 buildings – Administration, Church-Chapel, Good Library, Music Center, Newcomer Center, Roman Gingerich Recreation-Fitness Center, Science Hall, Umble Center, Visual Arts and Wyse Hall. Special departmental facilities are provided for radio and video production, studio art, computer work and scientific research. The following facilities and resources are especially noteworthy:

Music Center. Opened in 2002, this beautiful new award-winning facility has excellent acoustics and contains the 1,000-seat Sauder Concert Hall, 300-seat Rieth Recital Hall, rehearsal rooms, classrooms, practice rooms, offices, the Community Music School and the Hershberger Art Gallery, which features rotating exhibits by guest artists, faculty and students.

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 wellness and health center and the physical education department. Surrounding the building are a lighted soccer field and bleachers, with adjacent practice field, baseball and softball fields. The nearby Eigsti Track and Field Complex was completed in 2001.

Information Technology Services. ITS provides the kind of high quality technology environment required by a modern college curriculum – one that is continuously improving. All student lab computers are upgraded regularly (annually in most cases). 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, there is an extensive on-campus wireless network and

a free dial-up service is available for commuting students. Students have access to a full complement of network services, all accessible via a single, personal user ID and password. Students have access to over 500 MB of personal network storage accessible from any computer on campus. All classrooms have network connections and major classrooms have multimedia and computer projection capabilities. The ITS Help Desk provides students on and off-campus with tech support. Schertz Computing Center is open 24 hours, seven days a week. ITS also holds special Install Fair events to help get student computers configured for use from home or residence hall room. For more information about technology at GC, see the ITS Web page at www.goshen.edu/its/.

Science Hall and Schrock Annex. With updates and the 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 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 Affairs Office. Established in 1992, this office supports the infusion of multicultural topics and resources into the curriculum. It also helps in recruiting and retaining of faculty, staff and students from under-represented groups and offers special events.

Good Library. As a research and information center, the Harold and Wilma Good Library connects the campus to ideas and information in a variety of formats. In addition to over 125,000 print sources, the library maintains a video/DVD collection and serves as the gateway to thousands of scholarly databases, digital journals and electronic books. Collection strengths include peace studies, the J. D. Hartzler Music Collection of early American hymnody and curriculum materials. Librarians are available for one-on-one assistance throughout much of the day and evening and also offer group instruction. A Web catalog indexes the collections of the Good Library, the Mennonite Historical Library, and 25 other Indiana college libraries. Interlibrary loans provide access to print materials in most North American libraries. Library facilities include a computer lab/classroom, vending and lounge areas, a reservable group study room, listening/viewing stations, a periodicals reading room and an exhibit gallery which typically features historical and cultural exhibits. Author visits, thematic programs and educational displays round out the library's services.

Mennonite Historical Library. The Mennonite Historical Library, housed on the third floor of the Good Library, contains more than 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.

Laboratory Kindergarten and Campus Center for Young Children. Since 1959, an innovative laboratory kindergarten has been operated on campus. Established in 1998, the Campus Center for Young Children offers quality childcare services for children of students, faculty, staff and community members. Both facilities provide students with opportunities for observation and practicum experiences.

Umble Center. An award-winning building in the center of campus, the John S. Umble Center features an excellent 400-seat theater. Lighting and sound systems were upgraded in 2002.

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. Opportunities are available for field research in natural sciences as well as teaching internships in outdoor education. Facilities include overnight accommodations and an environmental-education building that houses a classroom, offices and library. Plans are underway to construct a "green" collegiate laboratory/residence building.

Marine Biology Laboratory at Layton, Fla. A housing-laboratory building in the Florida Keys provides a permanent resource for the marine biology program that has been a unique part of Goshen College since 1966. The facility houses 18 students during an intensive May term experience in marine biology and is used at other times by several other colleges and universities.

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?”

“How can I become an effective leader?”

“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, including opportunities for service and experiential learning.

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 rooted in the Mennonite Church, USA we welcome seekers and people of all faiths to attend campus spiritual life activities.

Worship opportunities include chapel services every Monday, a variety of worship groups that meet throughout the week, and Sunday morning involvement in local congregations of many faiths. Worship groups meeting during the week include a Fellowship of Christian Athletes chapter, Taizé worship and student-led contemporary worship. Christian community sustains students through friendships and in small groups organized by campus ministries that meet for prayer, Bible study, accountability 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 midterm breaks, groups of students travel to service locations. Celebrate Service Day, held annually in September, encourages service in the local community. 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 at 10 a.m. for chapel (Mondays) and convocation (Fridays); Wednesday alternates between the two. Chapels involve worship and faith exploration, and convocations range from lectures to music performances to presentations by returned SST units. Full-time students are required to attend about half of the convocation and chapel events.

Goshen College commitment to community standards A spirit of hospitality

Goshen College is dedicated to fostering a spirit of hospitality on our campus, including all students, faculty and staff and college guests, as part of maintaining a healthy living and learning community. We welcome all students as God’s creation regardless of color, gender, religion, ethnicity or nationality, sexual orientation and social or economic class. In order for a diverse community to thrive, we must recognize our differences and seek understanding and integrity in our relationships. Students and faculty at Goshen College are expected to

support an environment of mutual respect and accountability, to care for the personal dignity of others and to have integrity in their conduct and communication.

The spirit of respect and hospitality at Goshen College reflects our character as a Mennonite-Anabaptist liberal arts community of scholarship, teaching, learning and service. We believe that the expression of hospitality is best understood in the life and character of Jesus Christ, who welcomed the Gentile and the Jew, women and men, the poor and the wealthy, the slave and the free, the sick and the healthy. The Mennonite Church promotes a community founded on love and justice in which all persons possess inherent dignity as children of God. Our search for truth and our understanding of complex modern challenges is informed and transformed by the life and teachings of Jesus and the tradition of Anabaptist Christians to be accountable to each other in the context of the church.

Rights and responsibilities:

Individual commitments within community life

Invitation to Christian community

Goshen College is committed to encouraging students in intellectual, social, moral and spiritual growth. Students are invited to engage in a dynamic and life-giving community here and to mature as individuals through respectful relationships in the classroom, the local community, in the broader Christian church and in among other cultures. All are expected to demonstrate sensitivity and concern for others’ convictions, perspectives and struggles. Within the context of a Christ-centered community, we seek to become:

- passionate learners;
- global citizens;
- servant leaders; and
- compassionate peacemakers.

Expectations

Members of the Goshen College community are expected to demonstrate individual responsibility in showing consideration for the beliefs and feelings of others; abiding by federal, state and local laws; and demonstrating exemplary conduct. When a student’s behavior has direct implications for others and/or the well-being of the campus community, there is cause for community involvement, regardless of where the situation occurs (e.g. home or abroad. Faculty directing international education programs are responsible to inform student life when violations occur abroad.)

While it is difficult to determine a framework of community standards that completely matches the ideals of each individual, clear expression of commonly held expectations is vital to productive, positive life and work together in a diverse campus setting. Every Goshen College student is expected to show serious intent to live according to these standards. A complete description of expectations and disciplinary process is outlined in the student handbook.

A complete statement of the standards and a description of Goshen’s discipline process are available in the *Student Planner and Handbook*.

Housing

Because Goshen is primarily a residential campus which fosters learning and leadership training outside the classroom as well as in, policies are in place to encourage all single students who are not living with their parents to live in campus housing. Goshen offers a variety of housing

options for students who are single, married or have families.

Three residence halls – Yoder, Kratz and Miller Halls are available to single students of any classification. Each hall is 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 and a resident director.

Two senior/junior halls – In Coffman and Kulp Halls, 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.

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.

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.

Academic Support Center

The Academic Support Center promotes independent life-long learning. The ASC director provides specialized learning assistance for students with physical disabilities or documented special needs. In addition, the ASC trains writing mentors and study mentors to help all GC students grow as writers and scholars.

First-year student program

The colloquium program helps new first-year students adjust to college life academically, socially and spiritually. 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.

Health services

Located in the Roman Gingerich Recreation-Fitness Center, 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.

Counseling

Counseling services at Goshen are directed towards meeting student needs for personal, social and spiritual growth. A professional counselor based in the Wellness and Health Center assists 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.

Career guidance and placement

The mission of Career Services is to help students discover their vocation. Staff members support students by testing for strengths and interests, providing individual counsel about academic majors and career options, administering the ministry, service and entrepreneurial inquiry programs, creating greater awareness of internships and other jobs

opportunities, and teaching workshops on topics such as resume writing, networking, interviewing, dining etiquette and graduate school. Goshen College also sponsors job fairs annually. Staff members include a director, assistant director, internship coordinator and administrative assistant. In general, Career Services collaborates with the teaching faculty to enhance the work and professional opportunities available to students, both during college and upon graduation.

Multicultural affairs

The multicultural affairs 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, special faculty advisers work with the Black Student Union, Latino Student Union and International Students Club to help underrepresented students understand the campus environment, become involved in campus activities and develop leadership skills.

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 final registration the day before classes start) for more information.

Commuter student program

A commuter student lounge with study rooms, lockers and a kitchenette is available at the south end of the Union building. The Nontraditional/Commuter Student Association holds regular meetings to discuss special interests and concerns of commuting students.

Parents program

The director of the parents program works with the Parent Council, comprised of approximately 35 households, to plan programs and services for parents of students, including a calling program for the parents of new students, Parent Weekend (usually the first Saturday in November) and an on-line newsletter. The program provides avenues for parents to learn about their student's education and to communicate with administrators and faculty. A Web site especially for parents is at www.goshen.edu/parents/.

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. 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, an 18-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 a place for quiet reflection and contemplation.

Music. Students interested in music are invited to audition for music department ensembles, including Chamber Choir, Orchestra, Wind Ensemble and Lavender Jazz. Four choirs are open to any interested student without audition: Chorale, Men's Chorus, Women's World Music Choir and Voices 'n Harmony Gospel Choir. The choirs perform several on-campus concerts each year and Chamber Choir also tours 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 Sweet Honey in the Rock, Chanticleer, Canadian Brass, The Del McCoury Bluegrass Band and Apollo's Fire from the Cleveland Symphony.

Christian concerts. Each year the college sponsors a concert by a Christian band. Recent performers have been Reliant K, Paul Colman Trio (PC3) and Thirstborne.

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.
- **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, Herma Williams and Dr. Rev. C.T. Vivian.
- **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, 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.
- **The Umble Master Class** series brings an outstanding educator in theater or communication to campus each year for lectures and workshops. The most recent guest was film-maker René Vincent.
- **The Miller-Jeschke Endowment for Science and Religion** brings an outstanding scholar to campus each spring for a conference on science and religion.

Student government. The student body is represented by the Student Senate. A four-member cabinet is elected each spring to lead the next year's Senate. Other members are campus group representatives and residence hall representatives. The Student Senate appoints student members to campus committees where students are actually involved in making decisions side by side with faculty and administrators. The Senate also manages all club funds for various student clubs and organizations.

Student activities. The director of student activities oversees all planning of 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 as well as a number of weekly events such as coffeehouses, variety shows, movies and late-night activities.

Service opportunities. Many students participate in tutoring, Habitat for Humanity and a variety of other service organizations. In addition, the campus ministries office coordinates service trips during midterm breaks. 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.

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, features, perspectives and photographic coverage of campus events and issues and provides a forum for student, faculty and staff opinion. The *Maple Leaf* annual yearbook gives an overview of campus life. Both staffs, advised by a communication 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 each 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
- AMISH (Association of Midwesterners for Ice and Street Hockey)
- 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 Men's Association (GSMA)
- Goshen Student Women's Association (GSWA)
- International Student Club
- Latino Student Union
- Nebula (pre-ministry club)
- Nontraditional/Commuter Student Association
- Nursing Students Association
- Pax
- Pre-Medical Club

Prism
 Students/Scholars Advocating Precision (SAP)
 Social Work Action Association
 Student Senate
 Student Womyn's Advocacy Network (SWAN)
 Swim Club

Third Culture Students
 Voices 'n Harmony gospel choir
 More information about these groups may be obtained through the Student Senate office located in Student Life.

Admission

First year

Admission counselors work individually with each applicant to ensure sound educational planning. High school courses, grades, test scores, high-school rank, references and personal essay, are all indicators of an individual's ability to work successfully in college programs; they are important factors in the admission 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 – 2-3; foreign language – 2-4; social science and history – 2-3; 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.

We are interested in you and the promise you represent. Students who enrolled at Goshen College in fall 2003 averaged a high school GPA of 3.45, scored an average of 1165 on the combined SAT, 590 on Verbal and 575 on Math, scored an average of 25 on the ACT and ranked in the top 28 percent of their graduating class. If your scores or grade point are lower than these averages, don't be alarmed; remember these are averages. We strongly encourage you to apply, as we consider each applicant on an individual basis taking into consideration classes, extracurricular activities, recommendations and your personal promise. 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.

Home-schooled students

Goshen College welcomes home-schooled students and recognizes the valuable contribution you bring to the diversity of our students. Home-schooled students need to show that they have successfully completed a secondary school education in a home school setting and met state law requirements for secondary education. Applicants must submit high school equivalent transcripts with grades or evaluations. If these are not available you can provide curricula for grades 9 through 12. You should also submit either SAT I or ACT scores and write a personal essay as requested of all students in the application form. If no letters of recommendation are available from teachers other than family members, a letter of recommendation from your pastor, employer or close family friend would be acceptable.

Canadian students

Canadian students follow the guidelines listed for first-year students. In addition:

1. Canadian students receive a “Canadian Exchange Discount” for tuition, room and board based on the current exchange rate. In other words, the Canadian dollar is accepted on a par with the American

dollar.

2. If you anticipate applying for need-based financial assistance, please request the Canadian Student Financial Aid Form from the Goshen College admission office. You should also consider sources of aid in your province.

SAT I or ACT test scores

All United States and Canadian applicants are asked to take the Scholastic Aptitude Test (SAT I) or the American College Test (ACT). SAT I and ACT tests are given at testing centers several times each year around the world and should be taken in the junior year and/or as early as possible in the senior year. SAT I and ACT scores are not required of students age 24 or older.

Other requirements

The admission 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 and Scholarship Committee.

Learning differences

Students with learning differences who are otherwise qualified for admission to Goshen College must, after being admitted, provide documentation of their specific learning differences in order to receive reasonable accommodation.

Application procedure and fee

Full-time first-year applicants need to provide a completed application form, \$25 application fee, high school transcript, SAT I or ACT scores, two personal references and a personal essay. 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, including international students, to submit a \$200 enrollment deposit to secure their position in the class. This deposit is credited to the individual's tuition account and is nonrefundable after May 1. Students will be given priority in housing based on the date they submit their enrollment deposit. This deposit also establishes the student's eligibility to register for classes.

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 initially intend to seek a degree from Goshen College. 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 (if you have earned fewer than 24 semester college credits), college transcript(s), personal essay 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. Goshen College assures the acceptance of the Hesston College associate of arts degree and the associate of science degree and assures the student of junior standing.

Beginning with the Hesston College graduating class of 2003, Goshen College accepts the associate of arts and associate of science

degrees as meeting the Goshen College lower level general education requirements. These degrees may meet some upper level requirements and international education requirements. All other competencies, prerequisites and upper level general education requirements must be met on the same basis as any other Goshen College student.

International students

Goshen College has a long tradition of admitting international students who, along with our U.S. students, gain a wider view of the world from this educational exchange. International students comprise about 10 percent of the student body and come from over 30 different countries, bringing with them their values, cultures and perspectives which they share with each other and with the rest of campus for everyone’s benefit. When they come to Goshen, international students are especially welcomed by our U.S. students who have had cross-cultural living experiences either on SST or by growing up overseas. So, if you are from outside the United States, we welcome your application to come join us!

Applicants who are not citizens or permanent residents of the United States should complete a special set of application forms. These are available from the admission office and are also available on line at www.goshen.edu. There is an application fee of \$25.

International students must meet minimum requirements for admission to a university in their home country. A TOEFL score of 550/213 (paper version/computer version) or an overall Band Score of 6.0 on the IELTS or a grade of “C” or better on the General Certificate of Education (GCE) English exam is required for admission. It is also highly recommended that international students submit SAT I scores with their application for admission. These would be of significant assistance in determining academic scholarships. The SAT exam is given in locations around the world several times a year. Students can get details of when the exam is given and how to apply by contacting the nearest American Embassy or Consulate. Students should also start planning a year in advance of the time they want to attend college to take the required tests like the TOEFL and SAT I exams and to prepare the other required documents for admission and scholarship consideration.

Re-admitted students

Applicants who have formerly been Goshen College students will complete an abbreviated application form. Readmission is contingent upon approval from accounting, registrar and student life departments.

Academic life

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 and living in campus housing pay no additional tuition or room and board costs for the May term. Commencement is held annually between spring semester and 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. In addition, two summer sessions during June and July offer a limited number of courses.

The summer Study-Service Term starts at the beginning of the May term and ends in July. Calendars for the 2004-2005 and 2005-06 school

years are 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 also 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 degrees in Organizational Leadership 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 Division of Adult and External Studies 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 34 majors are offered in:

- Accounting
- American Sign Language Interpreting
- Art
- Bible and religion
- Biology
- Business
- Business information systems
- Chemistry
- Communication
- Computer science
- Computer science and applied mathematics
- Elementary education
- English and American literature and language
- Environmental studies
- Hispanic education in theology and leadership (HETL)
- History
- History and investigative skills
- Management information systems
- Mathematics
- Molecular biology/Biochemistry
- Music
- Nursing
- Organizational Leadership
- Peace, justice and conflict studies
- Physical education
- Physics
- Psychology
- Social work
- Sociology/Anthropology
- Spanish
- Special education (K-6)
- TESOL (Teaching English to Speakers of Other Languages)
- Theater

An Interdisciplinary major is also offered, usually combining work in three departments.

Additional teacher education programs are available, leading to certification in

- Business/technology education (5-12)
- English education (5-12)
- Health education (5-12)
- Mathematics education (5-12)
- Music education (vocal/instrumental) (K-12)
- Physical education (K-12)
- Science education (biology, chemistry or physics) (5-12)

- Social studies education (5-12)
- Spanish education (5-12)
- Theater arts education (5-12)
- Visual arts education (K-12)

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 34 minors are offered in:

- Accounting
- American Sign Language
- Anabaptist-Mennonite studies
- Art
- Bible and religion
- Business
- Business information systems
- Church music
- Communication
- Computer science
- Conflict studies
- Education
- English
- Environmental studies
- Global economics
- Graphic design
- Health Education
- Hispanic education in theology and leadership
- History
- International studies
- Mathematics
- Multimedia communication
- Music
- Peace and justice studies
- Physical education
- Piano pedagogy
- Psychology
- Sociology/Anthropology
- Spanish
- (TESOL) Teaching English to speakers of other languages
- Theater
- Women's studies
- Writing
- Youth ministry

Details on required courses and sequences for each major and minor appear under departmental headings in the academic 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, Mennonite studies, organizational leadership, piano pedagogy 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.

Undergraduate professional programs

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

Pre-professional programs

Certain programs are offered at Goshen College to prepare students for professional study at the graduate level or by transferring to an undergraduate professional program at another school after 1-3 years at Goshen. Pre-professional programs at Goshen College include:

- Pre-Architecture
- Pre-Dentistry
- Pre-Engineering
- Pre-Law
- Pre-Medical Technology
- 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 and 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 pre-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. 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. The director of career services 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 the career services office.

Professional degree programs completed at other colleges

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

Architecture. This is a two degree, or 3-2 program resulting in a B.A. in physics or art from Goshen College and a B.S. in architectural engineering from Washington University in St. Louis, Mo.

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 or chemistry 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.

Key to course numbers

Lower level

100 - 199 courses — Primarily for first-year students

200 - 299 courses — Primarily for sophomores

Upper level

300 - 399 courses — Either juniors or senior

400 - 499 courses — Primarily for seniors and graduates

A student may register for courses one year above current classification (for example, a sophomore may register for a 300 course) provided prerequisites have been met.

In general, courses extend through one semester. A hyphen between the numbers of a two-semester course indicates that the first semester is prerequisite to the second semester, as does a "+" sign between the credit hours.

The number of hours stated after the description of each course refers to the number of credit hours granted for successful completion of one semester of the course.

Not all courses listed are offered each year. A list of course offerings for the two semesters of the next academic year is prepared in April of each year and is available from the dean's office. The college reserves the right to cancel any course if fewer than 10 students enroll or if suitable faculty are not available.

Special course — all departments

299/399 Special Studies: (title to be given) 1-6

An all-purpose course for recording credit in topics not contained in regular offerings, often used for independent study or credit by experience. Registration arrangements need to be approved by both the department and the dean's office. The course is open for use in all departments of the college.

Academic programs

General education curriculum

Director, Associate Dean T. Meyers

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."

Summary of general education course requirements

Orientation	1
Colloquium (attached to another course)	
Communication skills	5-6
Comm 202, Oral Communication (2-3 hours)	
College reading and writing (3 hours)	
Engl 110, Literature and Writing or	
Engl 210, Introduction to Literature	
International/intercultural education	12-13
Study-Service Term (SST) (international or alternate options)	12-13
Language proficiency through 102-level required (or alternate)	
(See <i>international education pages for details.</i>)	
Bible/religion/philosophy/peace studies	9
Bible survey course (3 hours)	
Bibl 100, Knowing the Bible or	
Bibl 200, Reading the Bible	
Bible or religion course (3 hours)	
Any additional Bible or religion course (except Greek and Hebrew languages)	
Peace/justice/conflict studies or philosophy* course (3 hours)	
<i>Select one:</i>	
Phil 200, Introduction to Philosophy	
Phil 302, Ethics and Morality	
Phil 307, Asian Thought	
PJCS 210, Transforming Conflict and Violence	

PJCS 312, War, Peace and Nonresistance	
PJCS 313, Violence and Nonviolence (see prerequisite)	
*Nursing students, see nursing department pages.	
Mathematics** and natural science	6-8
<i>Select a course from any two areas**</i>	
Mathematics (3-4 hours)	
Math 100, Mathematical World	
Math 102, Precalculus	
Math 131, Mathematical Concepts for the Elementary Classroom	
Math 141, Finite Mathematics	
Math 205, Discrete Mathematics	
Math 211, Calculus I	
Biological science (3-4 hours)	
Biol 100, Biological World	
Biol 111 or 112, Biological Principles	
Biol 154, Human Biology	
Biol 203, Human Anatomy and Physiology	
Physical science (3-4 hours)	
Chem 101 or 102, Chemistry and Physics of Life	
Chem 111, General Chemistry	
Phys 100, Physical World	
Phys 154, Descriptive Astronomy	
Phys 203 or 204, General Physics	
**Competency through Math 030 required	
History and social science	6
History (3 hours) <i>Select one:</i>	
Hist 100, Human Stories	
Hist 101 or 203, World History I or II	
Hist 102, European History	
Hist 105 or 202, American History I or II	
Social science (3 hours) <i>Select one:</i>	
Econ 201 or 202, Principles of Economics	
PoSc 200, Introduction to Political Science	
Psyc 100, General Psychology	
SoAn 200, Principles of Sociology	
SoAn 220, Human Origins, Human Nature	
Physical education	1
PhEd 100, Wellness (1 hour)	
Humanities (select one)	4
Hum 320, Humanities: Literature and Art	
Hum 321, Humanities: Literature and Music	
Hum 322, Humanities: Theater and Literature	
Hum 323, Humanities: Music and Art	
Hum 324, Humanities: Music and Theater	
Hum 325, Humanities: Art and Theater	
TOTAL Credit hours	44-48

Common experiences beyond the classroom

In addition to the courses listed above 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" is chosen for interdisciplinary discussion across the campus community. As they begin their college career, students will 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.

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

Colloquium

All first-time first-year students enroll in a colloquium course 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 English classes includes readings in classical and contemporary literature and writing instruction. Most students will select Engl 110. Engl 210 is for students with SAT verbal scores of at least 600 or ACT English scores of at least 26 or for students who have earned AP or CLEP credit, but desire a stronger foundation in college-level reading and writing. The oral communication class involves practical speaking experiences from public speaking to interpersonal communication. Attention is given to communicating in a culturally diverse society. These courses also develop critical thinking skills.

International/Intercultural education

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.

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, Cuba, Germany, Ethiopia, China, Indonesia and Senegal.

This core general education requirement may also be met through alternate 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

- 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: 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.

Alternate SST (12 credits)

Requires one of the following ways to demonstrate language proficiency

- 102-level language proficiency or
- Comm 206, Communicating Across Cultures and 101-level language proficiency or
- two 101-level language courses

in addition, students select 12 credits of courses from the approved list in the international education section of the catalog.

Bible/religion/philosophy/peace studies

Because Goshen College considers biblical literacy to be a foundational requirement for a well-rounded education, all students take a Bible survey course, either Bibl 100 (for students with little or no past experience with the Bible) or Bibl 200 (for students who are already familiar with biblical stories and concepts). For course descriptions, see the Bible, religion and philosophy department pages of this catalog. Placement tests are available at the beginning of each semester to help uncertain students determine which level is most appropriate for them.

In addition to a Bible survey course, all students select one more Bible or religion class of their choice. Also, all students select at least one of the philosophy or peace/justice/conflict studies classes in the list of general education courses. Each of these courses broadens the knowledge base and cultivates critical thinking skills in students as they face both current and perennial issues.

Mathematics and natural science

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. 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 in the list of general education courses.

Note: The preferred mathematics course for students who do not have a mathematics requirement in their major is Math 100. Also, Biol 112 and Phys 204 may be taken without Biol 111 or Phys 203 as prerequisites.

History and social science

Historical study reveals the roots of modern civilization. History is a form of inquiry and a way of knowing both the world and one’s place in it. The social science core requirement allows students to become familiar with at least one approach to understanding human behavior in

the context of contemporary society.

Students select at least one of the history courses and at least one of the social science courses in the general education list.

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 from the general education list.

Two or three courses will be offered each year.

International education program

Director and International Education Adviser, Associate Dean T. Meyers

Goshen College is involved in several types of international education activity. First, there are offerings to fulfill the general education requirement of a Study-Service Term (SST) or its equivalent (Sections I and II). Second are a variety of other overseas educational opportunities offered by Goshen College or other organizations with whom we cooperate (Sections III and IV). The third type of activity is the international student program directed by Student Life.

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 forms, thinking that is active and reflective, and understanding of self and others. Spanish SST units are offered in the Caribbean. Currently, units also operate in Germany, West Africa, China, Indonesia and Ethiopia.

Students choose a language area for SST in consultation with their academic adviser and spend 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 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, students work 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 area, 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 2004-2007 (tentative)

	Fall semester	Spring semester	Summer semester
2004-05		Dominican Republic Ethiopia	Dominican Republic Cuba Germany
2005-06	China	Dominican Republic	Dominican Republic Cuba Senegal
2006-07	Dominican Republic	Dominican Republic Indonesia	Dominican Republic Cuba Germany

B. Credit

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

Language	4
Intercultural communication	3
History and Culture of (Country)	3
Arts and Literature of (Country)	2
The Natural World of (Country)	1
Additional credit in foreign language may be awarded when testing shows unusual progress.	

C. Evaluation

For the foreign language credit, the student chooses letter grading or CR/NC (credit/no credit).

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 other language or from among any of the following: Comm 206, Engl 310, SoAn 230, Phil 307 (China or Indonesia only), SoAn 340 (Ethiopia only).

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.

E. Minor in international studies

Program director and adviser: Associate Dean T. Meyers, International Education Office

SST is the core and the prerequisite for this minor. Its goal is to integrate international study experience with campus experience, to link SST with academic interests, and to enhance career planning. The international studies minor gives formal credentials to the very attractive international dimension of education at Goshen College.

Requirements*

Language prerequisite for SST	8 credits (or proficiency)
The 13th hour of SST (only 12 credits required for general education)	1 credit
Any three approved "SST alternate" courses (see course list below)	9 credits
Total	10-18 credits

*Notes: This minor is available only to students who have had SST or an equivalent semester of study abroad.

For students with SST in Ethiopia, China, or Indonesia, the alternate SST prerequisites may be used.

The course work is recommended for after SST, but courses taken before SST do apply.

The three "SST alternate" courses may not overlap with requirements in any major or any other minor.

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:

A prerequisite: 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) two 101-level courses in any foreign language (or equivalent).

Twelve credit hours in courses selected from the list of "SST alternate" 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 350, International Business
 Bus 375, Business in Spain
 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, African-American Literature or American Indian Literature
 Engl 310, Introduction to Linguistics
 MCLL 300, International Classics
 Any 300-level Spanish literature course
 HETL 204, Hispanic Culture and Society
 Hist 240, World Geography
 Hist 255, History of Global Poverty
 Hist/WoSt 330, International Women's History
 Hist 335, History of Ethnic Conflict
 Hist 344, Latin American History
 Hist 350, African History
 Hist 375, History of the Southwest
 Intl 250/350, Intercultural Service-Learning (see description below)
 PJCS 320, Borderlands
 PJCS 430, Healing the Wounds of Violence
 Psyc 322, Analysis of Racism and Power
 PoSc 308, International Politics
 PoSc 318, Latin American Politics
 Phil 307, Asian Thought
 Rel/SoAn 315, Religion in Culture and Society
 Rel 317, Islam and Judaism
 Rel/SoAn 319, Doing Theology Abroad
 Rel/PJCS 316, Liberation Theologies
 SoAn 220, Human Origins/Human Nature
 SoAn 230, Cultural Anthropology
 SoAn 330, Family and Kinship Across Cultures
 SoAn 334, Race, Class and Ethnic Relations
 SoAn 336, Latin American Societies and Cultures
 SoAn 340, African Societies and Cultures
 SoAn 342, Native American Societies and Cultures

B.S. Nursing students who desire an alternative to the SST program should see the nursing department information in this catalog for a modification of the above requirements.

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.

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 above).
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, Spain, the Middle East, Colombia, Guatemala and Peru.

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 many different countries. 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, church aid 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 associate academic dean.

Honors program

Director, Professor J. Brant

Our 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 academic 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. Past topics have included "The Anabaptist Voice" and "Power and Love."

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, 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 for independent study registration. See expenses section of the catalog.

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 G.P.A. 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 earn a B.A. or B.S. with honors within their major if they maintain a G.P.A. that meets the eligibility requirements of their department, present work at an academic symposium and write a senior thesis. Candidates for the honors degree will register in Hon 400 for one hour of independent study in the semester in which they write the thesis. The one-hour independent study includes approximately 15 hours of consultation, reading and editing from the thesis supervisor and is not intended to reflect the amount of time that a student is to devote to his or her thesis. The student is expected to have done reading and research on the topic prior to the semester of writing. Only students who are able to work with limited supervision should undertake a thesis. See the honors program Web site at www.goshen.edu/honors or contact the honors director for more information.

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 elected hours of credit/no credit grade plan 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.

Collegiate studies program

Chair: T. Meyers, Associate Academic Dean

S. W. Showalter, Director of Career Services

The department of collegiate studies has three tasks: (1) to help students adjust to academic life at the college level; (2) to help students select courses, majors and minors so that they can make progress toward a degree; and (3) to provide career counseling for all students.

All Goshen College faculty members have an interest in this department because students' success at Goshen College depends at least in part on their making wise decisions about majors and careers and responding to a sense of vocation.

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

- An academic home for all first-year students during their first semester and for continuing students who are deciders (those students still in the process of selecting a major);
- Coordination of the colloquium program for first-year students during their first semester;
- Academic advising for all deciders;
- Workshops, advising guidelines and career counseling services for all students.

Colloquium

Introduces new college students to the Goshen College learning community. Required of all first-year students when they enter college during the fall semester. Colloquium activities add an extra credit hour to existing courses. See the student life and general education sections for more details.

Courses

DCS 210 Vocational Choices

1

In this course students develop a clearer understanding of their particular strengths and focus on the concept of vocation – God's call on their lives. Students reflect on their previous experiences in the world of work with a view to choosing a major and planning the next steps toward a career. Class requirements include completing inventories of individual strengths and interests. Students gather information about specific occupations and careers from various sources and discuss the concept of vocation in relation to God-given talents and personal values.

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 program for first-year students. Responsibilities include assisting in orientation activities, planning events and conducting interviews.

Division of adult and external studies (DAES)

Goshen Director, M. Moretto

Florida Director, P. Brown

Mission

The division of adult and external studies offers quality education designed for adult learners. It reflects the distinctive standards of academic excellence, in a friendly environment of professional support, that characterizes Goshen College.

Faculty

Organizational leadership program and management information systems faculty members are full-time professors at Goshen College or adjunct professors from local businesses who teach in their area of expertise. For nursing faculty, see nursing department pages.

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, at least 60 semester hours already completed, demonstrate mastery of basic computer skills, provide a satisfactory writing sample, references and have a C average in all prior work.

Students graduating in this department must earn 120 semester hours with a 2.0 grade point average on courses completed at Goshen College. General education requirements must be completed as follows: English composition (3), literature/fine arts/foreign language (3), natural science (3), social science (3) and history (3). In addition, students must 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).

In addition to the 40/44 hours earned in the core modules/classes, students may earn up to 30 additional hours by Credit for Prior Learning. Credits can also be obtained using DANTES and CLEP tests. Goshen College is a test center for both exam programs.

Two different majors are available at both the Goshen, Ind., and Sarasota and North Port, Fla., campuses: B.S. in organizational leadership and B.S. in management information systems. The Goshen campus also offers a B.S. in nursing program for persons who have already completed an R.N. program. For more information about the R.N. to B.S.N. program, including specific graduation requirements, see the nursing department pages.

Students can take the organizational leadership and management information systems core of classes and obtain a certificate without having the 60 credits from previous college courses.

A. Major in organizational leadership

The Organizational Leadership Program prepares learners to lead effectively within an organization. Through a thoughtful blend of theory and application, learners are able to understand what works – and why. Solid textbooks, experienced faculty, and the formal and informal life experiences of participants enable learners to be challenged to grow as leaders – and as people. Forty semester credits are awarded to those students who successfully complete this program.

Courses

OLP 301 Individual and Group Dynamics **3**
This course examines the question: What factors combine to determine

individual and group performance in an organization? Individual and group dynamics is examined in the context of the adult learning environment as well as the work environment. The internal and external environment of the worker in modern organizations is explored. Motivation is studied as a consideration of personality, attitudes, perception, roles, and environment. (*five weeks*)

OLP 300 Effective Communication **3**

This course develops and enhances general and professional writing skills. Clear, concise, well-edited writing is emphasized. Course content includes selecting appropriate writing formats for specific situations and practicing various writing strategies to promote clear thinking and effective communication. Life-learning essays and professional writing assignments are included in the course requirements. (*five weeks*)

OLP 312 Organizational Theory **3**

Humans are immersed in organizations; to a large extent they form our lives. This course introduces the history of organizational development and examines how and why organizations change. It covers organizational task goals of planning, organizing and control. (*five weeks*)

OLP 401 Organizational Cultures **3**

This course introduces the concept that organizational culture is the sum total of the written and unwritten assumptions that an organization has learned and used throughout its history. The role of culture in young corporations, mid-life and mature organizations is considered. Consequences to organizational culture in a time of acquisitions, mergers and joint ventures are examined. (*five weeks*)

OLP 450 Servant Leadership Project **4**

This project provides opportunity for students to integrate classroom theory with practical experience by identifying an opportunity to lead through service within an organizational setting – either the student's workplace or a public benefit organization. Students work with a faculty mentor to structure the learning, coordinate with the cooperating organization and assess the level and significance of their learning. The findings or outcomes of the project will be presented on the last two nights of the program schedule. (*12 months*)

OLP 403 Leadership Theory and Development **3**

This course focuses on providing theoretical foundations and conceptual principles for leadership and skills necessary to practice leadership competently. Activities are designed to enhance leadership self-awareness, encourage development of personal perspectives on leadership and prepare students to address leadership challenges. The course reviews historical and current perspectives on leadership and considers how leaders use influence to direct and coordinate the activities of group members. (*five weeks*)

OLP 307 Managerial Accounting **3**

The acquisition, analysis and reporting of financial information is important to the individual leader and the organization. Special attention is given to the planning and control responsibilities of practicing managers. Students gain confidence in their ability to interpret and use financial information for more effective decision making. (*five weeks*)

RELN 305 Enduring Issues in Christian Perspective 3
Examines the biblical heritage and major doctrines of Christian faith. Explores basic issues such as individualism and community, personal decision-making, social justice and relating to other religious traditions. Class members will be challenged to think through their own responses to these issues. (*five weeks*)

OLP 308 Economic Environment of Organizations 3
This course focuses on the role of prices and markets in the modern, mixed free-enterprise economy. Students consider economic tools needed to better understand economic policy debates and make better choices as leaders. (*five weeks*)

OLP 309 Leading and Serving in a Multi-Cultural World 3
The modern workforce is rapidly becoming a mosaic of colors, languages, cultural traditions and values. This demographic reality poses an immense challenge for both workforce and leaders. The goal of this course is to better understand different cultural values and styles, to recognize one's own biases and assumptions and to value diversity. (*five weeks*)

OLP 412 Leading and Managing Change 3
Organizations today function within a dynamic environment marked by rapidly changing technologies, globalization of markets, the "knowledge enterprise" and an increasingly diverse workforce. Leaders of organizations must understand the change process, appropriate responses to change, conflict resolution and how to develop strategies for the future. Rethinking competition, leadership and markets is an essential exercise as leaders search for new paradigms that will govern organizations now and in the future. (*five weeks*)

OLP 420 Strategic Planning, Action, and Measurement 3
This course addresses strategic issues in running a business enterprise. Effective strategy-making and strategy-execution are the key ingredients of company success and the most reliable signs of good leadership. The basic concepts and tools of strategic analysis and business research are presented, utilizing case studies and simulation problems. (*five weeks*)

OLP 410 Ethical Issues in Leadership and Organizations 3
This capstone course considers the responsibilities of both leaders and organizations. Attention is given to three distinct but related themes: the social responsibility of organizations, public policy toward business organizations and leadership ethics. Students are challenged to make ethical analysis a routine part of their decision-making framework. Case studies explore the reality of the multiple, competing claims placed on the leader and the organization. (*five weeks*)

B. Major in management information systems

This major requires completion of 44 hours of modules/courses in management information systems as listed below. Each module/course must be taken in sequence. Students will stay with the same cohort group for the duration of the program. There are no electives in the major and no courses may be substituted for modules in the major core of classes

OLP 312 Organizational Theory 3
(See description above.)

MIS 220 Knowledge Work Software 3
This course covers a suite of software tools useful for knowledge workers, such as word processors, spreadsheets, databases, presentation graphics, database retrieval, e-mail and Internet tools. The practical application

of these tools in a business environment with the goal of improved productivity will be emphasized.

MIS 325 Mathematics for Information Systems 3
This course is an introduction to mathematical concepts and problem solving techniques pertinent to information systems. Topics include number systems and arithmetic, numeric data types, logic and Boolean algebra, set theory, linear programming, theoretical computing machines, enumeration and probability, exploratory data analysis and inferential statistics.

MIS 330 Programming Practice and Theory 3
An introduction to problem solving, algorithm development and object-oriented programming techniques pertinent to the development of application software. Topics include pseudo-code, language syntax, data types, loops, control structures, functions and objects.

MIS 307 Accounting for Managers 3
The acquisition, analysis and reporting of financial information is important to the individual manager and the organization. Special attention will be given to the planning and control responsibilities of practicing managers. Individuals should gain confidence in their ability to interpret and use financial information for more effective decision-making.

OLP 309 Leading and Serving in a Multicultural World 3
(See description above.)

MIS 305 Information Systems Theory and Practice 3
This course provides an understanding of the decision process and how information is used for decision support in organizations. It covers decision theory, information theory and practice essential for providing viable information to the organization.

MIS 310 Information Technology Hardware and Telecommunication 3
This course examines hardware, software and communication technology so that students can understand, evaluate and implement effective use of computer architecture in the business environment. Students will gain in-depth knowledge of networking and data communications requirements including network operating systems, communications technologies, hardware and software. An emphasis is placed upon the analysis and design of networking solutions in business. Management of LAN/WAN networks, cost-benefit analysis and evaluation of connectivity options are also covered.

OLP 308 Economic Environments of Organizations 3
(See description above.)

MIS 335 Analysis and Logical Design 3
This course provides an understanding of the system development and modification process. It enables students to evaluate and choose a system development methodology. It emphasizes the factors for effective communications with users, team members and all those associated with development and maintenance of the system.

MIS 340 Physical Design and Implementation 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

(See description above.)

OLP 403 Leadership Theory and Development

(See description above.)

MIS 405 Project Management and Practice

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.

3 MIS 410 Ethics in Information Systems**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. B.S.N. Completion

For more information about the R.N. to B.S.N. completion program, including specific graduation requirements, see the nursing department pages.

Special programs

Adult Programs

Bachelor degree programs with majors in organizational leadership, management information systems and nursing are offered in the evening. For more detailed information, see the Division of Adult and External Studies (DAES) section.

Sarasota, Fla.

See the DAES pages for a description of Goshen College programs available in Sarasota.

Goshen College off-campus programs

Goshen College offers many off-campus study options. Off-campus internships are available in nearly every major. Study-Service Terms (See international education section of the catalog) and May term and summer courses in England, Florida and other sites are entirely planned and coordinated by Goshen College. Off-campus May term courses offered by Goshen College in 2002-04 were:

- The Arts in London
- Marine Biology (Florida)
- General Ecology (Merry Lea)
- Ornithology (Merry Lea)
- Field Experience in Environmental Biology (various sites)
- Business in Spain
- Borderlands (Arizona/Mexico)
- Doing Theology Abroad (Colombia)
- Anabaptist History in Europe
- Lost Empires of Peru
- Art Study Tour: France
- History of the Southwest

Peace House in Indianapolis

Goshen collaborates with Earlham and Manchester colleges to offer an urban peacemaking experience. The city of Indianapolis is the classroom. The peace house program combines a living and learning experience with other college students, academic study and an internship at an Indianapolis agency. A 14-week, 15-credit program in fall 2004-2005. For more information, contact Goshen Plowshares director Dean Johnson or the associate dean or see <http://plowsharesproject.org/php/peacehouse/index.php>.

Other off-campus programs

Many other possibilities for off-campus study exist in cooperation with other colleges and universities. (See list below.) Special arrangements make it possible for students to register for Goshen College credit while participating in these programs. 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 (including church aid) and Stafford Loans while enrolled in these programs.

Goshen College tuition discounts, 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. For Goshen College financial aid to apply to required off-campus study, an application must be submitted and the major must be declared by spring 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 in these sponsored off-campus programs are considered residential credits. However, these are not Goshen College programs. Therefore, May-term fees are charged for students who were off-campus in one of these affiliated programs during fall or spring semester.

Au Sable Institute of Environmental Studies offers summer programs in Mancelona, Mich., and other locations. See the biology department pages in this catalog or contact the environmental studies director for more information or see www.ausable.org.

Brethren Colleges Abroad offers academic-year and half-year programs in Europe, Asia and South America. Contact the international education department (SST office) for more information or see www.bcanet.org.

Central American Study and Service (CASAS) in Guatemala offers semester or summer programs in Spanish and Central American studies. Contact www.sal.org or the international education department (SST office) for more information.

Council for Christian Colleges and Universities (CCCU) offers various semester and summer programs. For further information, contact the associate dean or www.bestsemester.com. Semester programs of CCCU include the *Los Angeles Film Studies Center*. Located near major production studios, the program combines seminar courses with Christian context and from a liberal arts perspective. Participation in this program is required for theater and communication majors who elect a film studies concentration.

Council on International Education Exchange offers many academic-year and half-year programs in Europe, Asia and Latin America. Contact the international education department (SST office) for more information or see www.ciee.org.

Lithuania Christian College has summer TESOL internships and semester study opportunities. See the international education department (SST office) or www.lccbc.org 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 associate dean for more information.

Urban Life Center in Chicago offers semester and short and long summer programs in SoAn 302, Urban Diversity and many internship possibilities. Because of special financial arrangements with this program, students who spend the fall or spring semester at Urban Life Center are not charged extra for a May term at Goshen. Contact the associate dean for more information or www.urbanlifecenter.org.

Washington Community Scholars Center (sponsored by Eastern Mennonite University) has semester, year-long or spring/summer programs available. Includes significant internship experience and course work at a nearby university. Contact the associate dean or www.emu.edu/commun/wssy for more information.

Grant-funded programs

The CALL Project. A theological exploration of vocation program funded by Lilly Endowment. Goals of this program are to help students understand and embrace the call to Christian vocation and become servant leaders for the church and the world. Departments involved in CALL project activities include Bible, religion and philosophy; HETL; campus ministries; and career services. CALL is an acronym for "cultivating authentic leaders for life." The CALL project manager is Rebecca Horst.

Plowshares Collaborative. See the PJCS department pages for a description of this peace studies collaborative with Manchester and Earlham colleges. The Goshen College Plowshares director is Dean Johnson.

Learning Generation Initiative. A life-long learning program for residents of Elkhart and Lagrange counties. The Goshen College liaison person to this program is John J. Smith.

Academic departments and courses

Art

Chair, Professor J. Blosser

Associate Professors M. Krabill, J. Mishler, J. Wenig-Horswell

Assistant Professor G. Miller

Career opportunities

Art graduates are currently working as elementary and secondary school art teachers, architects, graphic designers, designers in industry and business, art therapists, free-lance artists, college teachers, fashion designers, interior designers, museum curators, photojournalists, production crafts persons and fine artists.

Major in art

(30 credit hours)

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, History of Art I	3
Art 342, History of Art II	3
Art 409, Senior exhibit	1
Art 410, Seminar	3
Art electives/concentration	5-20
Related courses:	6
Thea 245, Aesthetics	3
additional three-hour related non-art course chosen in consultation with adviser	

*Note: 52 art hours required for K-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

Art education all-grade major

Art 204; Art 206; Art 207, Art 217, Art 255, Hum 340, Art 312; 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*.

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, Introduction to Entrepreneurship; Engl 204, Expository Writing; Comm 212, Electronic Media Production I.

Production crafts

Art 206; Art 312; Art 343; nine-15 hours in ceramics or jewelry; Bus 121, Introduction to Entrepreneurship; Bus 328, Entrepreneurship; Acc 201 and 202, Accounting.

Studio art

For students preparing for graduate school or a career as a studio artist. Art 206; Art 312; Art 343; nine-15 hours in selected studio courses in two- or three-dimensional media. Engl 204, Expository Writing. Selections from history, French, German, philosophy and anthropology.

Architecture

Pre-graduate school program. For a master's degree in architecture, an undergraduate major in art is recommended, along with selected electives in other areas. Courses usually required include: Art 101; Art 107; Art 108; studio art classes; Math 211, Calculus I; Phys 203 or 204, General Physics; and two history courses chosen from Hist 101, 102, 203 or one of the humanities courses. In addition, courses in sociology, psychology, communication skills and business are strongly recommended, along with cross-cultural experience and architectural drafting skills. Goshen College has a Cooperative Program agreement with Washington University, St. Louis, leading to a master's in architecture degree. Entrance into the program is conditional upon strength of GPA and portfolio. In this program, students have two options: three years at Goshen plus three years at Washington University, or four years at Goshen plus three years at Washington University. In both options, Goshen will award the bachelor's degree and Washington University will award the master's degree.

Art therapy

Pre-graduate school program. Art 204; Art 206; Art 207; Art 217; Art 312; Hum 330; Art 412; Psys 210, Developmental Psychology; Psys 306, Abnormal Psychology.

Curatorial studies

Pre-graduate school program. Art 343; Art 412; Bus 121, Introduction to Entrepreneurship; Comm 324, Principles of Public Relations; 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

Drawing
Design
Painting
Any art 3-D media course

Second year

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

Third year

History of Art
Aesthetics/related courses from other departments
Art concentration

Fourth year

History of Art
Remaining major courses, concentration courses and electives
Senior Exhibit
Senior Seminar

Minor in art

Requires 20 hours in art including

Art 101, Drawing
One from either Art 107, Design or Art 202, Painting
History of Art; one from Art 341, 342 or 343
Eight 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:	2-3
Art 315, Photography	
Art 408, Graphic Design III	
Bus 336, Advertising	

Note: a third art history course is not required of art majors who select this minor. An additional three hours of elective credit may be chosen instead.

Minor in multimedia communication

Requires 18 hours in art, communication and business information systems. See the communication department pages for a full description.

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 fundamental visual 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 Adobe InDesign, 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.

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 with a perceptual approach. 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 Art 101 or Art 107; prerequisite for Art 402 is Art 302.*

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 Art 303 is Art 203 and Art 101 or 107; prerequisite for Art 403 is Art 303.*

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. *Art 204 open to all students. Prerequisite for Art 304 is Art 204 and Art 101 or 107; prerequisite for Art 404 is Art 304.*

Art 205, 305, 405 Figure Drawing 3, 3, 1-3
Studio based 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 figure to ground and a variety of conceptual approaches. *Prerequisite for Art 205 is Art 101; prerequisite for Art 305 is Art 205; prerequisite for Art 405 is Art 305.*

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 Art 306 is Art 206 and Art 101 or Art 107; prerequisite for Art 406 is 306.*

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 307 is Art 207 and Art 101 or Art 107; prerequisite for Art 407 is Art 307.*

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. *Prerequisite for 208 is Art 108; prerequisite for Art 308 is Art 208 and Art 101 or 107; prerequisite for Art 408 is Art 308.*

- 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 317 is Art 217 and Art 101 or Art 107; prerequisite for Art 417 is Art 317.*
- Art 255 Photo Communication** **3**
 (See Comm 255)
- Art 301, 401 Art Study Tour** **3, 3**
 Art study on location in major art centers in Europe. Study stresses historical works and architecture. Both class and individual study is included. Extra cost. *Open to all students.*
- Art 312 Teaching the Visual Arts** **3-4**
 A methods course introducing the issues, concepts, philosophy and content of teaching art for art education students (K-12) or others with an interest in teaching art in other settings. Emphasis on curriculum and lesson planning, reading in art education, art classroom management and evaluation. Includes field work. Art majors strongly encouraged to take this course. Non-art education majors may take this for three hours.
- Art 315, 415 Photography** **3, 2-3**
 The study of photography as an expressive art form. Advanced students follow individualized plans of study in an artistic, technical, digital and/or commercial area of photography to prepare work for exhibition, Web site, or to develop skills needed prior to a field assignment in commercial or journalist photography. *Prerequisite for Art 315: Comm/ Art 255, for Art 415: Art 315 and Art 101 or Art 107.*
- Art 330 Media Workshop** **3**
 A course that explores in depth a single medium or process such as metal casting, raku, papermaking, weaving, kiln building, silk screen and airbrush.
- Art 341 History of Art I** **3**
 A survey of historical art from prehistory through the Middle Ages. Lecture. *Prerequisite: junior level or consent of instructor. Offered alternate years.*
- Art 342 History of Art II** **3**
 Historical development of art from the Renaissance to present day. Lecture. *Prerequisite: junior level or consent of instructor. Offered alternate years.*
- Art 343 20th Century Art** **3**
 A survey of major art movements, architecture and artists of the 20th century with emphasis on art since 1945. Students learn critical assessment, research and become more artistically articulate. *Prerequisite: junior level or consent of instructor. Offered alternate years*
- Art 355 Arts in London** **4**
 (See Thea 355)
- Art 375 Multimedia Concepts** **3**
 (See Comm 375)
- Art 409 Senior Exhibit** **1**
 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. Art majors with a graphic-design concentration may exhibit an electronic presentation. *Prerequisite: six-nine hours in medium and consent of instructor. For art majors only.*
- Art 410 Senior Seminar** **3**
 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** **1-3**
 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

Professors R. Krall, K. Graber Miller

Associate Professor P. Keim

Director and Assistant Professor of Youth Ministry R. E. Yoder

Major in Bible and religion

Twenty-seven hours of core requirements:

Bibl 300, Jesus and the Gospels	3
Bibl 301, Hebrew Scripture	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	3
Phil 200, 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
Twelve hours of 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	

Planning guide

First year

- General education
- Biblical Literature
- Religious History in Americas

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 director of the Youth Ministry Program will assign him or her to a mentoring congregation. The student will be expected to participate in the life of that congregation 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 Scripture	3
Rel 320, Christian Faith	3
Hist 318, Anabaptist/Mennonite History or Hist 321, Mennonites in America	3
Worship and Ministry Leadership elective, select one:	3

Mus 311, Topics in Music Literature: Church Music Or an AMBS Church and Ministry course such as: AMBS/CHM 561, Art & the Congregational Imagination (3 hr) AMBS/CHM 562, Congregational Song: Practices Past & Present (3 hr) AMBS/CHM 563, Art in Worship (3 hr) AMBS/CHM 522, Worship & Mission (3 hr) AMBS/CHM 515, Drama in Worship (3hr) AMBS/CHM 511, Foundations of Worship & Preaching (4 hr)	3
Spirituality or Pastoral Care	3
Recommended courses include: AMBS/CHM 501, Personal Spirituality AMBS/CHM 502, Congregational Spirituality AMBS/CHM 631, Family Systems and Pastoral Care + AMBS/CHM 545, Pastoral Care of Youth and Young Adults AMBS/CHM 546, Faith Formation & Spirituality of Youth & Young Adults AMBS/CHM 638, Spirituality, Pastoral Care, and Healing	
Rel 405, Spiritual Care and Healing + With consent of the student's adviser and AMBS (Final selection of worship and pastoral care courses is determined in consultation with your adviser and the seminary.)	
PCJS 325, Mediation: Process, Skills and Theory or PJCS 210, Transforming Conflict and Violence	3
Educ 309, Educational Psychology: Secondary or Psyc 210, Developmental Psychology	3
Rel 330, Religion and Sexuality or SoAn 260, Human Sexuality or SoAn 210/310, Marriage and Family	3
PhEd 102, First Aid and CPR*	2
Rel 409, Internship (with an emphasis in Youth Ministry)	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. *This requirement will be waived for students who have first aid and CPR certification from an accredited agency.	

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
- 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 3
- Bibl 301, Hebrew Scripture 3
- Elective in Bible 3
- Phil 302, Ethics and Morality 3
- Rel 320, The Christian Faith 3
- Elective in Religion or Philosophy 3

Minor in youth ministry

Eighteen hours

- Rel 210, Introduction to Youth Ministry 3
- Rel 374, Youth Ministry Seminar 3
- PJCS 210, Transforming Conflict and Violence 3
- Six hours selected from:
 - Rel 320, Christian Faith 3
 - Bibl 300, Jesus and the Gospels 3
 - Bibl 301, Hebrew Scripture 3
- Three hours selected from:
 - Educ 309, Educational Psychology: Secondary 3
 - Psyc 210, Developmental Psychology 3
 - Rel 330, Religion and Sexuality 3
 - SoAn 260, Human Sexuality 3
 - SoAn 210, 310, Marriage and Family 3
- Additional recommended courses
 - Rel 318 or Hist 321, Bibl 324, Phil 302, Rel 306, Rel 322, Rel 405, Rel 209 or 409, Internship (with an emphasis in youth ministry), Art 311, Mus 311, PhEd 102

Recommended plans of study for choosing electives in the BRP major or minor

Students are encouraged to focus their plan of study by selecting electives in the following areas. Plans of study for each area are available from Bible, Religion and Philosophy faculty:

- Youth Ministry Inquiry
- Ministry Inquiry
- Religious Studies
- Theology
- Biblical Studies
- Philosophy

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****Bibl 100 Knowing the Bible 3**

This course will cover the basic narrative structure of the Bible, the main characters and themes and will address the following questions: How did the Bible come to be? How does one understand Scripture? In what contexts does one read Scripture? This course is for people with very

little or no formal background in the Bible.

Bibl 200 Reading the Bible 3

This course will focus upon questions of genre and composition and interpretation of the Bible and will address the following questions: How does genre effect how we read? How is doctrine derived from Scripture and how does it influence our own readings? How are various modern methodologies used to understand the Bible? How does one distinguish between opinion and reasoned interpretation? This course is for students who have studied Scripture in a formal setting such as in high school, Sunday school or academic courses and who know the basic narrative structure and main characters. Note: Bibl 200 cannot be used to satisfy the upper level general education Bible and religion requirement.

Bible 100 or 200 fulfills the lower level BRP general education requirement. Students who do not know which level to take are encouraged to take the placement test scheduled at the beginning of each semester or to consult with either Professor Brant or Keim.

Bibl 201 New Testament Greek 3

Basic vocabulary, verb structure and grammar of New Testament Greek; reading and translation in first chapters of the Gospel of John.

Bibl 204 Hebrew Language and Culture 3

Students will work through a standard grammar of biblical Hebrew, building a working vocabulary of 600-800 words. The Book of Ruth will be read in its entirety, along with representative selections from the major genres of biblical Hebrew literature. Attention will also be devoted to the cultural settings reflected in the texts. Offered alternating years with Bibl 201.

Bibl 300 Jesus and the Gospels 3

Study of the life and teachings of Jesus, focusing on the proclamation of the reign of God and Jesus' messianic identity as the Son of God. Examination of Jesus in his historical setting will be balanced with discussions of the Jesus' call to discipleship and theological interpretations of the Gospels. *Prerequisite: Bibl 100 or consent of instructor.* BRP majors are encouraged to add a one hour depth credit.

Bibl 301 Hebrew Scripture 3

Content of this course will alternate every other year with one of the following topics.

Prophets. A study of the important corpus of prophetic literature from the Hebrew Bible. Attention is given to historical, social, literary and theological features of the texts. Broad surveys of the prophetic writings will set the stage for close reading of selected oracles. Balancing the ethos of the Hebrew prophets with the demands these texts place on the contemporary audience keeps the Scriptural nature of this foundational material constantly in view.

Wisdom and Psalms. Alongside Law, History, and Prophecy, the Wisdom and Poetry sections of biblical Hebrew writings give expression to the formative power of this significant literary, theological, and social movement in ancient Israel. Primary attention will be given to the universal perspectives reflected in the books of Ecclesiastes, Proverbs and Job, with selective attention given to the Wisdom corpus of the Apocrypha. Significant time will also be devoted to the laments, hymns, and pilgrimage songs of the book of Psalms.

Bibl 303 Paul and the Early Church 3

Study the ministry of Paul and the growth of the early church by traveling through the geography and social world of the early church and reading the book of Acts and Paul's letters. Explore Paul's understanding

of Jesus Christ and the nature of the Christian communities he established. Discussion will range from Paul's council on issues such as church life, the role of women and the state, and circumcision to his theological teachings on salvation and end times. *Prerequisite: Bibl 100 or 200 or consent of the instructor.*

Bibl 304 Writings of John 3
A study of the theology, themes, literary structure and social world of the fourth Gospel. Special attention is given to unique contributions 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. *Prerequisite: Bibl 100 or 200 or consent of instructor.*

Bibl 310 Topics in Biblical Studies 3
Lecture, research and discussion oriented around specific biblical studies themes such as the book of Revelation, leadership in ministry, spiritual and pastoral care. *Prerequisite: Bibl 100 or 200.*

Bibl 321 Biblical Themes of Peace 3
A study of the themes and concepts that provide a biblical basis for nonretaliation and peace making. Particular attention is given to the nature of God's sovereignty, forgiveness versus vengeance, and love of enemies. *Prerequisite: Bibl 100 or 200.*

Bibl 324 Women in the Bible 3
An examination of the characterization of women in Old and New Testament narratives, their role in biblical societies and the early church and their representation in Judeo-Christian culture, particularly our contemporary culture. The course draws upon current research and exegetical strategies in biblical studies. *Prerequisite: Bibl 100 or 200.*

Bibl 409 Bible Internship 1-3
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.

Bibl 410 Bible Seminar 3
Advanced work in principles and problems of biblical studies. Examination, assessment and application of a variety of exegetical stances in order to understand both the task and the object of interpretation, that is Scriptural passages. The objective of this course is found in Anselm's maxim, "Faith seeking understanding."

B. Religion

Rel 202 Religious History in the Americas 3
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.

Rel 209 Field Experience in Ministry 1-3
A field placement in applied ministry or discipleship at a camp, retreat center, congregation or religious organization. Appropriate for credit by experience registration.

Rel 210 Introduction to Youth Ministry 3
Covers models of youth ministry, relevant theories of development and aspects of pastor identity formation, and introduces various spiritual disciplines and prayer practices. *Prerequisites: Bibl 100 or 200 and sophomore status.*

Rel 306 The Mission of the Church 3
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.

Rel 310 Topics in Religion 3
Lectures, research and discussion of specific topics in religion such as politics and religion, spirituality, religion and the media.

Rel 312 War, Peace and Nonresistance 3
(See PJCS 312)

Rel 313 Violence and Nonviolence 3
(See PJCS 313)

Rel 315 Religion in Culture and Society 3
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.

Rel 316 Liberation Theologies 3
Surveys theologies that are arising as contemporary liberation movements in the American hemisphere: black theology, feminist theology and Latin-American liberation theology.

Rel 317 Islam and Judaism 3
An introduction to the essential beliefs, religion, texts and cultures of Islam and Judaism. Along with Christianity, these religious traditions represent the great cultural heritage of the Ancient Near East. A survey of essential Scriptures and exploration of primary doctrines will lay the groundwork for understanding these traditions with more clarity and sympathy. The living, contemporary communities of faith which claim direct descent from the Scriptures and doctrines of these formative cultures will become familiar through personal interaction with Muslims and Jews – both in the classroom and on field trips to mosque and synagogue. Emphasis will be placed on the deep continuities that exist among the "peoples of the book," as well as the unique contributions each has made to contemporary world culture.

Rel 318 Anabaptist/Mennonite History 3
(See Hist 318)

Rel 319 Doing Theology Abroad 4
An intensive seminar taught on location in a southern hemisphere country, focusing on socio-political relations and practical theology. Participants live and attend church-related activities with host-country families. Topics of study include challenges of peace-building, effects of U.S. military aid, impacts of U.S. commercial interests and partnerships between North American churches and hosts. Personal safety of participants will likely be at risk, so freedom of movement must be surrendered. Proficiency in language of host country desired, but not required.

Rel 320	Christian Faith	3	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. <i>Prerequisite: Bibl 100 or 200 or consent of instructor.</i>
Rel 322	Worshipping Communities	3	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.
Rel 328	Spiritual Writings of Women	3	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.
Rel 330	Religion and Sexuality	3	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.
Rel 374	Youth Ministry Seminar	3	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 or other faith tradition/denomination, and participation in a either a youth ministry resource event or a major youth ministry event.
Rel 402	Christianity and Modern Thought	3	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. <i>Participation requires the consent of the professor.</i>
Rel 405	Spiritual Care and Healing	3	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.
Rel 409	Religion Internship	1-3	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.
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 200	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	2-3	Study in specific areas of philosophic thought such as ancient/medieval, logic, modern philosophy, theory of knowledge, theory and problems of reality. See Nurs 309, Health Care Ethics 2.
Phil 400	Individual Readings in Philosophy	1-3	Students take initiative to develop a plan with a department faculty member. <i>By consent of the faculty member only.</i>
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.

Biology and environmental studies

Chair, Professor J. Miller

Professors S. Grove, J.N. Roth

Associate Professor L. Yoder

Assistant Professors L. English, D. Miller, J. Jenkins, B. Minter, J. Saylor

The biology department offers three majors: biology, environmental studies and molecular biology/biochemistry. It also offers a minor in environmental studies and a certificate in medical technology.

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 internship and seminar), 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 111-112, 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 (or equivalent by permission of the biology department)	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, pre-professional (dentistry, medicine, veterinary medicine, physical therapy), teaching biology, tropical agriculture, wildlife biology or zoology.

Field studies

Field studies are usually based at 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. For more details, see "Field Studies" under the environmental studies major below.

Planning guide

First year

General education
Biological Principles
General Chemistry
Pre-calculus (if needed)

Second year

General education
Microbial Biology (or Calculus I)
Genetics (or Calculus II)
Organic Chemistry
SST (summer)

Third year

General education
Upper-level biology (or calculus)
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/biochemistry

Coordinator, Professor S. Grove

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 111-112, 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

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

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
Organic Chemistry
Genetics
SST (summer)

Third year

General education
Biochemistry
General Physics
Molecular Cell Biology

Fourth year

Balance of general education
Balance of major
Internship/alternate
Biology Senior Seminar

Major in environmental studies

Director, Assistant Professor L. English

Career opportunities

Graduates in environmental studies (ES) may work in a wide variety of areas, such as sustainable agriculture, conservation biology, water/air quality analysis, natural resource-based community development, environmental education, natural areas management or promoting peaceful and just resolutions of environmental issues conflict. The ES major at Goshen College will equip students to tackle problems of human ecology in urban areas, natural areas and a variety of human situations between those two extremes. Potential employers include church and community agencies, local, state and federal government, private advocacy, stewardship and land trust organizations.

Required core courses (25-28 credit hours):

Biol 111, Biological Principles I	4
Biol 112, Biological Principles II	4
Biol 215, Introduction to Environmental Science	3
Biol 309, General Ecology	4
Econ 202, Principles of Economics	3
PoSc 210, Introduction to Public Policy	3
Biol 335, Natural Resources Policy Seminar	1
Biol 409, Internship (minimum of 120 contact hours experience required)	0-3
Biol 410, Senior Seminar	3
SoAn 200 or SoAn 220 (choose one as a general education social science class)	3

These core courses equip all majors to analyze environmental issues from biological, economic and social/political points of view. All of these tools are necessary for addressing questions of human ecology. 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
Biol 312, Land Management	4
Econ 207, Introduction to Statistics	3
Biol 301, Genetics	4
Selected field biology courses	8

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

Resource management (31 credit hours)

Chem 111/112, General Chemistry	8
Biol 201, Botany of Seed Plants	4
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 (29 credit hours)

Biol 201, Botany of Seed Plants	4
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:	6
Econ 308, Introduction to Economic Development	
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 and Nonviolence	3
PJCS 210, Transforming Conflict and Violence	3
PJCS 325, Mediation: Process, Skills & Theory	4
Three courses chosen from:	9-10
Econ 308, Introduction to Economic Development	
Biol 312, Land Management	
Rel 316, Liberation Theologies	
PJCS 320, Borderlands	
PJCS 350, Dynamics and Theology of Reconciliation	
PJCS 426, Community and Organizational Conflict	
SoAn 301, Community Development	
Hist 345, Environmental History or other appropriate courses approved by adviser	

Planning guide*First year*

General education
Biological Principles I and II
(General Chemistry)
Principles of Economics
Principles of Sociology or Human Origins/Human Nature

Second and third years

General education
SST
Botany of Seed Plants
Introduction to Environmental Science
Introduction to Public Policy
Natural Resources Policy Seminar
General Ecology
Courses in concentration area

Fourth year

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 natural area 30 miles from 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, Fla. 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 close to Mancelona, Mich. – near state and national forests, Lake Michigan, two 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-Everglades offers a program at the Educational Concerns for Hunger Organization (ECHO) tropical demonstration farm at North Fort Myers, Fla., with a focus on sustainable tropical agriculture. Au Sable-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

Director, Assistant Professor L. English
(18-19 credit hours)

A minor in environmental studies is appropriate for elementary and secondary teachers, regional planners, interpretive naturalists, park and camp managers, water and air resources analysts, environmental policy makers, bioinformation specialists, and artists wishing to represent the natural world.

Field studies in the minor are usually based at the Merry Lea Environmental Learning Center or the Marine Biology Laboratory. Additional field study can be done at the Au Sable Institute. See descriptions of these field study sites under the environmental studies major (above).

Requirements:

Biol 111, Biological Principles I	4
Biol 112, Biological Principles II	4
Biol 215, Introduction to Environmental Science	3
Choose 7-8 credit hours from the following field biology courses:	
Biol 201, Botany of Seed Plants	
Biol 304, Marine Biology	
Biol 308, General Entomology	
Biol 309, General Ecology	
Biol 312, Land Management	
Biol 340, Field Experience in Environmental Education	
Biol 345, Forest Resources	
Biol 350, Ornithology	

Appropriate Au Sable courses may be selected with approval of your environmental studies adviser.

Courses**Biol 100 The Biological World 3**

A general education science class designed to provide a background of biological principles in order to help the student understand and evaluate current issues. Laboratory exercises will document and test these principles.

Biol 111-112 Biological Principles 4, 4

A course for science majors and others interested in a more rigorous introduction to biology. 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. *Either Biol 111 or Biol 112 may be taken first.*

Biol 154 Human Biology 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.

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 111-112 or permission of instructor (alternate year offering).*

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 111-112 or permission of instructor (alternate year offering).*

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 three-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. (203 is offered in the spring semester, 204 in the May term.)*

- 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 (spring semester).*
- 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 (May term).*
- Biol 215 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 Principles of Sociology, SoAn 200 or Human Origin/Human Nature, SoAn 220 (spring semester, odd years).*
- 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 111-112, or Biol 111 and 201 (fall semester).*
- 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 modern genetic biotechnology. Three lectures and one laboratory/discussion session per week. *Prerequisites: Biological Principles, Biol 111-112, or Biol 111 and 201 or equivalent, (spring semester).*
- 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 111-112 (fall semester, odd years).*
- 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 111-112 and General Zoology, Biol 200, plus consent of instructors. Extra cost (May term).*
- 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: Genetics, Biol 301 and Chem 111-112 or consent of instructor (spring semester, even years).*
- 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 111 or 112 and General Zoology, Biol 200 strongly recommended (spring semester, odd years).*
- Biol 309 General Ecology** 4
A study of the distribution and abundance of organisms. The course will include studies of the dynamics of natural **Biol** 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 111 or Biol 112 (May term, even years).*
- 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 111-112 or consent 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 111/112, Chem 111/112 and Biol 309 or consent of instructor (spring semester, even years).*
- Biol 315 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 (May term).*
- 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 or consent of instructor (fall and spring semesters).*
- 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 335 Natural Resources Policy Seminar 1

To be taken in conjunction with Introduction to Public Policy, PoSc 210. 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.). (*spring semester, odd years*)

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 (fall and May terms).*

Biol 345 Forest Resources 4

Study of the function, value and use of forest resources, including management of forests for harvest, water quality, biodiversity, aesthetics and recreation. Significant time spent in the field at forestland sites. *Prerequisite: Biol 201 and Biol 309 or consent of instructor (alternate year offering).*

Biol 350 Ornithology 4

Natural history, taxonom, 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 Environmental Learning Center. *Prerequisite: Biol 111 and Biol 200 strongly recommended (May term, even years).*

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 111 and one other biology course.*

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: consent of faculty supervisor.*

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 (fall semester).*

Au Sable courses:

The Au Sable Institute, described above in "Field Studies," under the environmental biology major, offers a variety of summer field courses and internships in several locations. These courses will appear as Biol 360-380 on student transcripts. See the environmental studies coordinator for the current course catalogue.

Business

Chair, Associate Professor T. Yoder

Professor D. Good

Associate Professors M. Horning, P. Rush, R. Rupp

Assistant Professor J. Alvarez

The business department offers majors in three different areas: accounting, business and business information systems. In addition, it offers minors in four areas (accounting, business, business information systems and global economics) and a certificate program in business administration. Adult students interested in an evening program should see the Division of Adult and External Studies (DAES) section for majors in organizational management and management information systems.

Some students seek a double major, or a major and minor, in our department. 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. 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.

Accounting: Accounting majors have career opportunities in auditing, financial analysis, financial planning, taxation, as chief financial officers and controllers.

Business Information Systems (BIS): BIS majors are in demand to help maintain networks; to provide applications support; as consultants; in support of e-commerce; and for numerous other positions.

Business: Business graduates are currently working in business, industry, education, banking, overseas development, church offices and many not-for-profit settings. Their careers span the fields of marketing, human resources, management, finance and operations. Many also work in consulting or start their own businesses.

Economics: Economics minors continue to find employment with business, government and in education.

Admission to department

All students are welcome to take courses in the business department, guided by their interest and course prerequisites (if required). To be officially admitted as a major in the business department the student must:

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

Department majors

A. 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:

Mathematics	3-4
Math 102, Precalculus Mathematics or Math 141, Finite Mathematics or Math 211, Calculus 1 or Math 205, Discrete Math	
(determined based on high school math courses and SAT/ACT scores)	
Econ 201-202, Principles of Economics	6
Econ 207, Introduction to Statistics	3
BIS 220, Knowledge Work Software	3
Elective in business department	3

Planning guide

First year

General education
Mathematics
Introduction to Entrepreneurship (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
Cost Accounting
SST

Third year

General education
Intermediate Accounting
Federal Income Tax: Individual
Business Law
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 program in accounting

In many states, 150 hours of undergraduate or graduate 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 complete 150 hours. Students can choose to complete all 150 hours at Goshen College through any of the following options:

Accounting and business (not a double major)

All the current accounting major requirements (52 hours) plus completion of:

Acc 434, Federal Income Tax: Corporate	3
Bus 315, Principles of Management	3
Bus 317, Financial Management	3
Bus 403, Management Strategy	3
Nine hours of upper-level electives in business, economics or business information systems	9
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 accounting major requirements (52 hour major) plus:

Acc 434, Federal Income Tax: Corporate	3
Bus 315, Principles of Management	3
Seven BIS core courses: 250, 305, 310, 335, 340, 405, 407	21
One related course: CoSc 200	4
Elective in department	3

The internship could potentially 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 plus minors in business and in business information systems (BIS)

All the current accounting major requirements (52 hour major) plus:

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
Elective in department	3

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 an 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. 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, BIS 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. Students will participate in a tax preparation program for the Goshen community.

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 201-2023.*

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, or Math 102, Pre-calculus or Math 211, Calculus 1, or Math 205, Discrete Math (determined based on high school math courses and SAT/ACT scores)
- 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
BIS 220, Knowledge Work Software	3
Bus 310, Business Law	3
Bus 315, Principles of Management	3
Bus 316, Principles of Marketing	3
Bus 317, Financial Management	3
Bus 403, Management Strategy	3
Bus 405, Business Career Planning	1
Bus 409, Business Internship	3
Bus 410, Management Policy and Social Responsibility	3

Completion of an additional 12 hours elected from the department, of which nine must be upper level.

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

Planning guide

First year

- General education
- Introduction to Entrepreneurship (optional elective)
- Mathematics
- Principles of Accounting, 201

Principles of Economics, 202
Knowledge Work Software

Second year

General education
Principles of Economics, 201
Principles of Accounting, 202
Introduction to Statistics
SST (spring or summer)

Third year

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

Fourth year

Balance of general education
Balance of major
Management Strategy
Management Policy and Social Responsibility

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 207, 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
(For the business minor, accounting and business information systems majors must take nine hours in business and economics beyond the major. Courses must be selected with approval of the adviser.)

Certificate: business administration

Bus 121, Introduction to Entrepreneurship 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 term
elective in business 3
Bible or religion 3
electives 9
(Usually scheduled for completion in one year. Specific courses may vary depending on previous training, experience and/or maturity of student. Courses selected with the approval of advisor.)

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. (Available as independent study.)

Bus 121 Introduction to Entrepreneurship 3
Introduces the various activities that entrepreneurs undertake, from recognizing an opportunity to launching a business. Provides an

overview of developing and testing a business concept, the components of a business plan, and planning for growth and change. Additional attention is given to the nature of entrepreneurial thinking and the ethical environment of entrepreneurship.

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.)

Bus 310 Business Law 3

Survey of legal principles. Topics include liability, contracts, sales and negotiable instruments; also, secured transactions, agency, partnerships, corporations and antitrust.

Bus 315 Principles of Management 3

This course is founded on the four major managerial functions: planning, organizing, leading and controlling. The process of management is applied to the functions of a business enterprise. Other topics include motivation, problem-solving and the coordination, communication and human relations aspects of management.

Bus 316 Principles of Marketing 3

The nature of marketing in our society; how organizations develop marketing strategies that enable them to meet their objectives and the needs of their customers; the relationship of marketing to other management functions.

Bus 317 Financial Management 3

This course is designed to introduce students to the primary elements of organizational finance. Through a case study approach students explore fundamental concepts of finance such as time value of money, stock and bond valuation, financial analysis and forecasting. Other topics include: working capital management, capital budgeting and structure, valuation of the firm, the international sector, leasing, dividend policy and ethics. *Prerequisite: Acc 201-202, Bus 150 or BIS 220, Econ 202.*

Bus 318 Production/Operations Management 3

Decision-making and quantitative analysis of production problems

arising in areas of methods analysis, plant location, facilities design, production planning and control, inventory management, work measurement, job design, worker safety and health, materials handling and quality control.

Bus 319 Nonprofit Marketing 3

An exploration of how marketing principles apply to nonprofit organizations. Course provides students and practitioners with the concepts, techniques and illustrations needed for effective nonprofit marketing management. *Prerequisite: Bus 316 or consent of instructor.*

Bus 320 Marketing Research 3

A comprehensive overview of the nature and scope of marketing research and its role in decision support systems. Course focuses on the practical aspects of marketing research and provides a framework for conducting quantitative and qualitative research. *Prerequisite: Bus 316 or consent of instructor.*

Bus 322 Organizational Communication 3
(See Comm 322)

Bus 328 Entrepreneurship 3

In this course students write business plans for an entrepreneurial venture. Areas of exploration include recognition of opportunity, pre-venture planning, start-up, strategy, negotiation and funding. Emphasis is also placed on the management of organizational growth and change. Attention is given to special concerns of small-firm management.

Bus 330 Entering Your Family's Business 3

The business, personal and interpersonal issues associated with a family-owned and managed firm are explored in this course. 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.

Bus 332 Investments 3

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. *Prerequisite: Bus 317 or consent of instructor.*

Bus 336 Advertising 3

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.*

Bus 338 Sales 3

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.

Bus 340 Advanced Spreadsheet Applications 1-2

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.*

Bus 350 International Business 3

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. *Prerequisites: Econ 201-202 and Acc 201-202 or consent of instructor.*

Bus 375 Topics in Business 1-4

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).

Bus 400 Selected Readings Credit Arranged

Special topics for majors and minors.

Bus 403 Management Strategy 3

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.*

Bus 405 Business Career Planning 1

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	3
BIS 250, Introduction to Business Programming	3
BIS 305, Information Systems Theory and Practice	3
BIS 310, Information Technology Hardware and Telecommunication	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
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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
Mathematics	
Math 102, Precalculus Mathematics or	
Math 141, Finite Mathematics or	
Math 211, Calculus 1 or	
Math 205, Discrete Math	
(determined based on high school math courses and SAT/ACT scores)	

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 the 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
 Introduction to Entrepreneurship (optional elective)
 Mathematics
 Principles of Economics, 202
 Principles of Accounting, 201
 Knowledge Work Software

Second year

General education
 Principles of Economics, 201
 Principles of Accounting, 202
 Introduction to 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	3
BIS 305, Information Systems Theory and Practice	3
BIS 310, Information Technology Hardware and Telecommunication or	
BIS 335, Analysis and Logical Design	3
(Business majors must take 12 hours of business information systems beyond the major. Accounting majors must take Bus 315, plus 12 hours of business information systems beyond the major. Courses must be selected with approval of adviser.)	

Courses

BIS 220 Knowledge Work Software 3

An introduction to e-mail, Internet tools, spreadsheets, databases, presentation graphics and external database retrieval. The course examines end-user support, roles and functions; evaluating end-user requirements for information needs, feasibility analysis and the evaluation critical for packaged database software products. *Prerequisites: 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. *Prerequisites: 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

Project life-cycle phase, requirements determination, logical design, physical design, test planning, implementation planning and performance evaluation. Other topics are: communication, interviewing and presentation skills; group dynamics; risk and feasibility analysis; structured walk-through, design and code reviews. *Prerequisite: BIS 305 or consent of instructor.*

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 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. *Prerequisite: BIS 250 and BIS 340 or consent of instructor.*

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.

D. Economics

Minor in global economics

Econ 201-202, Principles of Economics 6
12 additional hours of economics, 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 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 306 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 minors.

E. Organizational Leadership 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 DAES 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, (574) 535-7135. J. Alvarez, director.

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 can earn continuing education units. More information is available by calling the Management Development Program office, (574) 535-7150.

Chemistry

Chair, Associate Professor D. Smith
Professor J. Yordy

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, Thermodynamics	4
Chem 312, Quantum Mechanics I	4
Chem 409, Chemistry Internship	0-3
Chem 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, with three years completed at Goshen College and two years at a cooperating engineering school. See chemistry department faculty members for more information.

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 Chemistry and Physics of Life 3+4

Designed for nonscience majors. Chem 101 gives students a condensed foundation of chemistry principles. Chem 102 focuses on organic and biochemistry. Students who have taken at least two semesters of high school chemistry with grades of B- or higher may enroll in Chem 102 without taking 101. *Prerequisite: Chem 100 or 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 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: Chem 111-112 or consent of instructor.*

- Chem 220 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).
- 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.
- Chem 310 Thermodynamics** 4
A study of classical thermodynamics in the formulation of Gibbs. Thermodynamic potentials, characteristic variables, stability, homogeneous and heterogeneous systems, chemical kinetics are treated. An introduction to statistical mechanics is presented. Applications include studies of material properties and engineering systems. Lectures and laboratories. Prerequisites: Phys 203-204, Chem 111-112, Math 212 or consent of the instructor.
- Chem 312 Quantum Mechanics I** 4
Principles of quantum mechanics are discussed beginning with a hydrogen atom and concluding with many atom molecules. The material is examined using the physical evidences that support the theory of quantum mechanics, particularly spectroscopy. The course also discusses symmetry of molecules, theory of NMR and X-ray diffraction. Lectures and laboratory. Prerequisites: Phys 203-204, Chem 111-112, Math 212 or consent of the instructor.
- Chem 350 Environmental Chemistry** 4
A laboratory intensive course with two lectures and two 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. Prerequisite: Chem 111-112 and Chem 303.
- 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 410 Senior Seminar** 3
An exploration of the relations between the natural science and other broad areas with special emphasis on ethical and theological concerns. Discussion, lectures, preparation and presentation of papers. Prerequisite: Senior standing.
- 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, Thermodynamics and Quantum Mechanics I will be taken before this course. Prerequisites: Chem 200, Chem 303-304.
- 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.
- 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.
- 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

Chair, Associate Professor D. Stoltzfus

Professor D.L. Caskey

Associate Professors P. McFarlane, N. Nussbaum

Assistant Professors E. Cundiff, J. Samuel

The communication department offers a major and minor in communication and minors in writing and multimedia communication. Concentrations within the communication major include broadcasting, journalism, film studies, generalist, multimedia and public relations. The department also offers courses that meet Goshen College's general education requirements. Co-curricular activities and internships, supervised by faculty members, constitute an integral part of departmental programs.

The department considers communication a dynamic field of study that prepares students to engage in meaningful service and fulfilling careers. Also, involvement in communication provides avenues for self-discovery and creative expressions, giving students a strong base for further learning in graduate, professional and personal contexts.

Communication department faculty members endeavor to keep informed of academic advances and the latest professional practices 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 students at Goshen College have numerous opportunities to apply their classroom learning and to test their vocational interests. 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 journalism organizations are based in a Communication Center complete with a suite of offices, digital cameras and a photographic darkroom. WGCS-FM studios feature state-of-the-art digital and computer-based equipment with satellite connections; 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 at least 38 hours of communication 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, Expository Writing	3
Comm 240, Communication Research	3
Comm 270, Media Law and Ethics	3
Comm 383, Communication and Society	3
Comm 200, Communication Practice*	2

Comm 409, Internship*	3
Comm 410, Senior Seminar	3
Area of Concentration	18 (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 seven hours)

Thea 235, The Power of Story	3
Comm 250, Writing for 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.

Journalism

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

Required: (9 hours)

Comm 250, Writing for Media	3
Comm 212, Electronic Media Production I	3
Comm 350, Reporting for the Public Good	3

Elective: (choose 9 hours)

Comm 108, Digital Design	3
Thea 235, The Power of Story	3
Comm 260, Writing for Electronic Media	3
Comm 312, Electronic Media Production II	3
Comm 255, Photo Communication	3
Comm 308, Feature Writing	3
Comm 324, Principles of Public Relations	3
Comm 326, Creating for the Web	3
Comm 412, Special Project	1-3

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

A journalism teaching minor is available for grades 5-12. See the teacher education department for more information about teacher certification in journalism.

Film studies

To obtain a film studies concentration a student must satisfactorily

complete one full semester at the Council for Christian Colleges and Universities' Los Angeles Film Studies Center, or an approved alternative off-campus program. This concentration cannot be completed solely in residence at Goshen College.

Required: (19 hours)

Comm 212, Electronic Media Production I	3
Comm 386, Film	3
Film studies program	13
(+3 hours to fulfill Comm 409 requirement)	

Recommended related (not required):

Engl 230, Literature and Film	3
Thea 235, The Power of Story	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.

Generalist (18 hours)

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 department. Generalist students are required to participate in at least four semesters with one or more relevant department co-curricular activities.

Multimedia communication

Required: (12 hours)

Comm 108, Digital Design	3
BIS 220, Knowledge Work Software	3
Comm 326, Creating for the Web	3
Comm 375, Multimedia Concepts	3

Elective: (choose six hours)

Art 107, Design	3
Comm 190, Introduction to Radio	1
Art 208, Graphic Design	3
Comm 212, Electronic Media Production I	3
Comm 255, Photo Communication	3
Comm 312, Electronic Media Production II	3
BIS 310, Information Technology Hardware and Networks	3
Comm 412, Special Project	1-3

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

Public relations

Required: (9 hours)

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

Elective: (choose nine hours, at least three must be Comm hours)

Art 107, Design	3
Comm 108, Digital Design	3
Comm 206, Communicating Across Cultures	3
Art 208, Graphic Design	3
Bus 216, Sales	3
Thea 235, The Power of Story	3
Comm 250, Writing for Media	3
Comm 255, Photo Communication	3

Comm 260, Writing for Electronic Media	3
Art 308, Graphic Design	3
Comm 308, Feature Writing	3
Bus 319, Nonprofit Marketing	3
Bus 320, Marketing Research	3
Comm 326, Creating for the Web	3
Bus 336, Advertising	3
Comm 350, Reporting for the Public Good	3
Comm 412, Special Project	1-3

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

Planning guide

First year

- General education
- Communication Research
- Oral Communication

Second year

- General education
- Media Law and Ethics
- Expository Writing
- Courses in major
- SST

Third year

- General education (including humanities requirement)
- Communication and Society
- Courses in major

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.

Core courses (six hours)

Comm 240, Communication Research	3
Comm 383, Communication and Society	3

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. Students may focus on exposition/journalism or creative writing while augmenting those with courses in production/internships. See English department pages for more details.

Minor in multimedia communication

The multimedia communication minor is offered by the art, communication, computer science and business information systems departments. Students in this program learn to design and develop Web sties 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 are:

Art 108, Digital Design	3
BIS 220, Knowledge Work Software	3
Comm 326, Creating for the Web	3
Art/Comm 375, Multimedia Concepts	3
An additional six hours (at least two hours upper level) must be selected from the following courses:	6
Art 107, Design	
Art 208, 308, 408, Graphic Design I, II, III	
BIS 310, Information Technology Hardware and Telecommunications	
Bus 336, Advertising	
Comm 212, Electronic Media Production I	
Comm 250, Writing for Media	
CoSc 105, Introduction to Computer Science	
CoSc 375, Special Topics (must be related to multimedia communication)	
CoSc 400, Independent Study (must be related to multimedia communication)	

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. Theories and principles of oral communication will be studied in all sections though individual professors may structure their courses around specific themes such as Border Crossings and Oral History. Communication, theater and education majors should take this course for three credits.

Comm 204 Expository Writing 3
(See Engl 204)

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 Research 3
An introduction to theory building and research methodology of mass communication. Course focuses on the practical aspects of communication research, providing a framework for conducting quantitative and qualitative research.

Comm 250 Writing for Media 3
An introductory newswriting course devoted to print, broadcast and multimedia environments. The course will cover news judgments and news values; reporting strategies; research techniques; forms of journalistic writing; and Associated Press style. *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 270 Media Law and Ethics 3
A course devoted to models of ethical decision making as they are applied to mass media issues, with special attention given to Christian perspectives. The course will cover issues like access to information, accuracy, conflicts of interest, deception, fairness, libel, obscenity, plagiarism and privacy.

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 190.*

Comm 308 Feature Writing 3
Students will study nonfiction writing forms, including narrative journalism, and learn the process of publishing articles in newspaper, magazine and online markets. Students will prepare articles for submission. *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 3

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 3

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 316.*

Comm 326 Creating for the Web 3

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 Reporting for the Public Good 3

Journalism's role in serving the public good will be in the forefront as students discuss civic journalism, the watchdog function of the news media, tensions between profits and public service and the advocacy of peace and justice. Students will focus on significant independent reporting projects intended to advance the public good. *Prerequisite: Comm 250 or equivalent.*

Comm 375 Multimedia Concepts 3

This course surveys a wide range of media based on new technologies – media such as the World Wide Web, CD-ROM and DVD 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 3

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 3

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 3

Survey of film as art, literature and mass medium. Historical development; authors and genres; philosophical, 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 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. *Prerequisite: consent of instructor.*

Comm 410 Senior Seminar 3

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

Comm 412 Special Project 1-3

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

Computer science

Chair, Associate Professor D. Housman
Professors P. Oakley, F. Saner

The computer science program at Goshen College is an academic discipline that provides theoretical and applied perspectives on computer systems, software and hardware. Areas of study include problem-solving techniques, algorithm design and analysis, software design and development, computer hardware, mathematics, human-computer interaction and ethics.

The liberal-arts context of our program produces graduates who are prepared for life-long learning in a rapidly changing discipline, who can communicate well and who have a broad understanding of other disciplines -characteristics that employers value highly.

Career and graduate school opportunities

Our computer science graduates are employed in many careers such as programmers, analysts, teachers, business owners, project managers, Web developers and network specialists. They work in business, insurance companies, banks, accounting firms, computer consulting agencies, telecommunications firms, higher education institutions and many other settings. Our students who go to graduate school are successful in earning masters 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, 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 and Macintosh computers. Software available for student use includes various programming language compilers, mathematical and statistical analysis programs, computer-aided drafting software, multimedia software, 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 computers, current software and several servers and networks.

General and departmental academic requirements

Major in computer science: 50 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

Math 205, Discrete Mathematics	3
CoSc 200, Programming Techniques	4
CoSc 215, Data Structures & Algorithms	4
BIS 340, Physical Design with DBMS	3
CoSc 315, Advanced Programming	4
BIS 335, Analysis and Logical Design, or BIS 405 Project Management and Practice	3
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/Art 326, Comm/Art 375, Phil 305, or Phys 304	9
Phys 203 or Phys 204	4
Math 211, Calculus I	4

Planning guide

First year

General education
Discrete Mathematics
Programming Techniques
Calculus I (strongly recommended)

Second year

General education
Data Structures & Algorithms
Advanced Programming
Physical Design with DBMS
Science elective
SST (spring or summer)

Third year

General education
Upper-level electives

Fourth year

General education
Upper-level electives
BIS 335 or BIS 405
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
Math 205, Discrete Mathematics	3
At least one 300-level course	3

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
 Math 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/Phys, 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
 Linear Algebra
 General Physics (203 or 204)
 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 art, business, communication and computer science departments. For further information, see the full description in the communication department pages.

Courses

CoSc 105 Introduction to Computer Science 3

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 programming, the function of an operating system, careers in computing and social and ethical considerations in computer science. *No prerequisite.*

CoSc 200 Programming Techniques 3-4

An introduction to problem solving, algorithm development, and structured programming techniques. Topics include pseudo-code, language syntax and semantics, applets and applications, loop and control constructs, primitive data types, objects, arrays, lists, files, graphical user interfaces, recursion, sorting and searching. Includes three lectures and one 75-minute 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 215 Data Structures and Algorithms 4

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 75-minute closed lab each week. *Offered fall semesters. Prerequisite: CoSc 200, Programming Techniques (four credit hours); corequisite Math 205, Discrete Mathematics.*

CoSc 315 Advanced Programming 4

A programming course that emphasizes visual-based programming tools, and advanced programming concepts such as the use of APIs, development of GUIs, 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, Data Structures & Algorithms.*

CoSc 325 Data Communications 3

Computer interfacing, serial and parallel I/O techniques, modems, file transfer, data communications and common computer networking protocols. *Offered alternate spring semesters (2004). Prerequisites: CoSc 200, Programming Techniques (three or four credit hours) and Math 205, Discrete Mathematics.*

CoSc 335 Computer Architecture 3

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 (2004). Prerequisites: CoSc 200, Programming Techniques (three or four credit hours) and Math 205, Discrete Mathematics.*

CoSc 340 Introduction to Artificial Intelligence 3

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. *Prerequisite: CoSc 215, Data Structures and Algorithms.*

<p>CoSc 345 Theory of Computation 3 An introduction to topics in formal systems of computation: Turing machines, post productions, recursive functions, finite state automata, halting problem, undecidability, P/NP problems. <i>Offered alternate years (2003-04). Prerequisites: CoSc 215, Data Structures and Algorithms and Math 211, Calculus I.</i></p> <p>CoSc 360 Operating Systems 3 A study of operating system concepts and structures with a major focus on process control, memory management, I/O management and concurrent processes. <i>Offered alternate spring semesters (2005). Prerequisite: CoSc 215, Data Structures and Algorithms.</i></p> <p>CoSc 375 Special Topics Credit Arranged Classroom study of advanced or special topics in computer systems. May be repeated. Offered according to demand. <i>Prerequisite: upper-level status and consent of instructor.</i></p>	<p>CoSc 400 Advanced Projects/Topics Credit Arranged Individual software development projects or independent study of advanced topics in computer systems. May be repeated. Grading plan CR/NC. <i>Offered by individual arrangement with a professor. Prerequisite: upper-level status.</i></p> <p>CoSc 409 Internship 1, 2, 3 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. <i>Offered by individual arrangement with a professor. Prerequisite: upper-level status.</i></p> <p>CoSc 410 Senior Seminar 3 A study of the ethical and social implications of computer technology. Open to senior students in any discipline. <i>Offered each year. Prerequisite: none.</i></p>
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Education

*Chair and Coordinator of Teacher Licensure, Assistant Professor M. Mast
Professors K. Meyer Reimer and A. Stalter
Assistant Professors J. Hutchings, D. Lanctot, M. Nolt, B. Stahly*

Preparing for tomorrow's classrooms

Goshen College seeks to graduate teachers who interact with their students and the content they teach, to construct meaning for living responsibly in a changing world. Programs offered include elementary education (K-6); elementary/special education (K-6); all grade education in visual art, music, physical education and English as a new language (K-12); and secondary education (5-12) in various subject areas.

Goshen's teacher education programs meet standards set by state and national accrediting agencies. Department faculty members are actively involved in the world of education, teaching in the college laboratory kindergarten or working collaboratively in public school settings.

Goshen College prepares teachers to be lifelong learners who are also professionally active. They also invite pre-service teachers to put their faith into practice in all aspects of teaching and learning.

Several themes emerge throughout all teacher education courses: (1) an emphasis on teaching diverse student populations, including those with special needs; (2) principles of peacemaking inside and outside of the classroom, including conflict resolution skills; and (3) an approach to curriculum which integrates content within and across the disciplines as well as with students' lives.

Education programs available

Elementary education (K-6)

Upon completion of a major in elementary education, students are eligible to be certified to teach kindergarten through sixth grade. Fieldwork takes place in a variety of classroom settings where students learn to teach language arts, math, social studies, science, art, physical education and music. Students also explore approaches to classroom management, discipline and evaluation.

Elementary education/Special education (K-6)

Goshen offers certification in Exceptional Needs: Mild Intervention for K-6 in conjunction with an elementary education certificate. It is a certification that must be completed at the same time as an elementary

education certification but does not stand alone as a separate program. GC is one of only a handful of institutions throughout the United States to offer a joint elementary/exceptional needs certification in an undergraduate program. To complete this program, eight additional hours (Student Teaching: Exceptional Needs and Special Education Issues) are added to the elementary education program.

All grade education in English as a new language, music, physical education or visual arts (K-12)

All-grade education focuses on the content area while including requirements for general and professional education at all developmental levels. Concentrations in music, physical education, visual arts or English as a new language are available.

Secondary education (5-12)

Students can be certified to teach fifth through 12th graders upon completion of teacher education requirements for teachers of early adolescence, adolescence and young adults and content requirements in the chosen field of instruction. Goshen offers teaching majors in business, English, English as a new language, health, Spanish, mathematics, music, physical education, science, social studies, theater arts and visual arts.

Special attributes of Goshen's teacher education program

- *English as a New Language:* Schools continue to need teachers who are skilled in working with students who do not speak English as their first language. Goshen is one of about 30 colleges in the United States offering an undergraduate major and licensing area in Teaching English to Speakers of Other Languages (TESOL).
- *Conflict Transformation:* As school violence has increased, we have seen the need for teacher candidates to develop skills in conflict mediation. In collaboration with the peace, justice and conflict studies department, we are able to offer a series of three courses that equip our students in being able to help transform conflict peacefully. We

strongly recommend that all teacher education candidates complete this sequence, which results in a Goshen College Certificate in Conflict Transformation (see below).

- *Environmental Education:* Goshen College is fortunate to have integrated Merry Lea Environmental Learning Center into content area courses so all elementary majors have the opportunity to work in environmental education as part of their program.

Admission to the program

Students generally apply for admission to the Goshen College teacher education program during the sophomore year. Admission to the program includes:

- successful completion of the reading, communication and mathematics sections of the Pre-Professional Skills Test
- a review of your high school record
- successful performance in early fieldwork experiences
- supportive references from former teachers
- demonstrated experience with children or youth
- successful completion of the technology competency
- a written essay.

Teacher education students must maintain a 2.5 GPA overall and a 2.8 in their content area. All content related courses for the major must be passed with at least a C.

Fieldwork experiences

An important part of Goshen’s teacher education program is learning first-hand in the schools. Students will work in a variety of settings with diverse populations. If Study-Service Term (SST) is part of the international education experience, students will also have the opportunity to work with children or youth in another culture.

Student teaching experience

School systems in the area cooperate with Goshen College to provide strong and varied student teaching experiences. Preservice teachers experience a broad spectrum of classroom situations. During the student teaching experience, students will work 12 or more weeks full time in a local school system and will be supervised by classroom teachers and college professors.

Certification for teaching

After satisfactorily finishing an approved teaching program and successfully completing the Praxis II exam, students will apply and be recommended for licensure. Goshen graduates are generally eligible for initial or conditional certification in other states.

Accreditation

Goshen College is accredited by the North Central Association of Colleges and Secondary Schools and is authorized by the Indiana State Board of Education to prepare teachers for elementary and secondary schools. The teacher education program has been accredited by the National Council for Accreditation of Teacher Education since 1954.

Special facilities

- Laboratory kindergarten
Since 1959, a laboratory kindergarten has been operated by the education department in the Church-Chapel Building. The laboratory kindergarten is an integral part of teacher education at Goshen College. It provides opportunities for (1) observation of child development and behavior; (2) observation of teaching procedures; and (3) field placements for the kindergarten internship.

- Merry Lea Environmental Learning Center
A 1,150-acre nature conservancy owned by Goshen College which hosts more than 5,000 school children each year for outdoor education.
- Curriculum library, Peace Curriculum Collection and Royer Reading Room (Children’s Literature Collection) in the Harold & Wilma Good Library.

Teaching majors

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

Secondary programs	Major	All-Grade
Business education	X	
English	X	
Teaching English as a new language		X
Spanish	X	
Mathematics	X	
Music	X	X
Physical education	X	X
Health	X	
Chemistry	X	
Physics	X	
Life Science	X	
Social studies	X	
Theater arts	X	
Visual arts	X	X

General education for majors in elementary education

<i>Language arts</i>		
Comm 202, Oral Communication		3
Comm 204, Expository Writing	3 (Strongly recommended)	
Educ 307, Children and Adolescent Literature		3
Engl 110, Literature and Writing		3
<i>Science</i>		
Phys 100, The Physical World or alternate		3
Biol 100, The Biological World or alternate		3-4
Biol 315, Conservation or		
Biol 340, Field Experience in Environmental Education		3
<i>Social studies</i>		
Hist 105, 202, American History I or II		3
<i>Mathematics</i>		
Math 131, Math Concepts for Elem Classroom I		3
Math 132, Math Concepts for Elem Classroom II		3
<i>Arts</i>		
Hum 320-25, Humanities:		4
Edu 330, Fine Arts for Children		3
<i>Physical activities</i>		
PhEd 100, Wellness		1
PhEd 102, CPR/First Aid		1
PhEd 309, Physical Education for Children		2
<i>Additional degree requirements</i>		
Bibl 100 or Bibl 200		3
PJCS 210, Transforming Conflict and Violence		3
Foreign language or alternate		0-8
SST or intercultural education alternate		12-13
Bible/Religion		3

Elementary education

Certification for elementary teaching K-6 includes completion of general education requirements, the elementary-education major, exceptional needs requirements, a minimum of 124 semester hours and recommendation by Goshen College.

Major requirements (grades K-6) (45 hours)

Educ 201, Inclusive Schooling	3
Educ 300, Exceptional Students	3
Educ 301, Curriculum Studies: Math	2
Educ 303, Literacy I: Developmental	3
Educ 304, Curriculum Studies: Social Studies	2
Educ 308, Curriculum Studies: Science	2
Psyc 310, Educational Psychology: Elementary	3
Educ 344, Adaptation & Assessment	3
Educ 401, Child Development Practicum	1
Educ 402, Student Teaching: Elementary	12
Educ 406, Literacy II: Diagnostic	3
Educ 409, Elementary Education Seminar	3

Elementary education/Special education

To complete licensure requirements for elementary education (K-6) Exceptional Needs: Mild Intervention, four additional courses are required (12 hours)

Educ 340, Learning Disorders	2
Educ 342, Social and Emotional Disorders	2
Educ 346, Special Education Issues	3
Educ 415, Student Teaching: Exceptional Needs	5

Planning guide elementary education

First year

- American History
- Biological World
- General Education
- Inclusive Schooling
- Literature and Writing
- Oral Communication
- Physical World
- Technology Competency
- Transforming Conflict and Violence
- Expository Writing (strongly recommended)

Second year

- Children's and Adolescence Literature
- CPR/First Aid
- Exceptional Students
- General education
- Humanities
- Math Concepts for Elementary Classroom I
- Math Concepts for Elementary Classroom II
- Mediation Processes (strongly recommended)
- Physical Education for Children
- SST (spring) or alternate

Third year

- Adaptation and Assessment
- Conservation
- Educational Psychology
- Curriculum Studies: Math
- Curriculum Studies: Science
- Curriculum Studies: Social Studies
- Fine Arts for Children
- General education
- Learning Disorders
- Literacy I: Developmental
- Literacy II: Diagnostic
- Social and Emotional Disorders

Fourth year

- Balance of general education
- Conflict Theory and Practice (strongly recommended)
- Elementary Education Seminar

- Special Education Issues
- Student Teaching (fall)
- Student Teaching: Exceptional Needs (spring)

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, any additional subject matter coursework required for certification, a professional-education component, a minimum of 124 hours and recommendation by Goshen College. Current students should plan to take the following general education courses:

Comm 202, Oral Communication	2
Engl 110, Literature and Writing	3
PhEd100, Wellness	1
Engl 204, Expository Writing (Strongly recommended)	3
Science/Math	6
Humanities	4

Professional education requirements (27 hours)

Educ 201, Inclusive Schools	3
Educ 302, Adolescent Exceptional Learners	3
Educ 309, Educational Psychology: Secondary	3
Educ 314, Curriculum & Instruction for Adolescent Learners: General Methods	2
Educ 315, Curriculum & Instruction for Adolescent Learners: Content Methods	1
Educ 321, Middle School Curriculum and Instruction	3
Educ 403, Secondary Education Seminar	3
Educ 405, Student Teaching	12

Planning guide secondary education

First year

- General education
- Literature and Writing
- Oral Communication
- Technology Competency
- Transforming Conflict and Violence
- Science/Math

Second year

- General education
- Mediation Processes (strongly recommended)
- Educational Psychology
- Science/Math
- Expository Writing (strongly recommended)

Third year

- Adolescent Exceptional Learners
- Middle School Curriculum & Instruction
- General education
- Curriculum & Instruction: General Methods
- Curriculum & Instruction: Content Methods

Fourth year

- General Education
- Conflict Theory and Practice (strongly recommended)

- Student Teaching (fall)
- Seminar

Certificate in conflict transformation for teachers

This certificate may be added to an elementary, middle school, or secondary education program. For further information, consult with a member of the teacher education faculty. Education students who wish to complete the conflict transformation studies minor at the conclusion of their certificate requirements should declare the minor and consult

with a PJCS adviser for further details. (9 hours)

PJCS 210, Transforming Conflict and Violence 3

PJCS 325, Mediation: Process, Skills and Theory 3-4

PJCS 421, Conflict-Healthy Groups 3-4

Courses

Educ 030 Technology Competency 1

All education students must demonstrate competency in the area of technology. At the beginning of each school year a performance-based assessment will be offered as an opportunity for students to test out of this requirement. Students who cannot successfully complete the assessment will be required to complete this course. The course consists of computer based tutorials designed to teach general competencies in the following subject areas: operating systems, word processing, spreadsheets, Web browsing, e-mail, multimedia, Web page authoring and presentation software. Conducted largely as an independent study course.

Educ 201 Inclusive Schooling 3

Includes both campus and field study of learning environments, classroom management, and instructional methods that meet the needs of diverse student populations with emphases on race, gender, ethnicity, socio-economic status, family structures, language and exceptionalities.

Educ 300 Exceptional Students 3

A study of the history and foundations of special education, how to implement the least intrusive interventions, use of assistive technologies, how to access resources and how to integrate social and interrelationship skills into the curriculum. Includes a guided observation of both a pull-out program and an inclusion classroom.

Educ 301 Curriculum Studies: Math 2

A study of mathematics pedagogy with an emphasis on conceptually sound and developmentally appropriate lessons. Includes selecting and evaluating topics of study, multiple representations of information and instructional strategies, interdisciplinary teaching and using school and community resources. Also includes study of ways to adapt curriculum for special needs students. Field experience in diverse classrooms. Enrolling limited to those who have been admitted to the teacher education program.

Educ 302 Adolescent Exceptional Learners 3

A study of the history and foundation of special education, how to implement the least intrusive interventions, use of assistive technologies, how to access resources, how to adapt and assess instructional opportunities for those with special needs in the regular 5-12 classroom setting. Includes a guided observation of both a pull-out and an inclusion classroom.

Educ 303 Literacy I: Developmental 3

A study in the development of reading, writing, listening and speaking. Focus on instructional methods, assessment, and developing authentic engagement that leads to a life-long enjoyment of reading and writing in many modes and styles. A study of literacy development, methodology, and curricular options for K-6 learners. Includes study of literacy and exceptional needs learners. Opportunity to work with children and teachers in diverse classroom settings.

Educ 304 Curriculum Studies: Social Studies 2

A study of social studies curriculum and pedagogy with special emphasis on instruction and assessments, including connecting curriculum to student's prior learning, abilities and needs. Field experiences in diverse settings.

Educ 307 Children's and Adolescent Literature 3

A survey of children's and young adolescent literature studying genre, authors, illustrators, the art of writing and illustration; extensive reading in the field as well as writing a book for children.

Educ 308 Curriculum Studies: Science 2

A study of science pedagogy with an emphasis on conceptually sound and developmentally appropriate lessons. Includes selecting and evaluating topics of study; multiple representations of information and instructional strategies; and interdisciplinary teaching. Also includes study of ways to adapt curriculum for special needs students. Field experiences in diverse settings. Enrollment limited to those who have been admitted to the teacher education program.

Educ 309 Educational Psychology: Secondary 3

Educ 310 Educational Psychology: Elementary 3

A study of physical, cognitive, psychosocial, emotional, linguistic, moral and identity development birth through adolescence. Includes developmental theories, influence of cultural and social factors on development and school influences on children and adolescents.

Educ 314 Secondary Curriculum and Instruction: General Methods 2

General class sessions emphasize planning, classroom management, multicultural teaching, instructional strategies and school reform. Subject-specific class sessions concentrate on curriculum and instruction in those subject areas. To be taken concurrently with Educ 315 and 321 the year prior to student teaching.

Educ 315 Secondary Curriculum and Instruction: Content Methods 1

Subject-specific class sessions concentrate on curriculum and instruction in those subject areas. To be taken concurrently with Educ 314 and Educ 321 the year prior to student teaching.

Educ 321 Middle School Curriculum and Instruction 3

Instructional methods, strategies and classroom management particularly as they pertain to fifth-eighth graders. Also includes a study of the development of middle schoolers and how that influences which methods and strategies are most appropriate to use. A tutoring clinic is embedded into the framework of this course which will develop students' understanding of theory and practice related to literacy skills in the content area.

Educ 330 Fine Arts for Children 3

A study of drama, art and music as it pertains to the elementary education. Participatory experiences, integration across the arts and integration of the arts into the classroom.

Educ 340 Learning Disorders 2

Focuses on assessment, identification, characteristics and instruction of elementary students with emotional disabilities, as well as other students with social/emotional difficulties who do not qualify for special education services.

Educ 342 Social and Emotional Disorders 2

Focuses on assessment, identification, characteristics and instruction of elementary students with emotional disabilities, as well as other students with social/emotional difficulties who do not qualify for special education services.

Educ 344	Adaptation and Assessment	3	Educ 406	Literacy II: Diagnostic	3
A study of multiple forms of assessment and record keeping. Focuses on knowing how to select, use and interpret a wide variety of formal and informal assessments and knowing how to communicate that information to parents and colleagues. Emphasis on using assessment to guide instruction for individuals and groups.			A second course in literacy focusing on observing and recording children's literate behaviors closely to be able to support struggling readers and writers and prevent further difficulties in developmentally appropriate ways. Emphasis on strategic teaching based on the psychosocio-linguistic nature of language. Includes tutoring a struggling reader. <i>Prerequisite: Educ 303.</i>		
Educ 346	Special Education Issues	3	Educ 407	Field Studies	1-2
Issues and policy as they directly apply to schools and teachers including school law, politics, state legislation, unions, educational policy, parent issues and community services and how they function in school settings particularly as they apply to the exceptional needs student.			Individual study, research or field experience on a variety of topics.		
Educ 401	Child Development Practicum	1	Educ 408	Studies in Education	1-3
A study of child development. Focuses on learning theory and the importance of play for young children. Will include a field experience based on the application of developmentally appropriate practice.			Individual study, research or field experiences on a variety of topics.		
Educ 402	Student Teaching: Elementary	12	Educ 409	Elementary Education: Seminar	3
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.			An intensive three-week seminar immediately following Educ 402. Uses the licensure portfolio as a frame and also focuses on: educational philosophy, classroom management and discipline, evaluation, integration of faith and teaching. Includes student projects and presentations, group work variety of approaches to individual reflection on teaching and preparation of the licensure and presentation portfolios. <i>Prerequisite: Educ 402.</i>		
Educ 403	Secondary Education: Seminar	3	Educ 415	Student Teaching: Exceptional Needs	5
An intensive three-week seminar immediately following Educ 405. Uses the licensure portfolio as a frame and also focuses on: educational philosophy, classroom management and discipline, evaluation, integration of faith and teaching. Includes student projects and presentations, group work, variety of approaches to individual reflection on teaching, and preparation of the licensure and presentation portfolios. <i>Prerequisite: Educ 405.</i>			Ten weeks of half-day student teaching in a mild intervention context, under the supervision of a supervising teacher who is licensed for mild intervention and a faculty member of the Goshen College education department. Focuses especially on planning, instruction and assessment, following standards numbers 3, 4, 5, 6, 7 and 8 of IPSB Standards for Teachers of Exceptional Needs. <i>Concurrent course: Educ 346, Special Education Issues.</i>		
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.					

English

Chair, Associate Professor B. Martin Birky
Associate Professors C. Barnett, A. Hostetler
Assistant Professor B. Meyer-Lee

The English department provides three distinct majors: one in general English studies with an opportunity to select elective and upper-level related courses to create an emphasis in interdisciplinary literature or creative writing, one in teaching English as a second language (TESOL) in a strong intercultural framework, and one in teaching English and language arts to grades 5-12. Three minors enable students to augment any major with literary, writing, or second language skills.

Mission

The English department supports the Goshen College mission to *develop informed, articulate, sensitive, and responsible Christians* by teaching skills in critical thinking, reading and writing as well as literary analysis, criticism and theory. Our approach to the study of literature, language

and writing emphasizes human stories and the search for truth. By paying special attention to the contexts of literary creation – cultural, philosophical, historical, aesthetic and rhetorical – we seek to impart an understanding of knowledge as power, and the responsible ways in which that power can be used, both to understand the journeys of others and articulate more fully our own personal search for truth in a Christian context. Our English, creative writing and TESOL minors, as well as our co-curricular programs, offer students skills and opportunities to express their perspectives on the world and faith that they encounter at Goshen College and to participate in the circulation of knowledge. Our TESOL and English/language arts secondary education majors offer students practical skills for building bridges between cultures and languages in educational and service positions locally or globally.

Opportunities

English is a versatile major that prepares students for a wide range of jobs after graduation: writing, publishing, public relations, teaching. An English degree also provides a strong base for graduate schools in many fields besides literary study: law school, medical school, creative writing, library science, history, education and even business management. 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. Extracurricular opportunities in publishing include writing, editing, and/or producing student work through *Broadside*, Pinchpenny Press, or the Horswell Fellowship.

Major in English and American literature and language

38 hours, including:

Department courses (32 hours)*

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 (300-400 related courses)	6
Courses selected from aesthetics, art history, Bible and religion, children's and adolescent literature, communication, sociology/anthropology, history, Honors seminars, linguistics, modern and classical languages and literature (MCLL) topics courses, music history, peace, justice and conflict studies (PJCS), philosophy, TESOL methods, theater, women's studies****	

Special note:

Students might consider courses that provide skills that complement an English major: Digital Design, Creating for the Web, Photo Communication, Graphic Design, Electronic Media Production, Communication Practice (journalism, radio), Multimedia Concepts.

*Students may take up to 40 hours of English department courses.

**Students earning AP or CLEP credit in English, we recommend that you take Expository Writing during your first year.

***Students replacing this requirement with Student Teaching must fulfill the departmental total of 32 hours, normally fulfilled with Engl 319, English Syntax.

****Upper-level related courses may not be applied courses and may not be used to fulfill requirements of other majors or minors.

Planning guide

First year

- General education*
- Literature and Writing
- International Literature/Creative Writing/Literature and Film

Second year

- General education
- Humanities**
- Expository Writing

- Introduction to Literary Interpretation
- British Literature to 1800
- SST

Third year

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

Fourth year

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

*In general education, English majors are recommended to choose Phil 200.

**English majors should consider taking a humanities section that covers other humanities fields than literature, in schedule allows it.

Major in teaching English to speakers of other languages (TESOL)

42 to 46 hours, including

English, Communication, Language and Education (36-39):*

Engl 204, Expository Writing	3
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
Comm 202, Oral Communication**	3
Comm 206, Communication Across Cultures	3
Fren/Germ/Span 101 or higher, Foreign Language***	3-4
Educ 307, Children's and Adolescent Literature	3
Educ 303, Literacy I	3
Educ 304, Curriculum Studies: Social Studies	3
Engl/MCLL/Educ, Senior Seminar	1-3

Intercultural Studies (3-4)

Engl 201, International Literature	3
Engl 207/307, American Indian or African-American Literature	3
Hist 255, History of Global Poverty	3
Hist 327, American Immigration and Ethnic History	3
Hist 330, International Women's History	3
PJCS 310, Borderlands (Mexico, New Mexico)	3
Psyc 322, Analysis of Racism and Power	3
SoAn 230, Cultural Anthropology	4
SoAn 320, Urban Diversity	3
SoAn 334, Race, Class and Ethnic Relations or Special Programs****	3

Upper-level related (3-4)

Courses selected from education, history, modern and classical languages and literatures, or sociology/anthropology

*Prerequisite: Competence in a second language equivalent to 102-college level

**Fulfills general education requirement at Goshen College

***Additional foreign language credits may be in the same language which is used to meet the foreign language prerequisite *or* may be courses in a third language. Also, ASL courses may meet *either* the foreign language prerequisite *or* the additional foreign language course requirement, but not both.

****See catalog for special off-campus programs that include intercultural studies courses

Planning guide for TESOL major

First year

General education
Literature and Writing
Oral Communication
Language courses for 102-level prerequisite
200-level writing, literature, communication or sociology/
anthropology

Second year

General education
Expository Writing
Intercultural studies courses
SST

Third year

General education
Introduction to Linguistics
English Language Problems
Additional foreign language
Education courses
Upper-level related

Fourth year

Balance of general education
Balance of major and related courses
English Syntax
Methods of TESOL
TESOL Field Experience
Senior Seminar

International Literature/Introduction to Creative Writing/
Interdisciplinary Literature
Inclusive Schooling

Second year

General education
Expository Writing
Introduction to Literary Interpretation
British Literature to 1800
British Literature 1800 to Present
Communication Across Cultures or Intercultural Communication
Educational Psychology
SST

Third year

General education
American Literature Survey
Advanced Writing
Communication Practice
The Power of Story or Film
Children's and Adolescent Literature
Middle School Curriculum and Instruction
Secondary Curriculum, Instruction and Content Methods
Related courses

Fourth year

Balance of general education
Secondary Education Seminar
Student Teaching: Secondary
English Language Problems
Balance of major and related courses
Senior Project
Senior Seminar

English/Language arts education (5-12 certification)

A teacher-education program is also available in English. In addition to fulfilling the secondary education requirements of 18 hours and student teaching*, English education majors must meet requirements for the English major, with the specification of the following courses for elective and upper-level related requirements. Forty-one to forty-two hours, including

Electives (9)

Engl 120, Introduction to Creative Writing, Engl 330, Writing Fiction,
Engl 332 Writing Poetry or Engl 334, Writing Creative Nonfiction 3
Comm 250, Writing for Media, Comm 260, Writing for Electronic Media
or Comm 305, Feature Writing; 3
Thea 350, Playwriting 3
Engl 201, International Literature or 207/307, Interdisciplinary
Literature 3

Upper-level related (6)

Thea 235, The Power of Story or Comm 386, Film 3
Educ 307, Children's and Adolescent Literature 3

Additional requirements (4-5)

Comm 200, Communication Practice 1-2
Comm 206, Communication Across Cultures or Intl 254, Intercultural
Communication 3
Engl 319, Syntax 1

*For more details of secondary education requirements see the *Goshen College Teacher Education Handbook*.

Planning guide for English/Language arts secondary education major

First year

General education
Literature and Writing
Oral Communication (3 hours)
Transforming Conflict and Violence (as Gen. Ed. PJCS
requirement)

English-related minors

Choosing the right minor adds to your employability and expands your knowledge and skills. Students can influence job potential with minors, special course work, or extracurricular activities: TESOL, Web work, media production, archival work, environmental, peace and justice work and more. Minors, combined with practical experience, reflect a student's diverse skills and flexibility.

Minor in English

An English minor added to other majors indicates your increased communication, critical thinking and analytical skills. Consider the message sent to future employers if you have an English minor along with a major in history, philosophy, art, music, business, communication, theater, MCLL, BRP or PJCS, sociology, environmental studies. 18 hours, including

Required courses (12)

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

Elective courses (6)

Courses selected from departmental electives in literature, language and writing. English minors are strongly encouraged to take Engl 204, Expository Writing.

Minor in writing

The writing minor indicates your superior writing skills. You may select courses that give you an emphasis in *creative writing*, which is helpful if you are considering an M.F.A. (master's in fine arts). Students will

work with an academic adviser to select 15 hours of courses emphasizing a particular area of expertise. Every year a distinguished visiting writer offers an intensive week-long writing workshop to a small group of students. Eighteen hours, including:

Required courses (5-6)

Comm/Engl 204, Expository Writing	3
Engl 409, Senior Project (a creative writing portfolio and public performance in the student's chosen genre) or Comm 412, Special Project (applied project)	3

Elective courses (12-13)

Creative writing:

Engl 120, Introduction to Creative Writing
Engl 312, Poetry Workshop
Engl 330, Writing Fiction
Engl 332, Writing Poetry
Engl 334, Writing Creative Nonfiction
Thea 350, Playwriting

Journalistic writing:

Comm 250, Writing for Media
Comm 260, Writing for the Electronic Media
Comm 308, Feature Writing
Comm 350, Reporting for the Public Good
Comm 326, Creating for the Web

Minor in teaching English to speakers of other languages (TESOL)

A TESOL minor provides you with intercultural and teaching skills that enhance your role in any profession, but in education or international work and study in particular. Twenty to 21 hours, including

Required courses (14)

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

Related courses (6-7)

Comm 206, Communicating Across Cultures or SoAn 230, Cultural Anthropology or additional foreign language courses*
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*Prerequisite: competence in a second language equivalent to completion of 102-level study.

Teaching English to speakers of other languages (TESOL): One-year certificate

Students with a minimum background of one year of college and skill in a second language equal to 102-college level may complete this certificate, which is usually scheduled for completion in one year.

Required courses (14)

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 courses (16)

Bible or religion	3
Comm 206, Communicating Across Cultures or SoAn 230, Cultural Anthropology or additional foreign language courses*	3-4
Any elective course	9-10

Teaching English as a New Language (K-12 certification)

In addition to the requirements for the TESOL major, English as a New Language (ENL) teachers must fulfill the same education requirements required of secondary or elementary education majors. For more details

see the *Goshen College Teacher Education Handbook* and an English adviser.

A. Literature

Goals: Literature courses teach the historical narrative of Western and non-Western literature along with the skills of literary analysis required to study authors, genres and literary topics in depth. In both survey and seminar literature courses, we teach the theoretical framework and critical apparatus involved in interpreting texts. As one of the first departments in the United States to offer a course in International Literature, we are committed to examining both the production of and response to literature in diverse cultural contexts and offering a range of interdisciplinary courses featuring national and global literary traditions.

Oppportunities: Special course offerings provide opportunities to study literature in off-campus settings such as Ireland or Stratford, Ontario.

Engl 201 International Literature 3

Study of literature that deals in a significant way with the intersection of cultures, particularly postcolonial literature from Africa, Asia, the Caribbean, and Latin America.

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.

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 210 Introduction to Literature 3

Analysis of literary texts in a genre chosen by individual professors. Instruction in literary analysis essay and literary research essay.

Prerequisite: Engl 110 or AP or CLEP credit or SAT Verbal score of at least 600 or ACT English score of at least 26 or permission of instructor.

Engl 230 Literature and Film 3

Study of important texts from early and recent times and European and non-Western 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 ethic and 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

Development of American literature from colonial times to the present. Study of literature that explores a range of American identities, including European-American, American Indian and African-American. Authors include Nathaniel Hawthorne, Emily Dickinson, Langston Hughes, William Faulkner, Adrienne Rich, among many others.

Engl 305 Genre Studies 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 American Buffalo, including key works by O'Neill, Wilder, Miller, Williams and Albee. Through study of dramatic structure and of realism, expressionism and absurdism 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 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 may 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, off-campus field experience, internship, 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.

B. Writing

Goals: Writing courses teach students the expository, creative and research writing strategies needed to express themselves professionally and personally. While developing skills in purposeful thinking, logical organization and clear expression, students also have opportunities to share their writing through publication or public presentation. The normal sequence in writing moves from Literature and Writing, Engl 110, to Expository Writing, Engl 204, and then to 300-level writing courses. Students are permitted to enroll in the 300-level creative writing courses with no prerequisite, even though Creative Writing, Engl 120, offers the preferred introduction to creative writing.

Opportunities: Students have a range of curricular and extracurricular writing opportunities for students interested in expository and creative writing, along with associated editorial responsibilities. Of particular note are Pinchpenny Press, which produces a number of books each year written and/or edited by students, and 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. Students also gain valuable experience writing for the *Record*, a weekly newspaper, and the *Maple Leaf*, the college yearbook. The Arthur de Long writing award, which is a monetary award, is presented to three essayists each year as part of the publication of a collection of essays from Expository Writing, Engl 204. One student a year is selected as the Horswell Fellow, a role that provides publishing and editorial experience.

Engl 105 Language Skills Seminar 3

Diagnosis and remediation of basic problems in reading comprehension, oral expression, written communication and/or study skills.

Engl 110 Literature and Writing 3

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 Introduction to Creative Writing 3

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 3

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 or equivalent.*

Engl 312 Poetry Workshop 1

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 3

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.

<p>Engl 332 Writing Poetry 3 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.</p> <p>Engl 334 Writing Creative Nonfiction 3 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 nonfiction subjects. Students will read and discuss examples of creative nonfiction and prepare two longer essays for a final portfolio.</p> <p>C. Language Goals: Through studies in language, students learn historical and sociological framework for language development, as well as a respect for both the power and limits of language as a social and artistic tool.</p> <p>Opportunities: Through field work, senior project, service assignments, and on-campus and community tutoring, students have opportunities to teach language acquisition in diverse cultural contexts.</p> <p>Engl 310 Introduction to Linguistics 3 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 and language in general.</p>	<p>Engl 315 English Language Problems 3 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.</p> <p>Engl 319 English Syntax 1 Independent study in English grammar verified by a final exam. Available only to TESOL minors and English and Teaching English as a New Language education students. <i>Prerequisite: Previous or concurrent enrollment in Engl 310 or 315.</i></p> <p>Engl 320 Methods of Teaching English to Speakers of Other Languages (TESOL) 4 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. <i>Prerequisite: Engl 310 or Engl 315.</i></p> <p>Engl 325 Field Experience in TESOL 3 One-hundred twenty hours of supervised teaching in the U.S.A. or abroad when appropriate supervision can be arranged. <i>Prerequisite: Engl 320 and consent of instructor.</i></p>
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Hispanic education in theology and leadership

Director, Assistant Professor R. Barahona
Professor D. Schipani
Associate Professor R. Collins
Assistant Professor J. Driver

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 Education Agency, the General Board of the Mennonite Church and the Iglesia Menonita Hispana 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.

In addition to the campus degree program, the HETL department also created and currently operates the Anabaptist Bible Institute by Extension (IBAPE) in 10 locations across the United States and Canada. This Spanish-language pre-college curriculum includes 10 units that require two years of study. It is taught by pastors and educators, supervised by the HETL director.

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:	6-12
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.

Planning guide

First year

- General education
- Introduction to New Testament
- Introduction to Old Testament

Second year

- General education
- Analysis of Biblical Theology
- Hispanic Culture and Theology
- Topics in Pastoral Ministries
- Mennonite History
- Spanish Literature courses

SST (if needed)

Third year

General education
Church History
Congregational Leadership
Topics in Pastoral Leadership
Biblical Study
Balance of general education
Balance of major
Supervised Experience in Ministry
Senior Seminar

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

Eighteen 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 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. Emphasis is given on vision and identity, interpersonal relationships, spiritual disciplines and the integrity of the person on a theological and ministerial level.

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

Lectures, research and discussion oriented around a specific book of the Bible. Alternating yearly between an Old Testament and New Testament book. *Prerequisites: HETL 201 and 202.*

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.

History and political science

Chair, Professor J. D. Roth

Associate Professors L. R. Berry, S. Nolt, J. B. Shetler

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 or student teaching for secondary education majors	2-3
Hist 410, History Seminar: Analysis	3
Hist 411, History Seminar: Synthesis	2
Engl 204, Expository Writing (or Comm 204)	
Related courses in one of two areas:	12
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.

Planning guide

First year

General education
World and/or European History
American History I

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, Seminar.

Related courses:

SoAn 200, Principles of Sociology	3
CoSc 105, Introduction to Computer Science	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 non-Western 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 multicultural 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 economics 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 non-Western 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 non-Western world. Examination of the material and ideological conditions which have led 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 Credit Arranged
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

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

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, Contemporary Issues; Hist 375, Topics in History.

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, Class 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 Mission Network, 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.

Humanities

Humanities courses at Goshen College are interdisciplinary courses, team-taught by professors from several different departments. Each of these interdisciplinary courses studies the history of artistic expression, provides opportunities for participating in artistic activities and examines the relationship between the arts and students' own lives. Fulfills the general education requirement for humanities study. One course is offered each semester.

Hum 320, Humanities: Literature and Art	4
Hum 321, Humanities: Literature and Music	4
Hum 322, Humanities: Theater and Literature	4
Hum 323, Humanities: Music and Art	4
Hum 324, Humanities: Music and Theater	4
Hum 325, Humanities: Art and Theater	4

Interdisciplinary studies

Associate Dean T. Meyers

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

A minimum of 45 credit hours, plus a senior seminar and internship.

Courses are selected from three academic departments in which Goshen offers a major or a minor. Must include a minimum of 15 credit hours from each department, of which at least nine credit hours must be core courses defined by the major or minor rather than electives.

The senior seminar and internship are not included in the nine hours of core courses required in each of the three departments and must be completed in the same department. Any exceptions must be approved by the supervising professor for the internship.

At least one three-credit core course in each department must be completed in residence at Goshen College. Not including the senior seminar and internship, a minimum of at least 18 credit hours in the major must be upper-level courses (300-400 level).

Students interested in investigating an interdisciplinary major should contact the associate dean to discuss interests and options. The student's academic adviser will usually be a professor from the department in which the student elects to complete the senior seminar and internship.

Career opportunities

Interdisciplinary graduates are working in nonprofit agencies, education, business, church ministries, community development, journalism, law and many other fields.

Mathematics

Chair, Professor R. Milne
Professors D. Housman, P. Oakley

The mathematics program provides preparation for majors and nonmajors 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	3
Math 211, Calculus I	4
Math 212, Calculus II	4
Math 213, Calculus III	4
Math 300, Conjecture and Proof	3
Math 301, Linear Algebra	3

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	3
Math 305, Modern Geometry	3
Math 311, Real Analysis	3

Other possible selections:

Math 321, Differential Equations	3
Math 323, Probability and Statistics	3
Math 341, Numerical Analysis	3
Math 351, Mathematical Modeling	3
Math 390, Problem Solving Seminar	1
Math 409, Senior Project/Internship	3

Related courses (10 credits):

Phys 203, General Physics	4
CoSc 200, Programming Techniques	3
Phys 410, 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, Discrete Mathematics; Math 211, Calculus I; Math 212, Calculus II; and at least eight credit hours of mathematics chosen at the upper level (300 or 400 level).

NOTE: A typical way for a student to complete the eight upper-level credits would be to take Math 300, Conjecture and Proof (3 credits); Math 301, Linear Algebra (3 credits); and Math 351, Mathematical Modeling (3 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 noncredit course in arithmetic and elementary algebra as preparation for Math 101 or Math 131. (*Meets the general education competency requirement but does not count towards graduation credit.*)

Math 100 Mathematical World	3	Math 213 Calculus III	4
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. <i>Prerequisite: competency test.*</i>		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.) <i>Prerequisite: Math 212.</i>	
Math 101 Intermediate Algebra	4	Math 300 Conjecture and Proof	3
Basic algebra as preparation for Math 102 or Math 141. <i>Prerequisite: one unit of high school algebra or Math 030; competency test.*</i>		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. <i>Prerequisite: Math 211 and either Math 205 or Math 212; or permission of instructor.</i>	
Math 102 Precalculus Mathematics	4	Math 301 Linear Algebra	3
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.) <i>Prerequisite: Three units of high school algebra and geometry or Math 101.</i>		Linear systems of equations, vector spaces, linear transformations, matrices, determinants, characteristic vectors and values, inner products, computational aspects and applications. <i>Prerequisite: Math 205 and Math 211.</i>	
Math 131 Mathematical Concepts for the Elementary Classroom I	3-4	Math 302 Abstract Algebra	3
Theory of natural, rational and real number arithmetic; computation in different numeration systems; elementary set theory and logic; number theory; probability and statistics; problem solving strategies. Linkage to mathematics education in the elementary school. <i>Prerequisite: competency test.*</i>		An introduction to algebraic structures such as groups, rings and fields. <i>Prerequisites: Math 300 and Math 301. (Offered in 2004-2005.)</i>	
Math 132 Mathematical Concepts for the Elementary Classroom II	3	Math 305 Modern Geometry	3
Formal and informal approaches to Euclidean geometry; patterns, symmetries, classification of geometric figures in two and three dimensions; transformations in the plane; measures, measurement and approximate data; computer software applications to geometry. Linkage to mathematics education in the elementary school. <i>Prerequisite: Math 131 or high school geometry; competency test.*</i>		A survey of geometrics. Comparison of Euclidean, hyperbolic, elliptical, and projective geometries. Integral and fractional dimension; transformation groups; implications for computer graphics. <i>Prerequisite: Math 300. (Offered in 2005-2006.)</i>	
Math 141 Finite Mathematics	3	Math 311 Real Analysis	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. <i>Prerequisite: Two units of high school algebra or Math 101.</i>		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. <i>Prerequisites: Math 213, Math 300 and Math 301. (Offered by demand.)</i>	
Math 205 Discrete Mathematics	3	Math 321 Differential Equations	3
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. <i>Prerequisites: three and one-half units of high school mathematics including trigonometry or Math 102.</i>		The solution and application of ordinary differential equations; analytic solutions for linear systems; qualitative behavior of nonlinear systems; approximation and computer methods. <i>Prerequisite: Math 213 or Math 301. (Offered in 2004-2005.)</i>	
Math 211 Calculus I	4	Math 323 Probability and Statistics	3-4
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.) <i>Prerequisites: three and one-half units of high school mathematics including trigonometry or Math 102.</i>		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. <i>Prerequisites: Math 213 or permission of the instructor. (Offered in 2004-2005.)</i>	
Math 212 Calculus II	4	Math 341 Numerical Analysis	3
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.) <i>Prerequisite: Math 211.</i>		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. <i>Prerequisite: CoSc 200 and one of Math 301 or Math 321. (Offered in 2005-2006.)</i>	
		Math 351 Mathematical Modeling	3
		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 2005-2006.)*

Math 390 Problem Solving Seminar

The problem-solving process in the context of nonroutine problems, including a wide variety of general heuristics for approaching such problems. May be repeated. *Prerequisite: Math 300 or permission of instructor. (Offered in 2004-2005.)*

Math 400 Selected Topics in Mathematics

1-3

For mathematics majors with consent of the department. May be repeated.

Math 409 Senior Project/Internship

3

1 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 on a competency test (or equivalent) is required before taking any mathematics course for credit at Goshen College.

Modern and classical languages and literatures

Chair, Professor R. Falcón

Associate Professor P. Keim,

Assistant Professors E. D. Rhodes, M. Yoder, S. Zadi

Major in American Sign Language Interpreting

(59 credit hours)

Core courses

ASL 101, Elementary ASL I	4
ASL 102, Elementary ASL II	4
ASL 104, Deaf Culture	3
ASL 106, Introduction to the Interpreting Profession	2
ASL 201, Intermediate ASL I	4
ASL 202, Intermediate ASL II	4
ASL 205, Advanced Fingerspelling and Numbers	2
ASL 206, The Deaf Community, Church & Religion	2
ASL 301, Interpreting I	4
ASL 302, Interpreting II	4
ASL 304, Certification Overview	1
ASL 305, Linguistics of ASL	3
ASL 306, ASL Literature	3
ASL 401, Interpreting III	4
ASL 407, Topics in Interpreting	2
ASL 408, Specialized Vocabulary	2
ASL 409, Interpreting Internship	10
MCLL 410, Senior Seminar	1

Recommended electives

- Engl 315, English Language Problems
- Engl 310, Introduction to Linguistics
- SoAn 200, Principles of Sociology
- SoAn 230, Cultural Anthropology
- SoAn 334, Race, Class and Ethnic Relations
- Comm 206, Communicating Across Cultures
- Psyc 322, Analysis of Racism and Power

Planning guide

First year

- General Education
- Elementary American Sign Language I and II
- Deaf Culture
- Introduction to the interpreting Profession

Second year

- General education
- SST (recommended)
- Intermediate American Sign Language I and II
- Other courses in major

Recommended electives

Third year

- Courses in major
- General education
- Recommended electives

Fourth year

- Balance of general education
- Balance of major courses
- Interpreting Internship
- Senior Integrating Seminar

Minor in American Sign Language

(23 hours)

ASL 101, Elementary American Sign Language I	4
ASL 102, Elementary American Sign Language II	4
ASL 201, Intermediate American Sign Language I	4
ASL 202, Intermediate American Sign Language II	4
ASL 104, Deaf Culture	3
ASL 205, Advanced Fingerspelling and Numbers	2
ASL 206, The Deaf Community, Church and Religion	2

Major in Spanish

(40 credit hours)

Language courses	21
202 level and higher: composition/conversation, literature, special projects (may include three hours any level of French or German)	
MCLL 300, International Classics	3
MCLL 410, 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 Spanish major are taken on location during the study abroad year through Brethren Colleges Abroad or other approved program. Spanish 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
- Senior Integrating Seminar

Planning notes

While most language majors begin to study another language in high school, it is possible to complete the major successfully if the student begins at Goshen and participates in a Junior Year Abroad program (see international education pages).

Generally no upper-level courses are offered in May.

SST is recommended but not required of students who participate in Junior Year Abroad.

A secondary teacher-education major is available in Spanish. For this major the student must complete 36 hours in the language area (this may include six hours of linguistics and/or credit by exam for high-school study above the 101-102 level in the major language). Teacher education majors must also participate in a two-semester study-abroad program in the language of the major. For more details see the *Goshen College Teacher Education Handbook* and the education department pages of this catalog.

Minor in Spanish

Twelve hours in Spanish 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 minors.

Courses

A. American Sign Language

- ASL 101 Elementary 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 cultural features of the deaf community.
- ASL 102 Elementary 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.
- ASL 104 American Deaf Culture** 3
Explores the American deaf community, examining the educational, sociological and cultural features which shape this group of people.
- ASL 106 Introduction to the Interpreting Profession** 2
Introduces students to the professional field of interpreting; code of ethics, employment opportunities, professional organizations, etc.

- ASL 201 Intermediate American Sign Language I** 4
Continues development of expressive and receptive language skills through student-led discussions and prepared reports on topics related to the deaf community. *Prerequisite: ASL 102 or consent of instructor.*
- ASL 202 Intermediate American Sign Language II** 4
Develops further expressive and receptive language skills. *Prerequisite: ASL 201 or consent of instructor.*
- ASL 205 Advanced Fingerspelling and Numbers** 2
Concentrated instruction and practice in expressive and receptive fingerspelling and the complex numbering system of ASL.
- ASL 206 The Deaf Community, Church and Religion** 2
Explores the variety of deaf community's experiences with churches and religion. Models of ministry and mission in the deaf community will be presented and critiqued. Out-of-class visits to local deaf ministries are required.
- ASL 301 Interpreting I** 4
Introduces theory and skills of the interpreting process, presenting both consecutive and simultaneous methods.
- ASL 302 Interpreting II** 4
Introduces spontaneous ASL/English interpreting and provides extensive practice utilizing videotapes and audiotapes.
- ASL 304 Certification Overview** 1
Studies various quality assurance/state licensure assessments established across the United States. Prepares students for the written portion of the national certification of the Registry of Interpreters for the Deaf.
- ASL 305 Linguistics of ASL** 3
Investigates the major grammar rules of American Sign Language. Studies specific aspects of phonology, morphology, syntax and semantics. *Prerequisites ASL 204, Engl 310.*
- ASL 306 ASL Literature** 3
Focuses on various genres of literature by and about deaf people. Concentrates on deaf characters and the influences deaf culture and deaf history have on literary works.
- ASL 401 Interpreting III** 4
Continues the development of interpreting skills through role-playing and participating in out-of-class interpreting opportunities.
- ASL 407 Topics in Interpreting** 2
Practical and ethical issues in interpreting. Decision-making, assignment assessment, environmental management, policies and procedures within agencies and organizations.
- ASL 408 Specialized Vocabulary** 2
Examines and develops the vocabulary necessary for interpreting in specific settings including education, medicine, mental health, legal, religious, etc. Taken during the first four weeks of the internship semester.
- ASL 409 Interpreting Internship** 10
Supervised interpreting experiences through placement in various community settings. Course offered the last 10 weeks of the senior year.

B. 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. *Prerequisite: Fren 102 or equivalent.*

Fren 202 Intermediate French II 3

Reading and discussion of prose, poetry and drama. Grammar review, oral and written practice. *Prerequisite: Fren 201 or equivalent.*

Fren 203 Intermediate French III 4

Emphasis on conversational French. Normally offered only on SST. *Prerequisite: Fren 201 or equivalent.*

Fren 400 Special Projects in French 1-4

Topic and credit arranged for individual or tutorial-class study. The project may cover a survey of French literature or concentrate on a given literary period, genre or author and include an introduction to French literary criticism. *Reserved for French majors and minors declared prior to 2003.*

C. German**Germ 101-102 Elementary German I, II 4+4**

Basic skills in understanding, speaking, reading and writing German for beginners; class work includes collaborative learning.

Germ 103 Elementary German III 4

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 3

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 3

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 400 Special Projects in German 1-4

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. *Reserved for German majors and minors declared prior to 2003.*

D. Spanish**Span 101-102 Elementary Spanish I, II 4+4**

Basic skills in understanding, speaking, reading and writing Spanish for beginners; class work includes collaborative learning.

Span 103 Elementary Spanish III 4

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 3

A review of grammar and intensive oral practice. *Prerequisite: Span 102 or equivalent.*

Span 202 Intermediate Spanish II 3

Reading and discussion of short story, drama and topics in Spanish culture. Major emphasis on improving reading and writing and conversational skills. *Prerequisite: Span 201 or equivalent.*

Span 203 Intermediate Spanish III 4

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 3

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 Spanish Conversation and Culture 3

Extensive practice in spoken Spanish. Topics related to life in Spanish-speaking countries. 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 305 Culture of the Hispanic World 3

Course focuses on culture, history, literature and music of the Hispanic world, with particular emphasis on Spanish-speaking SST locations. Comprehensive experience in written and spoken Spanish.

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.*

E. Departmental courses

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 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 Spanish 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.

Music

Chair, Associate Professor B. Lapp

Associate Professors D. Brubaker, J. Graulty, J. Heiks, M. Hill

Assistant Professors L. Dengler, S. Dengler, C. Seitz, C. Thøgersen

Instructors H. Carreño, R. Hovan, M. Stegmann

Mission

The music department at Goshen College is dedicated to the cultivation of excellence in the areas of musical performance, pedagogy and scholarship. We believe musical expression is a human manifestation of the divine impulse and, as such, serves as a window into the individual soul, as a bridge between human beings and as a means of shared religious experience.

Career opportunities

Music graduates are currently working in public and private schools, colleges and universities, in private teaching, in music therapy, music technology, 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 concentration: music education, performance or research, music business/technology, music in worship and piano pedagogy. The core requirements (required of most students majoring in music) are:

Mus 201-202, Music Theory	8
Mus 204, Survey of Music Literature	3
Mus 210, Learning and Teaching Concepts in Music or Mus 208, Introduction to Piano Pedagogy	3
Mus 303-304, Advanced Music Theory	6
Mus 301-302, History of Music	6
Mus 311, Topics in Music Literature	2
Mus 410, Senior Seminar	1

Ensemble participation at least six semesters

Major in music with performance or research concentration

Applied music	11
Recital or paper	NC

Major in music with music education concentration (all grades)

Mus 305, String Methods and Materials	2
Mus 306, Woodwind Methods and Materials	2
Mus 307, Brass Methods and Materials	2
Mus 308, Vocal Methods and Pedagogy	2
Mus 312, Conducting	3
Mus 330, Teaching Secondary School Music	2
Applied music	12
Recital	NC

Major in music with piano pedagogy concentration

Mus 211, Group Piano Instruction	2
Mus 310, Private Teaching	2
Mus 412, Piano Literature	2
Applied music	8
Recital or public demonstration of teaching skills	NC
Teach in the piano preparatory department two years	NC

Major in music with music and worship concentration

Mus 212, Hymn Leading	1
Mus 241, Music Technology	3
Mus 311, Topics in Music Literature: Music in Worship	2
Mus 312, Conducting	3
Mus 409, Internship	3
Applied music	8
Project/Recital	NC
Nine additional hours selected from (other courses if approved by the	

adviser):	
Psyc 210, Developmental Psychology	3
Rel 210, Introduction to Youth Ministry	3
Rel 320, Christian Faith	3
Bibl 301, Hebrew Scripture: Wisdom and Psalms	3
Thea 235, The Power of Story	3
Engl 120, Introduction to Creative Writing	3
Major in music with business and technology concentration	
Mus 241, Music Technology	3
Mus 340, Audio Production	3
Mus 409, Internship	3
Applied music	8
Project/Recital	NC
14 additional hours selected from (other courses if approved by the adviser):	
Acc 201/202, Principles of Accounting	6
Bus 315, Principles of Management	3
Bus 316, Principles of Marketing	3
Bus 328, Entrepreneurship	3
Comm 212, Electronic Media Production I	3
Comm 312, Electronic Media Production II	3
Comm 190, Introduction to Radio	1
Comm 270, Media Law and Ethics	3
Comm 290, Radio Operations	1
Comm 326, Creating for the Web	3

Keyboard proficiency

Keyboard proficiency will require facility in sight-reading, keyboard technique, harmonization, transposition, improvisation and playing by ear. 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. At least one semester of applied piano study prior to taking the keyboard proficiency exam is encouraged for music majors.

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.

Ensemble participation

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 bands.

Accompanying

Music majors for whom piano is the primary instrument are expected to accompany one sophomore recital or comparable collaborative project per year as part of their applied study. This may count towards the ensemble credit requirement if approved by the adviser.

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 & Teach Concepts or Introduction to 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	8
Mus 204, Survey of Music Literature	3
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 201, 202, Music Theory	8
Mus 204, Survey of Music Literature	3
Mus 208, Introduction to Piano Pedagogy	3
Mus 310, Private Teaching	2
Applied piano	4
Ensemble participation (at least four semesters)	

Minor in music in worship

(20 credit hours) Required courses:

Mus 201, 202, Music Theory	8
Mus 204, Survey of Music Literature	3
Mus 210, Learning and Teaching Concepts of Music	3
Mus 212, Hymn Leading	1
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.

Courses

A. Departmental

Mus 209 Music Field Experience 1-3

On-campus internships supervised by a professor. May include arts administration, audio recording technology, church music, private teaching or other fields.

Mus 400 Special Projects in Music 1-2

May be elected for additional individual work in music theory, analysis, music history, conducting, music recording or music technology. May be repeated.

Mus 409 Music Internship 1-3
Designed to give students practical experience in music-related fields such as arts administration, music business, audio recording technology, church music and music therapy. Internships are individually arranged with the work supervisor and faculty adviser.

Mus 410 Senior Seminar 1
Weekly meetings of music majors and faculty to discuss vocational, curricular and ethical/spiritual topics.

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 201L-202L Keyboard Lab .5
Provides experiences designed to develop technical proficiency and understanding of music theory principles at the keyboard as well as development of sight-reading, harmonization, transposition and improvisation skills. The labs are divided into two or three groups according to previous experience at the keyboard. While music minors and nonmajors participate, for the music major the lab serves as initial preparation for the piano proficiency exam.

Mus 201L-202L 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 Music Technology 3
Introduces student to MIDI, recording, digital audio, notation software and computer-aided instruction in music. Students produce projects relevant to individual areas of study. Explores the historical role of technological development on musical composition and the more practical applications of current technologies. Current issues such as duplication, distribution and intellectual property also discussed.

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.*

Mus 340 Audio Production 3
An introduction to the recording studio presenting its function in commercial music production. Areas include basic electronics, studio setup and engineering fundamentals. Lecture/lab.

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. In 2005-06 the topic will be world music. See description below. *Prerequisites: Mus 201-202 and Mus 204, or permission of the instructor.*

World Music: This course will explore and sample humankind's common language of music. Performance style characteristics, tone, rhythms and tonalities of music from every continent will be examined. Much of the multicultural repertoire will be sung by the class, experimenting with language, tone production and rhythmic flexibility.

D. Music education

Mus 210 Learning and Teaching Concepts in Music 3
The course focuses on developing skills for teaching children (grades K-6). Understanding the importance of melody, high quality diverse repertoire, song teaching strategies and academic understanding of approaches to music education developed by Kodály, Orff and Suzuki will be emphasized. The course will also include skill development on folk instruments: guitar, banjo, mountain dulcimer, autoharp and recorder. A fieldwork component provides hands-on 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 a fieldwork dimension to this class.

Mus 312 Conducting 3
Principles of conducting theory and practice. Course begins with basic technique and progresses to score preparation and rehearsal planning for large ensembles.

Mus 330 Teaching Secondary School Music 2
This course deals with the practical strategies needed to build a successful music program at the secondary level (grades 7-12). Topics

studied will include: developing high quality repertoire including multicultural elements, understanding the male changing voice, program structure, student rapport and classroom management, concert programming, marketing and recruiting, assessment strategies and teaching musical literacy. A field component provides hands-on experience to develop important teaching skills prior to student teaching.

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 an alternative to Mus 210.

Mus 211 Group Piano Instruction 2

This course will provide students with an introduction to the pedagogy of group piano instruction for older students. We will examine a four-semester curriculum that encompasses elementary to intermediary piano levels. The pedagogical approach will examine conceptual learning and problem solving in relation to the following: ear playing, reading, transposition, harmonization, improvisation, technique and repertoire. Primary aims of study: Learning the applied skills such as ear playing, harmonization and transposition and being able to utilize these materials to convey important musical concepts in a classroom situation; gaining a greater appreciation, through research, of the academic literature concerning group piano instruction; surveying several college-level class piano texts.

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 Piano Literature 2

A functional knowledge of piano literature is essential for all pianists and teachers. This course will present an historical survey of piano literature from J.S. Bach to the present focusing on stylistic elements pertinent to particular composers. Special emphasis will be given to works that may be best suited for advanced students, both high school and at the college undergraduate level.

F. Applied music

1. Group study

Mus 212 Hymn Leading 1

A course embracing the four-part a cappella hymn singing tradition of the Mennonite Church, using *Hymnal: A Worship Book* as a primary text. Emphasis will be placed on learning how to conduct hymns and creative hymn leading, as well as singing hymns of all types. Attention will also be given to incorporating a variety of quality worship music in a worship setting. The course will complement the three-hour conducting course for music majors. No prerequisite. Nonmajors are welcome.

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. A prerequisite for private study in voice for students who have not had previous private study.

Mus 250 Class Piano 2

A course of study for the beginning adult pianist, this course will meet in the Yamaha Clavinova lab. Skill development in ear playing, reading, transposition, harmonization, improvisation, technique and repertoire.

Mus 260, 360 Chamber Music 1 (optional)

Designed as an avenue to explore the intricacies of small ensemble playing. Approved 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 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. At least one hour of daily practice is expected of nonmajors while music majors are expected to practice at least two hours daily. An additional fee is charged each semester for private study.

265, 365, Composition	2 hours
269, 369, Percussion	2 hours
270, 370, Cello	2 hours
271, 371, Organ	2 hours
272, 372, Piano	2 hours
273, 373, Viola	2 hours
274, 374, Violin	2 hours
275, 375, Voice	2 hours (prerequisite: Mus 240 Class voice)
277, 377, Flute	2 hours
278, 378, Bassoon	2 hours
279, 379, Oboe	2 hours
281, 381, French Horn	2 hours
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 a concentration in performance, music education, music in worship, music business/technology or piano pedagogy are required to present a sophomore and a senior recital/paper. Recitalists must secure recital permission from the faculty.

3. Ensembles

One hour of credit per semester may be earned by participating in departmental ensembles. Credit is optional. All ensembles require auditions.

Mus 261, 361 Jazz Band 1 (credit optional)

Lavender Jazz is Goshen College's big band. The group plays classic jazz standards and styles, such as swing, blues, waltz, mambo, cha cha and funk. Lavender Jazz performs in a variety of settings, including concert halls, malls, churches, high schools and makes recruiting trips throughout the year.

Mus 290, 390 Chamber Choir 1 (credit optional) (20-25 singers)

Mus 291, 391 Chorale 1 (credit 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 each year with occasional tours.

Mus 292, 392 Orchestra 1 (credit optional)

Performs symphonic and chamber repertory, in biennial opera/musical theater production and accompanies the winners of the annual concerto-aria contest. Several concerts are given during the year with occasional tours. Open to music majors and nonmajors by audition.

Mus 293 Men's Chorus 1 (credit optional)

Made up of all men from across campus who enjoy the vitality and energy of a collegiate male chorus. Most Chorale and Chamber Choir men also participate in Men's Chorus. The chorus performs at the annual Goshen College Christmas concert, two concerts during the second semester, as well as off campus concerts. It is open to all male students without audition.

Mus 294 Women's World Music Choir 1 (credit optional)

The Women's World Music Choir sings music of international cultures and indigenous peoples. In doing so, the members celebrate the music of the world, as well as the role that women take in maintaining the arts within cultures. Membership is open to all women without audition. The choir sings an average of three-four performances each spring semester.

Mus 298, 398 Wind Ensemble 1 (credit 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 with occasional tours.

Nursing

Director, Associate Professor V. Kirkton

Professors E. Driver, R. Krall

Associate Professors F. Brunner, 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 to prepare the student for entry into professional nursing practice as a generalist in settings where health care is provided. 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.

Characteristics of graduates

Upon graduation, graduates will: 1) utilize 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 examine ethical issues in relationship to Christian faith.

Two tracks

The nursing program has a basic and a B.S.N. 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 objectives and characteristics of graduates are the same for students enrolled in either track. At graduation, the bachelor of science in nursing degree is conferred.

A. Basic students

Admission process

Students applying for admission to the basic track 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 are submitted during the second semester of the freshman year. Applications are due by March 1 and are processed by April 30. The first nursing course begins in the fall of the sophomore year. This course is also offered during the summer session. Transfer-student applications should be submitted by March 1 for summer or fall starts. Applications received after March 1 are considered according to date of receipt.

The applicant's readiness for admission to the nursing major is determined by: academic performance, references, health record and a security check.

Admission criteria

General. Admission to Goshen 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 psycho-motor 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 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 Competency exam 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 in college course work.

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 SST alternate requirements for nursing students would be a total of 12 credit hours with the requirement that one of the alternative courses be in language.

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. The program is accredited by the Commission on Collegiate Nursing Education and is approved by the Indiana State Board of Nursing.

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*	3
Chem 102, The Chemistry and Physics of Life	4
Biol 203, Human Anatomy and Physiology	4
Biol 204, Human Anatomy and Physiology	3
SoAn 200, Principles of Sociology	3

*Students who had two semesters of high school chemistry with a grade of B- or higher would be exempt from Chem 101 but would be required to take Chem 102.

Before or with 200-level nursing courses:	
Biol 206, Microbiology	3
Chem 220, Human Nutrition	3
Psyc 100, General Psychology	3
Psyc 210, Developmental Psychology*	3
SoAn 210, Marriage and Family	3

In junior year, concurrent with 300-level nursing courses:	
Biol 320, Human Pathophysiology	3
Biol 321, Human Pathophysiology	3
Psyc 306, Abnormal Psychology	3

*SoWk 221, Human Behavior may be substituted for Psyc 210 with approval of the director.

Courses

Nurs 210 Introduction to Professional Nursing 3

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 3

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* 3

Holistic client assessment focuses on collection of a database within the context of the nursing process. Components of the database include the health history and assessment of functional health patterns, body systems, growth and development, and cultural and spiritual dimensions. Assessment is linked with current health screening recommendations and a health promotion framework. Clinical and laboratory experiences are included. *Prerequisite:* Nurs 210.

- Nurs 305 Pharmacology and Drug Administration*** **3**
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 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*** **3**
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*** **3**
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** **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. *Prerequisites: Open to third- and fourth-year students from all departments.*
- Nurs 311 Nursing Care of the Expanding Family*** **3**
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*** **3**
The focus of this course is on common conditions and illnesses of children. The clinical focuses of the 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 403 Nursing Research** **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. *Prerequisites: nine credit hours of 300-level clinical nursing courses.*
- Nurs 405 Psychiatric/Mental-Health Nursing*** **3**
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. Clinical experiences occur in an acute care facility and involve caring for 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**
A three-credit-hour course that continues to focus on the use of the nursing process with clients. 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*
- B. B.S.N. completion students**
Registered nurses may choose to take the basic track or participate in the B.S.N. completion track described below. The B.S.N. completion program is offered in collaboration between the Goshen College nursing department and Division of Adult and External Studies (DAES). Transcripts from previous nursing education programs are 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 B.S.N. in about 19 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 R.N.s progresses 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 13 courses

providing 40 credit hours, of which 28 are upper-level nursing credits and 12 are general education 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.

Prerequisites

Prior to assignment to a group and beginning progression through the track, the following courses (or their achievement test equivalent) must be completed.

<i>General education</i>	<i>minimum hours</i>
English composition	3
Literature, fine arts or foreign language	3
History	3
<i>Supporting courses</i>	
Chemistry	4
Anatomy & Physiology	4
Microbiology	3
Human Nutrition	3
Principles of Sociology/General Psychology	3

Graduation requirements

- Completion of 120 credit hours accepted by Goshen College.
- Completion of the B.S.N. completion track.
- Cumulative GPA of 2.5 or above in this program.
- Completion of general education and supporting-course requirements outlined above.

Courses for the B.S.N. completion program

Nurs 331 Philosophy and Theories of Nursing 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 2

Basic concepts of nursing research are examined. Students will focus on applying these concepts by locating, reading and utilizing published nursing research reports to make recommendations for evidence based nursing practice. Nursing research is differentiated from research in other fields.

Nurs 334 Communication Skills for Professional Nurses 3

This course responds to the challenges of professional communication and the expectations for registered nurses who are baccalaureate students. The focus is on critique and the development of individual written and oral communication for content, style and effectiveness. Access and management of information will be discussed.

Reln 305 Enduring Issues in Christian Perspectives 3

Examines the biblical heritage and major doctrines of Christian faith. Explores basic issues such as individualism and community, personal decision-making, social justice, and relating to other religious traditions. Class members will be challenged to think through their own responses to these issues.

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.

Hist 202 American History II (1877 to present) or 3

Hist 203 World History II (1500 to present) 3

See history section of the catalog for course descriptions.

Nurs 437 Cross-Cultural Aspects of Health and Illness 4

Health, illness and various health-care systems are explored. Theory relative to culture and specific aggregates will be studied.

Hum 323 Humanities: Music and Art or 3

Hum 325 Humanities: Art and Theater 3

See humanities section of the catalog for course descriptions.

Nurs 438 Community Health Nursing* 4

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 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.

Peace, justice and conflict studies

Program Director, Professor J. Liechty

Professor R. Krall

Associate Professors C. Schrock-Shenk, D. Cortright

Assistant Professor D. Johnson

Adjunct Faculty D. Hostetter, K. Shelly

Peace, justice and conflict transformation interests are an essential part of academic and co-curricular programs of Goshen College.

Goshen offers four academic programs in peace, justice and conflict studies: a major in peace, justice and conflict studies; minors in conflict studies and peace and justice studies; and a conflict transformation track for the teacher education program. The major introduces students to the array of topics and disciplines that make up peace, justice and conflict studies, while also allowing students to focus in areas of particular interest. The two minors enable students to combine peace, justice and conflict studies content with any recognized major. The minor in conflict studies is oriented toward students completing professional programs in nursing, social work and education as well as students seeking to utilize conflict transformation skills in a particular career. The minor in peace and justice studies is oriented toward 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. Finally, a conflict transformation studies track, offered in conjunction with the teacher education program, gives a conflict transformation endorsement for elementary, middle school, and secondary teacher education students.

Collaboration with local, regional, national, and international peace, justice, and conflict transformation organizations provides students with a wide opportunity for paid and voluntary internships. Examples of recent internships include Mennonite Disabilities, La Casa of Goshen, the Fourth Freedom Forum, the Center for Community Justice in Elkhart, the Elkhart County Probation Department, Boys and Girls Club of Elkhart and Goshen, Jubilee Partners in Georgia, and Corrymeela in Northern Ireland.

Campus co-curricular activities include the annual C. Henry Smith Peace lectureship, the annual student peace oratorical contest, the student PAX organization, the peace play competition, peace studies community forums, peace scholars-in-residence, intercollegiate peace fellowship and the peace library collection.

The Orin and Marie Beechy scholarship fund assists students with academic expenses.

The department and its programs are rooted within the context 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 peace building. Classes, internships, 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.

Plowshares Collaborative

Goshen College is collaborating with Earlham and Manchester Colleges to strengthen peace studies programs at all three schools. The Plowshares Collaborative, funded by Lilly Endowment, supports new courses, a new faculty member, and a variety of programs--both shared activities and ones that are unique to each campus.

The Indianapolis Peace House begins a peace studies program in fall

of 2004. Students from the three collaborating colleges join this urban peacemaking experience, involving an internship, several peace studies courses, and independent study. See Plowshares director Dean Johnson for more information.

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, ministry, or other work situations in social justice, active peace building and conflict transformation. Professional students electing the minor or professional endorsement in conflict transformation 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 41 credit hours

Required courses	20-23 hours
Bibl 321, Biblical Themes of Peace	3
PJCS 311, Junior Seminar	3
PJCS 313, Violence and Nonviolence	3
PJCS 325, Mediation: Process, Skills and Theory	4
PJCS 409, Internship	1-4
PJCS 411, Senior Seminar	3
PJCS 425, War and Peace in the Modern World	3
Limited option courses	18 hours
Econ 202, Introduction to Economics or	
Hist 255, History of Global Poverty	3
PJCS 332, Religion, Violence and Peace or	
PJCS 426, Community and Organizational Conflict or	
Bus 328, Entrepreneurship	3
PoSc 200, Introduction to Political Science or	
PoSc 308, International Politics	3
Phil 302, Ethics and Morality or	
PJCS 312, War, Peace and Nonresistance or	
Rel 316, Liberation Theologies	3
PJCS 347, Justice/Restorative Justice or	
PJCS 350, Dynamics and Theology of Reconciliation	3
PoSc 210, Introduction to Public Policy or	
SoAn 322, Social Policy and Programs or	
SoAn 391, Methods of Social Research	3
One of the following courses	3 hours
Any upper-level PJCS course or any non-PJCS course listed above, or one of the following:	
Comm 240, Communication Research	
Hist 330, International Women's History	
Hist 335, History of Ethnic Conflict	
Psyc 200, Social Psychology	
Psyc 305, Prosocial Behavior	
Psyc 308, Personality Theory (Prerequisite: Psyc 100)	
Psyc 314, Psychology of Religion	
Psyc 322, Analysis of Racism and Power	

- SoAn 210/310, Marriage and Family
- SoAn 220, Human Origins/Human Nature
- SoAn 230, Cultural Anthropology
- SoAn 301, Community Development
- SoAn 319, Doing Theology Abroad in Conflict Situations
- SoAn 334, Race, Class and Ethnic Relations
- SoWk 221, Human Behavior
- WoSt 301, Women's Concerns
- WoSt 355, Contemporary Women's Issues

Planning guide for PJCS majors

SST

Recommended: sophomore year, any summer, spring term junior year or fall term senior year

First year

General education (especially biology and general psychology)
SST language

Second year

General education
Transforming Conflict and Violence (recommended but not required)
Violence and Nonviolence
Mediation: Process, Skills and Theory
Introduction to Political Science or International Politics
Introduction to Economics or History of Global Poverty

Third year

General education
Junior Seminar
Introduction to Public Policy, Social Policy and Programs or Methods of Social Research
Three additional courses required for PJCS major

Fourth year

Balance of general education
Three remaining courses required for PJCS major

Minor in conflict transformation studies

(20 hours)

- PJCS 210, Transforming Conflict and Violence 3
- PJCS 313, Violence and Nonviolence 3
- PJCS 325, Mediation: Process, Skills and Theory 4
- PJCS 347, Justice/Restorative Justice or 3
- PJCS 350, Dynamics and Theology of Reconciliation 3
- PJCS 410, Senior Advanced Work 1
- PJCS 426, Community and Organizational Conflict 3

One of the following:

- Hist 335, History of Ethnic Conflict
- Psyc 322, Analysis of Racism and Power
- SoAn 210/310, Marriage and Family
- SoAn 334, Race, Class and Ethnic Relations
- WoSt 301, Women's Concerns

Minor in peace and justice studies

(20 hours)

- Bibl 321, Biblical Themes of Peace or 3
- PJCS 312, War, Peace and Nonresistance or 3
- PJCS 332, Religion, Violence and Peace 3
- PJCS 311, Junior Seminar 3
- PJCS 313, Violence and Nonviolence 3
- PJCS 325, Mediation: Process, Skills and Theory 4
- PJCS 350, Dynamics and Theology of Reconciliation or 3
- PJCS 425, War and Peace in the Modern World 3
- PJCS 410, Senior Advanced Work 1

One of the following

- Hist 335, History of Ethnic Conflict
- Psyc 322, Analysis of Racism and Power
- SoAn 334, Race, Class and Ethnic Relations
- WoSt 301, Women's Concerns

Certificate in conflict transformation for teachers

This certificate may be added to an elementary, middle school, or secondary education program. For further information, consult with a member of the teacher education faculty. Education students who wish to complete the conflict transformation studies minor at the conclusion of their certificate requirements should declare the minor and consult with a PJCS adviser for further details. (nine hours)

- PJCS 210, Transforming Conflict and Violence 3
- PJCS 325, Mediation: Process, Skills and Theory 3-4
- PJCS 426, Community and Organizational Conflict 3

Courses

PJCS 209 Field Experience 1-4
An approved supervised internship related to peace, justice, and conflict studies work

PJCS 210 Transforming Conflict and Violence 3
Explores the potentially constructive nature of conflict, the destructive nature of violence and the relationship between the two. Examines various patterns of communication, conflict and violence and what is needed for transformation. Students will reflect on their own conflict styles, build their skills for peace building and examine their personal temptations for violence.

PJCS 255 History of Global Poverty 3
(See Hist 255)

PJCS 305 Prosocial Behavior 3
(See Psyc 305)

PJCS 307 Conflict and Conciliation in Irish Literature 3
(Offered in Ireland. See Engl 207/307)

PJCS 310 Issues in Peace, Justice and Conflict Studies 3
A topical course focused on selected contemporary issues such as militarism, organizational power relationships and conflict transformation, nuclear weaponry, economic sanctions, domestic violence, etc.

PJCS 311 Junior Seminar 3
Junior Seminar has three main purposes: to explore classic and contemporary issues in conflict and peace through faculty- and student-led seminars; generally, to develop research and writing skills appropriate for PJCS; and specifically, to begin work toward a major research project to be completed in Senior Seminar.

PJCS 312 War, Peace and Nonresistance 3
A survey course that examines the development of warfare ideologies and religious responses to warfare. Includes examination of just war theology, Anabaptist-Mennonite doctrines about nonresistance, pacifism and nonviolent action

PJCS 313 Violence and Nonviolence 3
An interdisciplinary study of the nature, causes, and types of violence. Examines the juxtaposition of scientific theories and religious teachings about violence and nonviolence. *Prerequisites: General Psychology and general education biology course.*

PJCS 316 Liberation Theologies (See Rel 316)	3	experiences of individuals or communities where rape, incest, sexual harassment, sexual torture, professional sexual misconduct, 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 319 Doing Theology Abroad (See SoAn 319)	4		
PJCS 320 Borderlands This course will take place in Southeastern Arizona and Aqua Prieta, Sonora, Mexico. The Chiricahua Mountains extend from Arizona into North Central Mexico as one continuous ecosystem divided by the national border. The course will examine the interface between environmental realities of the region and U.S. government immigration policies. Students will hear the voices of western writers, Native Americans, immigrants, ranchers and environmentalists involved in border communities.	3	PJCS 350 Dynamics and Theology of Reconciliation An interdisciplinary examination of the work of reconciliation in interpersonal and small group relationships, but especially in large-scale social and political contexts.	3
PJCS 325 Mediation: Process, Skills and Theory Focuses on the third party roles 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. PJCS majors and minors, as well as interdisciplinary majors with a PJCS components, will take this course for four hours.	3-4	PJCS 355 Contemporary Women's Issues (See WoSt 355)	3
PJCS 330 International Women's History (See Hist 330)	3	PJCS 405 Personal Violence An interdisciplinary study seminar about the prevalence of violence in the life of individuals or small groups. May include, for example, the death penalty, sexual violence, politically motivated torture, right-to-die issues, or other relevant expressions and experiences of violent behaviors. Course includes emphasis on the development of independent research as well as written and oral presentation skills. In selected years, may become the senior seminar anchor course. <i>Prerequisites PJCS 210 or PJCS 313 or consent of instructor.</i>	3
PJCS 332 Religion, Violence and Peace An examination of the role of religion in causing and nurturing violence and in promoting peace, themes which have emerged as central to the pursuit of peace in the 21 st century. The course will include exploration of the implications of these themes for Christian mission.	3	PJCS 406 Spiritual Path of the Peacemaker Uses biographical and autobiographical narratives alongside formal and/or theoretical writings of peace builders and healers of violence. Investigates the question, "How does a peace builder's inner spiritual journey relate to her or his peace activism in the world?" Students will make major class presentations on such individuals as Mother Therese, Thomas Merton, Thich Nhat Hanh, Dorothy Day, the Dalai Lama, Elise Boulding, Dom Helder Camara, Barbara Deming, etc. <i>Prerequisite: 12 hours of upper level PJCS courses or permission of instructor.</i>	3
PJCS 335 History of Ethnic Conflict (See Hist 335)	3	PJCS 409 Senior Internship An approved internship or work experience related to peace, justice and conflict transformation 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.	1-4
PJCS 344 Individual Readings Independent readings in peace, justice and conflict transformation studies. Student takes initiative to develop a plan with a PJCS faculty member. <i>By consent of the faculty member only.</i>	1-3	PJCS 410 Senior Advanced Work A written project designed and implemented by the student in consultation with PJCS staff, that relates the PJCS minor to his or her major course of studies. Designed to be the final course of the student's plan of study in the peace and justice and conflict studies minors.	1
PJCS 345 Group Readings Selected writings of an individual scholar or peace activist will be studied to examine the themes and issues raised within the corpus of work that s/he has produced during her or his lifetime.	1-3	PJCS 411 Senior Seminar Students will complete a major research project, which will be open to a wide variety of interpretations as suggested by student priorities and interests. Senior Seminar will also focus on integrative issues concerning the work of peace building and conflict transformation in the work or graduate school environment and on professional issues such as résumé preparation and job interviews.	3
PJCS 347 Justice/Restorative Justice Begins with an account of some of the classic and mainstream understandings of justice and then moves on to an overview of the foundational principles of restorative justice and its various practical applications. The course will examine and address the needs of victims, offenders, communities and broader systems. It will specifically examine the Victim Offender Reconciliation (VORP) model and its role in the North American criminal justice system. It will also examine models from other contexts such as family group conferences and circles. <i>Prerequisite: PJCS 210 or consent of instructor.</i>	3	PJCS 425 War and Peace in the Modern World Working primarily from a political science perspective, this course will examine changing patterns of fighting wars and seeking peace.	3
PJCS 348 Sexual Violation and Violence This survey course examines 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	3	PJCS 426 Community and Organizational Conflict Using a systems approach, students will explore conflicts in organizations and communities. Students will locate and examine	3

models for assessment, diagnosis, intervention and evaluation in such situations of conflict. Using case studies and real life situations of structural injustice and conflict, students will learn practical strategies for dialogue, problem-solving, healing, reconciliation and system change. *Prerequisites: PJCS 210, 325.*

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 wound of violence. Investigates the question,

“What are the strategies of 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 such as nursing, social work, or education. *Prerequisites: 12 hours of upper level PJCS courses or permission of instructor.*

Physical education

Chair, Associate Professor K. Pletcher
Associate Professors S. Daugherty, V. Hershberger, W. Kinsey
Assistant Professor S. Wiktorowski

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)

Sports 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	4
<i>Prerequisite: Chem 101</i>	
PhEd 102, First Aid and CPR	1
PhEd 103, Basic Athletic Training	2
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)
- Sports Skill Electives
- Chemistry and Physics of Life (prerequisite for Human Anatomy)
- Basic Athletic Training
- First Aid and CPR
- Human Anatomy and Physiology (second semester or second year)
- General education

Second year

- Inclusive Schooling
- *Psychology of Motor Learning (May)
- Physical Education for Children (prerequisite Educ 201)
- Human Anatomy and Physiology (or first year)
- *Administration of Physical Education (or third year)
- Theory and Techniques of Coaching
- General education
- SST (or junior or senior)

Third year

- *Teaching Sports Skills and Strategies (May)
- Sports Skill Elective
- *Kinesiology
- *Exercise Physiology
- Education Psychology
- Secondary Curriculum Instruction
- General education

Fourth year

- Student teaching
- Secondary Education Seminar
- Balance of major courses
- Seminar
- Sports Skill Elective
- General education

*Courses offered in alternate years

Secondary education

Certification for teaching grades 5-12 requires 30 credits of 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 additional 30 credits of professional requirements.

Area major in physical education

(44 hours) In addition to the major described above, the following courses are required:

PhEd 311, Elementary Physical Education Internship	4	Three-four hours selected from:	
Educ 401, Child Development Practicum	1	Biol 111, Biological Principles	4
		Chem 101, Chemistry and Physics of Life	3

Major in physical education with concentration

(43 hours) Core courses include:

Biol 154, Human Biology	3
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 409, Internship or Comm 409, Internship	3
PhEd 410, Seminar	3
Courses in area of concentration	15
Six hours chosen from	
PhEd 200-242, 270	
PhEd 308, Teaching Sport Skills and Strategies	3
PhEd 345, Theory and Techniques of Coaching	3

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, Biol 154, CoSc 105 or Bus 150, Chem 220, Biol 315, 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)

Biol 203, Human Anatomy and Physiology (Prereq: Chem 101)	4
PhEd 308, Teaching Sport Skills and Strategies	3
PhEd 200-242, 270, Sports Skills Electives	2
PhEd 345, Theory and Techniques of Coaching	3
Eight hours selected from:	
PhEd 102, First Aid & CPR	1
PhEd 103, Basic Athletic Training	2
PhEd 315, Kinesiology	3
PhEd 317, Exercise Physiology	3
PhEd 330, Psychology of Motor Learning	3
Four hours selected from:	
PhEd, 250 History and Philosophy of Physical Education	2
PhEd 309, Physical Education for Children	3
PhEd 310, Administration of Physical Education	2
PhEd 410, Seminar	3

Minor in health education

(24-26 hours)

PhEd 102, First Aid and CPR	1
PhEd 103, Basic Athletic Training	2
Biol 154, Human Biology	3
Chem 220, Human Nutrition	3
Biol 203, Human Anatomy and Physiology (Prerequisite: Chem 101)	4
SoAn 260, Human Sexuality	3
Five-eight hours selected from:	
Psyc 209, Social Psychology	3
Psyc 210, Developmental Psychology	3
SoAn 210, Marriage and Family	3
SoAn 220, Human Origins/Human Nature	4
SoAn 334, Race, Class and Ethnic Relations	3

Coaching endorsement

(6 hours)

PhEd 102, First Aid and CPR	1
PhEd 103, Basic Athletic Training	2
PhEd 345, Theory and Techniques of Coaching	3

The coaching endorsement qualifies the holder to coach sports. The coaching endorsement is required for coaching at the high school level in Indiana.

Teacher-education programs are available in physical education and health education. For more details see the *Goshen College Teacher Education Handbook*.

Courses

PhEd 100 Wellness 1

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 1

The course will provide an introduction to sport first aid, practical experience in basic first aid skills, first aid for specific sport inquiries and a practical guide to sport related liability.

PhEd 103 Basic Athletic Training 2

This course is valuable to anyone that plans to do any type of coaching. The 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 250 History and Philosophy of Physical Education 2

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 3

Students will have hands-on experience in a wilderness setting. They will learn a variety of skills that 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 3

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. *Prerequisite: Educ 201, Inclusive Schooling*

<p>PhEd 310 Administration of Physical Education 2</p> <p>A focus on administrative practices in the areas of legal responsibility, personnel, finance, public relations, equipment, facilities, intramurals and athletics.</p>	<p>230, Racquetball 236, Tennis</p>	
<p>PhEd 311 Elementary Physical Education Internship 4</p> <p>Field experience with elementary students in the school setting. <i>Prerequisite: PhEd 309.</i></p>	<p>Area V: Outdoor Recreation 210, Canoeing and Backpacking 214, Cross Country Skiing 216, Cycling 228, Outdoor Living Skills 255, Camping and Recreation</p>	
<p>PhEd 315 Kinesiology 3</p> <p>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 to the teaching and coaching of sport skills. <i>Prerequisite or concurrent registration: Biol 203.</i></p>	<p>Area VI: Other Sports 223, Indoor Soccer 238, Volleyball 242, Weight Training 270, Selected Sports:</p>	
<p>PhEd 317 Exercise Physiology 3</p> <p>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. <i>Prerequisite: Biol 203 or consent of instructor.</i></p>		
<p>PhEd 330 Psychology of Motor Learning 3</p> <p>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.</p>		
<p>PhEd 345 Theory and Techniques of Coaching 3</p> <p>The course will present an overview of basic theories and coaching applications in sport philosophy, sport psychology, sport pedagogy, sport physiology and sport management.</p>		
<p>PhEd 409 Internship 2-3</p> <p>A practical experience related to the student's interest and ability. Generally occurs in an off-campus setting. For non-teaching majors only.</p>		
<p>PhEd 410 Senior Seminar 3</p> <p>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.</p>		
<p>Sports Skills Electives (SSE) 1</p> <p>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 two hours of credit.</p>		
<p>Area I: Aquatics</p> <p>226, Life Guard Training (<i>Prerequisite: Instructor's consent</i>) 232, Beginning Swimming 234, Advanced Swimming 240, Water Safety Instructor</p>		
<p>Area II: Dance</p> <p>200, Aerobic Dance 224, International Folk Dance</p>		
<p>Area III: Gymnastics</p> <p>220, Gymnastics: Apparatus and 222, Gymnastics: Tumbling</p>		
<p>Area IV: Individual Sports</p> <p>206, Badminton 218, Golf</p>		
	<p>PhEd 259-269 Intercollegiate Sport Credit 1</p> <p>259, Softball 260, Baseball 261, Basketball 262, Cross Country 264, Golf 265, Soccer 266, Tennis 267, Track and Field 268, Volleyball 269, Athletic Trainer</p>	

Physics and pre-engineering

Chair, Professor J. R. Buschert

Professor C. S. Helrich

Adjunct Professor P. Meyer Reimer

Mission statement

The physics department prepares responsible physicists, engineers, and teachers for academic, research and industrial positions. Student involvement in active research and in teaching within the department fosters an understanding of the philosophical and structural concepts of physics as well as an ability to apply the science itself. The department consciously promotes an active participation in the wider scientific and engineering communities.

Career opportunities

Upon graduation, the physics major is prepared for graduate study in physics or engineering. Other possibilities include science secondary education or 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, Princeton University, the University of Notre Dame, Carnegie-Mellon University, Case Western Reserve University, the Pennsylvania State University, the University of North Carolina, the University of Tennessee, Auburn University, Tulane University and Vanderbilt University.

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.) and the University of Illinois (Urbana/Champaign). 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 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 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.

Major in physics

The major requires 27 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
Phys 410, Senior Seminar	3
Physics electives	2-3
And 23 hours of related study including	
Chem 111-112, General Chemistry	8
Math 211-213, Calculus I-III	12
Math 321, Differential Equations	3

Planning guide

This is representative for the first three years.

Semester I	Semester II	May
<i>First year</i>		
General Physics I	General Physics II	Calculus III
Calculus I	Calculus II	
Research Seminar	Research Seminar	
Literature & Writing	Programming I + Lab	
Wellness	Bibl 100 or 200	
Colloquium		
<i>Second year</i>		
Thermodynamics	Quantum Mechanics	SST
Differential Equations	Language II	
Language I	PJCS/Philosophy	
Social Science	Oral Communication	
History	Research Project	

Third year

Methods of Math Physics	Analytical Mechanics	Classical
Electronics	X-rays & Optics	Field Theory
General Chemistry I	General Chemistry II	
Bible or religion	Humanities	

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 pre-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 optical holographic studies of musical instruments, phospholipid bilayer studies in biophysics and X-ray diffraction studies. Theoretical modeling studies are also conducted in the laboratory.

Much of the work conducted in the Turner Laboratory is collaborative. Collaborative research is presently underway with the University of Notre Dame and Brigham Young University. 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, but internships have been arranged for interested students. Most students, however, are involved in some form of research that 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.

Cooperative (Co-op) experiences are available for pre-engineering students.

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.

Phys 100 The Physical World 3

An introduction to physical science for non-majors. The Manhattan Project is used as a vehicle for the study of physics, engineering, and scientific management. The course is experiential. (*offered annually in the fall*)

Phys 101-102 Research Seminar 1+1

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 154 Descriptive Astronomy 3

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.

Phys 203-204 General Physics 4+4

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 or concurrent: Math 211-212. (offered annually)*

Phys 208 Introduction to Research 2

An introduction to the techniques and practice of experimental research. Students participate in laboratory work in the Turner Laboratory. Course is considered training for future research in the physics department. *Prerequisites: Phys 203-204, or consent of instructor. (offered 2004, 2006, 2008)*

Phys 210 Modern Physics 3

An introduction to the basis of modern physics. Special relativity, experimental origins of the quantum theory, elementary particle physics, and cosmology. *Prerequisites: Phys 203-204, or consent of instructor. (offered 2004, 2006, 2008)*

Phys 240 Physics of Music 3

A study of acoustics, musical instruments and sound. *Prerequisites: Phys 203-204, or consent of instructor. (offered 2005, 2007, 2009)*

Phys 301 Methods of Mathematical Physics 3

Introduction to the mathematical methods used in physics. Complex variables, transformations, vector spaces. Green's Function solution to differential equations and calculus of variations. *Prerequisite: Math 213. (offered 2005, 2007, 2009)*

Phys 302 Analytical Mechanics 3

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 2004, 2006, 2008)*

Phys 303 Classical Field Theory 3

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 2004, 2006, 2008)*

Phys 304 Electronics 4

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 2005, 2007, 2009)*

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 203-204. (offered 2004, 2006, 2008)*

Phys 310 Thermodynamics

A study of classical thermodynamics in the formulation of Gibbs. Thermodynamic potentials, characteristic variables, stability, homogeneous and heterogeneous systems, chemical kinetics are treated. An introduction to statistical mechanics is presented. Applications include studies of material properties and engineering systems. *Prerequisites: Phys 203-204; Chem 111-112; Math 212, or consent of instructor. (offered 2004, 2006, 2008)*

Phys 312 Quantum Mechanics I

Principles of quantum mechanics are discussed beginning with a hydrogen atom and concluding with many atom molecules. The material is examined using the physical evidences that support the theory of quantum mechanics, particularly spectroscopy. The course also discusses symmetry of molecules, theory of NMR, and X-ray diffraction. Lectures and laboratory. *Prerequisites: Phys 203-204; Chem 111-112; Math 212 or consent of instructor. (offered 2005, 2007, 2009)*

4 Phys 313 Quantum Mechanics II 3

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 2004, 2006, 2008)*

4 Phys 314 Statistical Mechanics 3

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 2004, 2006, 2008)*

Phys 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.

4 Discussion, lectures, preparation and presentation of papers. Prerequisite: Senior standing.**Phys 421 Advanced Topics 1-3**

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)*

Psychology

Chair, Professor D. Kauffmann

Professors V. Koop, R. Krall

Assistant Professor J.R. Reese

Career opportunities

Graduates of the psychology program are currently working in administration, counseling, 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	4
Psyc 408, Contemporary Viewpoints in Psychology	3
Psyc 409, Senior Internship	2
Psyc 410, Senior Seminar in Psychology	2
Other psychology courses	19
Related courses in sociology/anthropology, social work, philosophy, peace studies, anatomy and physiology	9

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

Psyc 100 General Psychology	3
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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.

Psyc 200 Social Psychology	3
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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.

Psyc 210 Developmental Psychology	3
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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.

Psyc 221 Human Behavior	3
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(See SoWk 221)

Psyc 302 Experimental Psychology	4
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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.*

Psyc 303 Physiological Psychology	3
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An introduction to the physiology of the brain and central nervous system and their effects on psychological processes. *Prerequisite: Psyc 100.*

Psyc 305 Prosocial Behavior	3
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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.*

Psyc 306 Abnormal Psychology	3
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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.*

Psyc 307 Applied I/O Psychology	3
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A study of the application of psychological principles to industry and organizations. Topics include employee selection, motivation, job satisfaction, workplace violence, stress, organizational climate, organizational effectiveness and leadership. Emphasis will be on applied issues. Designed for both psychology majors and for nonmajors. *Prerequisite: Psyc 100. Offered alternate years.*

<p>Psyc 308 Personality Theory 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. <i>Prerequisite: Psyc 100.</i></p> <p>Psyc 309 Educational Psychology: Secondary (See Educ 309)</p> <p>Psyc 310 Educational Psychology: Elementary (See Educ 310)</p> <p>Psyc 313 Violence and Nonviolence (See PJCS 313)</p> <p>Psyc 314 Psychology of Religion 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. <i>Offered alternate years.</i></p> <p>Psyc 316 Introduction to Clinical Psychology 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. <i>Prerequisite: Psyc 100. Offered alternate years.</i></p> <p>Psyc 317 Leadership Education 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.</p>	<p>3 Psyc 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. <i>Prerequisite: Psyc 100. Offered alternate years.</i></p> <p>3 Psyc 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. <i>Consultation with instructor required.</i></p> <p>3 Psyc 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. <i>Prerequisite: senior standing and consent of instructor.</i></p> <p>3 Psyc 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. <i>Prerequisites: Psyc 100; minimum of nine additional hours in psychology.</i></p> <p>3 Psyc 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 and issues pertaining to psychology as a career can be addressed. <i>Prerequisites: senior standing; minimum of 12 hours of upper-level psychology or consent of instructor.</i></p> <p>1 Psyc 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. <i>Prerequisites: senior standing; minimum of 12 hours of upper-level psychology or consent of instructor.</i></p>
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Sociology, social work and anthropology

Chair, TBA

Social Work Program Director, Professor R. Birkey

Associate Professors C. Jarvis, J. Liechty (on leave)

Adjunct Professor M. Barnett

A. Sociology and anthropology

Major in sociology/anthropology

(40 hours)

Completion of these disciplinary core and skills courses (25 hours):

SoAn 200, Principles of Sociology	3
SoAn 220, Human Origins/Human Nature	3
SoAn 230, Cultural Anthropology	3
SoAn 391-392, Methods of Social Research	6
SoAn 209, Field Experience in SoAn, or	

SoAn 409, Applications in SoAn: Internship	3
SoAn 410, Social-Cultural Theory/Senior Seminar	4
At least one "peoples" course chosen from:	
SoAn 302, SoAn 319, SoAn 330, SoAn 334,	
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 15 hours (five courses): three or four courses chosen from SoAn offerings and 1 or 2 supporting courses chosen from other disciplines.	15

Planning guide*First year*

General education
Principles of Sociology
Human Origins/Human Nature

Second year

General education
Cultural Anthropology
One SoAn “peoples” course
Supporting courses
SST

Third year

General education
Methods of Social Research
Field Experience/Internship
Courses in area of concentration
Supporting courses

Fourth year

Balance of general education
Balance of major and concentration
Social-Cultural Theory & Seminar

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, college teaching, community development, law and business, personnel management, public administration, public policy and program evaluation, research, social work, urban planning.

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.

Courses**SoAn 200 Principles of Sociology 3**

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. Teaches fundamental skills of behavioral observation and social analysis and discusses topics of current concern.

SoAn 207 Introduction to Statistics 3
(See Econ 207)**SoAn 209 Field Experience in Sociology/Anthropology 1-3**

Offers first- and second-year students 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 initiative of the student in consultation with a faculty adviser and a supervisor at the field-experience location. Forty hours of field experience will be expected for each hour of credit earned. *Prerequisite:* SoAn 200.

SoAn 210,310 Marriage and Family 3

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 contemporary society and culture.

SoAn 220 Human Origins/Human Nature 3

Course surveys broad sweep of human experience from earliest times, attending especially to the latest archaeological, bio-behavioral, ethnographic, fossil-skeletal, genetic and primate field studies as these help us better to comprehend the nature of being human. Student chooses any topic/issue of interest, e.g., socialization of children for cooperation/aggression, selfishness/self-renunciation (kenosis), status and role of women/men, amount and use of leisure time, abortion or other techniques of birth control, nutrition and health, freedom of mate selection/divorce, homo/heterosexuality, dancing, music-making, drug use/abuse, healers and healing, conscription of warriors, prevalence of violence and warfare, role of artists and artistic expression, beliefs about the nature of God, patterns of worship, leadership and authority, with the goal of learning how societies both ancient modern, both near and far handle this topic/issue.

SoAn 230 Cultural Anthropology 3

Course teaches an anthropological approach to cultural studies at a time when global cultural homogenization is producing increasing conflict around cultural differences. Students gain knowledge and skills for making sense of all culturally conditioned experience – both “ours” and “theirs.” Lab component teaches ethnographic skills needed by anyone wishing to relate competently to persons whose linguistic, social and cultural backgrounds differ from one’s own.

SoAn 260 Human Sexuality 3

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: Local and International 3

Anthropological and sociological perspectives on rural communities, small towns, urban neighborhoods and globally networked associations involved in processes of both intentional and unintended change. Course focuses on community life and development both locally and internationally with special attention to global linkages between the two. Especially designed for anthropology, environmental studies, PJCS, policy studies, sociology, social work and other majors who expect to work actively with communities and social change organizations toward

empowerment of people to find collective and effective solutions to problems of development. *SoAn 301 will not be offered in 2004-2005.*

SoAn 302 Urban Diversity 3
Student is exposed to issues affecting the lives of an 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 through special programs in Chicago, Indianapolis and Washington, D.C.

SoAn 315 Religion in Culture and Society 3
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 315 will not be offered 2004-2005.*

SoAn 322 Social Policy and Programs 4
This course is identical to SoWk 322, Social Welfare Policy and Program I, and is described under Social Work Education.

SoAn 330 Family and Kinship 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, SoAn 210 or SoAn 230. SoAn 330 will not be offered 2004-2005.*

SoAn 334 Race, Class 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, and 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; and 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-Saharan 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 340 will not be offered 2004-2005.*

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, life ways and spirituality of Native Americans and to develop an appreciation for Native American

values and contributions to world history. *SoAn 342 will not be offered 2004-2005.*

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 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/Antropology: 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 in consultation with their faculty adviser, and supervised by a preceptor in the contracting host organization. Forty hours of internship experience will be expected for each hour of credit earned.

SoAn 410 Social-Cultural Theory/Senior Seminar 4
A seminar for sociology-anthropology majors and minors, open to others by consent of instructor. Course examines the assumptions, orientations, theories and purposes of sociology and anthropology from 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
Course explores roles played by change-oriented groups and organizations in the conduct of community development, international service or missions, public policy, or social action, 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 fomenting transformational change across social groups and cultures. Students develop skills in writing and presentation of reports. *SoAn 412 will not be offered 2004-2005.*

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):

SoWk 221, Human Behavior	3
SoWk 224, Introduction to Social Work	3
SoWk 321, Social Service Field Experience	3
SoWk 322, Social Welfare Policy and Program I	4
SoWk 323, Social Welfare Policy and Program II	3
SoWk 325, Social Work Practice Theory I	4
SoWk 425, Social Work Practice Theory II	3
SoWk 409, Field Instruction	10
SoWk 423, Social Work Senior Seminar	2
One elective from: (3 hours)	3
SoWk 350, Human Services: Services to Families	
SoWk 350, Human Services: Child Welfare	
SoWk 350, Human Services: Women's Concerns	
SoAn 301, Community Development	
Required related courses (18 hours):	
SoAn 200, Principles of Sociology	3
Econ 201 or 202, Principles of Economics (Econ 202 is strongly recommended)	3
Psyc 306, Abnormal Psychology	3
SoAn 210, Marriage and Family	3
SoAn 334, Race, Class and Ethnic Relations	3
SoAn 391, Methods of Social Research	3

Biol 154, Human Biology is strongly recommended for the general education science requirement.

Planning guide

First year

General education
Human Biology
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 and Program I, II
Practice Theory I
Methods of Social Research
Race, Class and Ethnic Relations
Abnormal Psychology
Social Work Elective

Fourth year

Balance of general education
Social Work Practice Theory II
Field Instruction
Senior Seminar

Admission

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 Introduction to Social Work, SoWk 224, 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 & 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 3

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 3

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 3

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 skills 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, Psyc 306.*

Agencies participating in field instruction

Church Community Services
Elkhart Community Schools
Elkhart County Corrections Medical Services
Elkhart County Court Services
Elkhart County Offices of Family and Children Services
Elkhart General Hospital
Fairfield Community Schools
Family Services
Goodwill Industries
Goshen Hospice Program
Goshen Housing Authority
La Casa of Goshen
Maple City Health Care Center
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 Evenstart Parenting Program

Theater

Chair, Professor D. L. Caskey

Assistant Professor B. Falcón

Performance Venue Technical Director J. Peters

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. The department also holds a biennial peace playwriting contest and produces the winning play.

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 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, Expository Writing	3
Thea 225, Introduction to Theater	3
Comm 240, Communication Theories	3
Thea 235, The Power of Story	3
Thea 387, History of Theater	3
Thea 200, Theater Practice (technical theater, acting or stage management)	2
Thea 409, Internship*	3
Thea 410, Senior Seminar	3
Area of Concentration*	18 (minimum nine 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 senior recital and a portfolio or its equivalent is required for graduation.

Concentration options

Acting/Performance

Required: (nine hours)

Thea 245, Aesthetics	3
Thea 334, Acting	3

Thea 338, Directing	3
Elective: (choose nine hours)	
Thea 275, Acting Lessons	1
Mus 240, Class Voice	2
Mus 262,362, Opera Workshop	1
Engl 306, Major Author: Shakespeare	3
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: (nine hours)

Thea 245, Aesthetics	3
Thea 332, Design for the Theater	3
Thea 338, Directing	3

Elective: (choose nine hours)

Art 107, Design	3
Comm 212, Electronic Media Production I	3
Comm 375, Multimedia Concepts	3
Thea 388, Themes in Drama	3
Thea 412, Special Project	1-3
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 major concentration 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 Goshen College 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
The Power of Story

Second year

General education
Expository Writing
Theater Practice
Courses in major
SST

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 (18 credits)

Thea 225, Introduction to Theater

Select one:

Thea 387, History of Theater

Thea 388, Themes in Drama

Thea 235, The Power of Story or Thea 334, Acting

Nine-hour concentration in theater or related courses
(at least six hours at Goshen)

At least eight credit hours should be upper level credit.

Theater minors must take Comm 202 for 3 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.

Theater arts education

A secondary teacher education program is available in theater arts. The *Goshen College Teacher Education Handbook*, available from the teacher education office, describes the education programs fully.

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 The Power of Story 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.*

Thea 245 Aesthetics 3

The study of aesthetics focuses on the philosophy of art, the nature of creativity, the work created, the problem of form and style, expression in art, society and ethics and arts and religion. The course includes lectures,

primary reading materials and papers.

Thea 275 Acting Lessons I 3

Students having demonstrated commitment to campus theater productions may register for private instruction in acting, with a focus on audition and scene work. Enrollment is limited with preference given to theater majors and minors. Consent of the department chair and extra fee required.

Thea 320 The Expressive Voice 3

Effective development of vocal skills to communicate expressive meaning. A study of the formation of speech sounds and techniques. Exercises in eliminating vocal problems and developing clear enunciation, diction and phrasing skills. *Prerequisite: Comm 202 or Comm 290 or Thea 225.*

Thea 332 Design for the Theater 3

Principles, methods and aesthetics of theater production: design, stagecraft, lighting, costume, sound and make-up. Lab work on current productions. *Prerequisite: Thea 225 or Art 107 or consent of instructor.*

Thea 334 Acting 3

Basic acting skills: movement, voice and character development. An introduction to acting styles from classical Greek to contemporary theater. Scene studies from selected scripts. *Prerequisite: Comm 202 or Thea 225 or consent of instructor.*

Thea 338 Directing 3

Principles of interpretation, analysis, design, composition and stage movement. The director's craft: play selection, auditions, rehearsals and production. Lab session under faculty supervision. *Prerequisite: Thea 334 or consent of instructor.*

Thea 350 Playwriting 1-3

Students will examine the theory and practice of playwriting. Every class member will write a one-act play as the course requirement. Class will meet regularly as a seminar. *Prerequisite: Engl 110 or consent of instructor.*

Thea 355 Arts in London 4

A May term class that encompasses theater, art and music study and experiences in London, England. Class activities include morning lectures, visits to art galleries, attending music and theater performances, and day trips to Coventry, Stratford-upon-Avon, Salisbury and other locations. Daily writing assignments and a major project required. Offered in alternate years. Extra cost.

Thea 387 History of Theater 3

A study of the forms and conventions of all phases of theater (writing, performance, design, analysis) from classical Greece to the contemporary age. Emphasis on trends in performance. Includes the reading of selected plays.

Thea 388 Themes in Drama 3-4

A concentrated study of selected themes in drama. Focus on scripts that examine justice, peace, and historical or religious issues. Emphasis on methods of dramatic analysis. Themes might include a major playwright, advanced acting, religious drama or theater and multiculturalism. *Prerequisite: Thea 225 or Thea 235 or consent of instructor.*

Thea 409 Internship 1-3

Usually an off-campus internship in a 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. *Prerequisite: consent of instructor.*

Thea 410 Senior Seminar **3**
 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 theater majors.

Thea 412 Special Project **1-3**
 Students may conduct research of particular interest or pursue specialized applied projects in theater under faculty supervision. *Prerequisite: consent of instructor.*

Women's studies

Director, Associate Professor B. Martin Birky
Professors R. Birkey, J. Brant, R. Krall
Associate Professors J. Bender Shetler, A. Hostetler, J. Liechty (on leave)
Assistant Professors C. Jarvis, R. Shands Stoltzfus

Mission

Within the community of faith and learning at Goshen College, the Women's Studies Program enables students from a variety of disciplines to examine women's experience in a gendered society. Women's studies courses strive to foster the study and cultivation of feminist scholarship and practice in students' personal and professional preparation. In teaching feminist scholarship, our courses examine the roles and contributions of women across time and space in the arts, the sciences and the professions; they also develop the analytical, reflective and synthesis skills that characterize feminist scholarship. This interdisciplinary program draws on courses from a variety of disciplines and women's resources in the campus community to enhance a core of courses offered by the Women's Studies Program. 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.
- Equip students to identify factors that constrain women's lives.
- Examine feminist genres, research methods, structures, analytical tools, aesthetics, criticism, contemporary issues and pedagogy.

Opportunities

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). The women's studies minor can be combined with any major or incorporated into an interdisciplinary studies major. In recent years, the number of women's 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 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, WoSt 300.

WoSt 207/307 Women in Literature **3**
 (See Engl 207/307)

WoSt 210 Marriage and Family **3**
 (See SoAn 210)

WoSt 221 Human Behavior **3**
 (See SoAn 221)

WoSt 275/375 Women in Text and Image **3**
 Presents a critical analysis of women's representation in social institutions, popular culture, literature and film. Readings and projects will address definitions of feminism, femininity, woman, as well as gender, power and sexuality, with the objective of helping students critique cultural representations and examine how textual narratives shape their own perceptions of gender, sex and identity. Individual or collaborative projects take the form of art work, videos, texts (stories, poems, critiques, research) or performances, presented in a seminar format. Recent offerings have focused on gender, race, and class in popular media.

WoSt 300 An Introduction to Women's Studies: Reading Women in the Disciplines **3**
 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.

WoSt 301 Women's Concerns **3**
 (See SoWk 350)
 This introductory course provides content that helps students to understand, contextually, women's requests for help and appropriate intervention strategies. This course serves as an introductory survey course for women's studies as well as an elective for social work majors. The course content assists students to understand, contextually, women's requests for help and appropriate intervention strategies. The course covers a wide range of issues that are part of contemporary North American women's lives. The place of women in society is approached from the position of social and economic justice. The course: (a) examines and critiques the U.S. American women's movement as an interpersonal and psychological phenomenon; (b) identifies cultural, religious, racial, social, economic and political processes as they affect women's lives; and

(c) considers women to be persons of worth and value with the right of self-determination.

WoSt 316 Liberation Theologies 3
(See Rel 316)

WoSt 322 Social Problems 3
(See SoWk 322)

WoSt 324 Women in the Bible 3
(See Bibl 324)

WoSt 325 Topics in Women's Studies 3
Offered as topics courses in different departments in different years.

WoSt 328 Spiritual Writings of Women 3
(See Rel 328)

WoSt 330 International Women's History 3
(See Hist 330)

WoSt 348 Sexual Violation and Violence 3
(See PJCS 348)

WoSt 355 Contemporary Women's Issues 3
An upper-level survey course that 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: any women's studies or PJCS class.*

WoSt 400 Advanced Readings 1-3
This independent study provides opportunity for women's studies minors to 1) pursue more individualized, self-guided study and research in a topic of interest, 2) enhance student curriculum in areas where courses are not or cannot be offered due to curriculum limits and 3) strengthen student skills and knowledge in an area of feminist scholarship and/or practice in an area where they have not been able to do course work. A student may take a maximum of three hours credit. *Prerequisite: any women's studies class and program director approval.*

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:

Bachelor of Arts	120 credit hours
Bachelor of Science in Nursing	120 credit hours
Bachelor of Science in Organizational Leadership	120 credit hours
Bachelor of Science in Management Information Systems	120 credit hours

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 graduation.

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 Division of Adult and External Studies.

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 (nonliberal 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 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 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 first two days of the semester, as is course selection for late students. Classes begin on the third day of the semester.

Spring semester/May term: Students on campus select courses in November and December. Fall SST students and new students complete course selection the first day of the semester. Final registration for all is the first day of the spring semester, and classes begin on the second day.

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 the advising period 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.

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 credit is offered in some courses to encourage individual study.

Sophomore, junior and senior students may register during the first 12 weeks of the semester for an extra credit hour in one or two such courses each semester.

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 Affairs Committee. 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 with the associate dean. 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 office of the registrar. 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 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 Mission Network 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 may be earned 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:

Total hours at beginning of semester

Freshman	Sophomore	Junior	Senior
0-29	30-59	60-89	90 or more

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 and 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 academic 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)
- NR – Grade not reported (temporary grade)
- I – Incomplete (temporary grade)
- W – Withdrew 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. 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. Remaining work 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 I 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 administrative offices 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 and Scholarship 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 and Scholarship 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 and Scholarship 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 the student handbook.

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 birthdate 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

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), post-secondary students enrolled at Goshen College are hereby notified of their rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.

Students should submit to the registrar, vice president for student

life, or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the college official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to prohibit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including security personnel); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Goshen College to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Ave., SW, Washington, DC 20202-4605.

FERPA further provides that certain information concerning the student, designated as "directory information," may be released by the College unless the student has informed the college that such information should not be released.

Directory information includes:

- name
- permanent address*
- local address*
- telephone number*
- e-mail address
- ID photo*
- verification of birthdate supplied by inquirer
- dates of attendance
- full- or part-time status
- date of graduation and degree received
- major field(s) of study
- classification
- participation in officially recognized activities and sports
- height and weight of athletes

*Goshen College distributes the information marked with an asterisk, but less publicly than the other items:

- The campus telephone directory is printed and made available to Goshen College students, faculty and staff. It includes name, class, local address, phone and e-mail address.

- Your local address, phone number, student ID photo and permanent address are available on Goshen College's Web site, but only to people using a computer connected to Goshen College's on-campus network (physically connected to the network or remotely connected with a valid Goshen College username and password.)

Any student who desires that any or all of the above listed information not be released may contact the registrar's office or complete the form found at <http://www.goshen.edu/registrar/privacy>. Such nondisclosure must be requested within the first seven days of the semester to be excluded from printed directories. Online listings can be blocked at any time.

Questions about this policy may be directed to Stan Miller, registrar, or Bill Born, vice president for student life.

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 Community Scholars' Center, CASAS and MCC SALT or Intermento 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 admission office.

Financial information

Student financial aid

Purpose and philosophy

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. Our awarding policies are balanced to consider need but to also recognize past achievement and high potential achievement (i.e. merit).

Apply for admission to Goshen College by Feb. 15 to receive priority consideration for financial aid and scholarships (April 1 for transfer students).

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 direct expenses for the 2004-2005 academic year; tuition and fees – \$18,200; room – \$3,300; board – \$2,900. In addition, allowances should be added to these figures for indirect expenses, including books and supplies, 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 2003-2004, Goshen College administered more than \$12.8 million in financial aid. The total amount of each package is based on the student's financial need and/or eligibility for merit-based aid. Need is determined by subtracting the resources of the student and his or her parents' 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. Financial need will be considered in the awarding of some scholarships.

Grants: Gift aid awarded to students, usually with demonstrated need.

Loans: Education loans other than Federal Direct Unsubsidized Stafford loans usually accrue no interest during the time of enrollment in college. Relatively low interest accrues during the repayment period.

Employment: Part-time jobs are available on campus or in the community where earnings can amount to as much as \$1,800 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 admission 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: Up to 10 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 admission 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. The stipend for 2004-2005 is \$10,000. (The President's Leadership Award replaces a Menno Simons or Wens Honors Scholarship.) Applicants for the President's Leadership Award are interviewed by college faculty.

Goshen College National Merit Scholarship (Burkholder Scholarship): National Merit Scholarships for National Merit finalists – \$1,000 to \$2,500 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.

Academic/Merit Scholarships: These “merit-based” scholarships reward achievement in high school at several levels. Your eligibility for the Menno Simons, Wens, Yoder and Grebel Honors Scholarships are determined by looking at a combination of your grade point average (GPA), SAT or ACT scores, rank in class, financial need and date of application. Awards based on academics are limited to a total of eight semesters, and are renewable based on continued minimum GPA levels (3.2 for Menno Simons, 3.0 for Wens, Yoder and Grebel, 2.75 for Kratz). Scholarship stipends for 2004-05 are:

Menno Simons Scholarship	Up to \$7,000
Wens Honors Scholarship	Up to \$5,500
Yoder Honors Scholarship	Up to \$4,000
Grebel Honors Scholarship	Up to \$2,500
Kratz Honors Scholarship	Up to \$1,000

Transfer Academic/Merit Scholarships: Transfer students who have shown outstanding performance can receive academic/merit scholarships based on their cumulative transfer GPA. Scholarship stipends for 2004-05 are:

Transfer High Honors Scholarship	Up to \$6,000
Transfer Honors Scholarship	Up to \$4,000

Students from Hesston (Kan.) College who are not eligible for the above scholarships, but who still show good academic performance, are eligible for the Hesston Honors Scholarship worth \$1,500. Renewals are based on maintaining a 3.2 GPA for the Transfer High Honors and 3.0 for the Transfer Honors and Hesston Honors Scholarships.

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. The stipend for first year students in 2004-2005 is a minimum of \$1,000 and a maximum of \$2,500, depending upon financial need. It is renewable each year, but the award is made for no more than eight total semesters.

Endowed and restricted scholarships: In 2003-2004, the financial aid office administered over 130 endowed and restricted scholarship funds and awarded over \$1,200,000 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, dependency, 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. Stipends range from \$500 to \$2,000.

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 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. The Church Aid Matching Grant will apply dollar-for-dollar to the first \$1,000 and beyond that on a 1:4 ratio. For example, 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. 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. The match is pro-rated for part-time enrollment.

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 College (Kan.), 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

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 adjusted according to federal and institutional refund policies. Any loan or open account will become due and payable.

Establishing last date of attendance policy

The registrar's office establishes the last date of attendance for students who stop attending classes without following withdrawal procedures by contacting teachers, the student's adviser and residence life personnel. Information obtained from these persons will be used to document the last date of attendance.

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. The Admissions and Scholarship Committee hears appeals from those failing to meet minimum satisfactory academic progress. 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.
- c. Additionally, each full time student must complete 24 hours in each academic year.

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. Students who apply for admission by Feb. 15 will receive priority consideration for financial aid.

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 starting in mid-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 or the student's status change. All enrolled students receiving aid automatically receive information about applying for renewal awards. Others who want 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 department scholarships, athletic and church aid matching funds described above, but these awards may reduce the international tuition grant listed below.

International scholarships: International academic scholarships are available to students with outstanding ability. The 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 along with a financial declaration.

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

A school year at Goshen College includes fall semester, spring semester and May term. Financial aid is based on the costs for a complete academic year, with an additional allowance for books, clothing, recreation, incidentals and transportation. Aid funds are disbursed at the beginning of the fall and spring semesters soon after students complete final registration.

	Fall	Spring	May term	Total
Full-time tuition (12 to 15 hours)	\$9,100	\$9,100	Inc ¹	\$18,200
Room ²	1,650	1,650	Inc ¹	3,300
Board (full board) ³	1,450	1,450	Inc ¹	2,900
Totals	\$12,200	\$12,200		\$24,400

Fall or spring SST	\$12,200
Summer SST (attended full time both fall and spring)	9,770
Summer SST (attended full time fall or spring)	10,985
Summer SST (did not attend full time fall or spring)	12,200

There will be an extra cost for West Africa, Germany, China, Indonesia and Cuba SST.

Additional costs for summer SST may apply if student was not in continuous board both fall and spring.

¹ No additional cost for May term for students who are registered full-time at Goshen College in both fall and spring semesters. All others pay the charges listed below for May term.

	Tuition	Room	Board (full)	Total
May term only	\$1,800	\$330	\$300	\$2,430
May term (attended full time fall or spring)	900	165	150	1,215

Additional costs for May term meals may apply if student was not in full board both fall and spring.

² Single-room charges are higher.

Kratz, Miller, Yoder, Coffman residence halls – \$1,650/semester
Kulp, Coffman and all other facility small group homes – \$1,750/semester
Individual apartment complex units – \$1,850/semester

³ Other meal plan options – 14 meals per week at \$1,350/semester; seven meals per week at \$750/semester

Add the following estimates to the above fixed costs: books and supplies – \$700; personal expenses (i.e., health insurance, recreation, laundry, pocket money, etc.) – \$1,000; transportation – variable.

Other tuition rates and surcharges

Adult programs comprehensive fee (tuition, books, fees for entire program)	\$13,000
Part-time fall and spring enrollment charges (except applied music)	
One credit hour	410
Two credit hours	640
Three credit hours	865
Four credit hours	1,140
Five credit hours	1,410
Six-to-11 hours (and May term part time) (per credit hour)	700
Extra hours above 15 (per credit hour)	410
Full- and part-time:	
Independent study, per credit hour (tutoring)	\$700
Independent study, per credit hour (honors thesis)	560
Independent study, per credit hour (readings)	410
Summer session:	1,150

Finance charges

A deferred payment fee of \$50 will be levied each semester the required down payment is not made at final registration.

Interest of 12 percent annually (1 percent per month) will be levied

against charges unpaid 30 days after statements are issued. Delinquent accounts may be sent to a collection agency. The student is responsible for all collection costs.

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 residence-hall 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 dean of students 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 dean of students 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 is 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 the last day to withdraw with a "W" which is when 60 percent of the semester is completed. A day-by-day refund schedule is posted in the accounting office and at <http://www.goshen.edu/accounting/refund.html>.

Room and board refund rates, following day 1, are prorated daily until the last date to withdraw with a "W." No refunds are given after the "W" date.

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.

Withdrawal and refund policy for reservists called to active duty

Any student called to active duty may withdraw from courses up until the last day of the semester. If the withdrawal comes during the first nine weeks of the semester, normal withdrawal and refund policies take effect. If departure comes after the ninth week, the student has the option of withdrawal "W" or incomplete "I." Options should be discussed with and approved by the course instructor(s). If course withdrawal "W" is pursued, tuition and fees will be refunded on a prorata basis. The official date of withdrawal will be used to calculate the refund. Students receiving financial aid will be subject to refund

policies as provided for by the agencies sponsoring the aid. Reservists called to active duty who wish to withdraw from courses must provide the registrar with a copy of their orders.

Other charges are made for special fees as follows:

Audit fee, per hour	\$135
Auto registration, per year, full time	50
Auto registration, per year, part time	25
Credit by examination per hour	110
Credit for experience per hour	125
Credit through Voluntary Service per hour	110
Early enrollment tuition, per credit hour	185
Examination out of schedule	25
Late registration	50
Transcripts of credit (after first)	3
(Transcripts are released only after all accounts are paid in full)	
Applied music surcharge (students enrolled for six or more hours)	225
Applied music surcharge (students enrolled in less than six hours)	325
Applied drama surcharge	110
GC Student Health and Accident Insurance Program	
Single student per year	TBA
Major medical	TBA
Spouse per year	TBA
Each dependent child per year	first child – TBA each additional child – TBA
Health Center fee (per semester)	175
(Required for part-time students living in college housing and for part-time students purchasing GC Insurance; optional for part-time students enrolled in six-11 hours living in noncollege housing.)	

Standard payment plans

- Plan #1** *Payment in full** each semester at final registration. Part-time students and students whose balance due is less than \$3,000 are expected to elect this plan.
- Plan #2** *Payment of \$3,000** at final registration, with the balance in 30 days. After 30 days any unpaid charges will be subject to monthly interest charges and a \$50 special payment arrangement fee.
- Plan #3** *Monthly Payment Plan:* Contracts may be arranged with an outside agency, Tuition Pay (AMS), for a low-cost

monthly payment program to extend throughout the year. The cost of the plan is \$70, which includes Life Benefit Coverage. There are no interest charges. Contact the accounting office for information, or call Tuition Pay at (800) 635-0120 or www.TuitionPay.com.

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 final registration each semester. After 30 days any unpaid charges will be subject to monthly interest charges.

*Students may not go through final registration until full or initial payment is made under one of these 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 final registration. Private bank-loan checks, church checks and other outside checks may be counted toward the down payment if received on or before the day of final registration.

Note: It is *not* acceptable to go through final registration 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 at any time after the account is 120 days past due. Collection costs on referred accounts are the responsibility of the student.

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 Mennonite Church USA in the world. They affirm the doctrine and practice of Mennonite Church USA 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 titled "Goshen College Commitment to Community Standards."

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B.A., Goshen College, 1972; M.F.A., University of Tennessee, 1977. GC, 1985-.

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Thavisith Mounsithiraj, M.Ed.

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B.A., 1964, M.A., 1965, University of Buenos Aires; Ph.D., Catholic University, Buenos Aires, 1968; M.A.R., Goshen Biblical Seminary, 1974; Ph.D., Princeton Theological Seminary, 1981. GC, 1986-.

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Administrative faculty**JeNeve D. Adams, B.A.**

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GC, 2002-.

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News Bureau Director/Writer
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Vice President for Student Life
B.A., Tabor College, 1989; M.A., Emporia State University, 1997. GC, 2002-.

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B.A., Kalamazoo College, 1991. GC, 2001-.

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Sarasota Interim Director
B.A., Eckerd College, 1994; M.A., University of South Florida, 1998. GC, 2003-.

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B.A., Goshen College, 2002. GC, 2002-.

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Director of Admission
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Judy S. Moore, B.S.

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A.A., Ivy Tech State College, 1999; B.S., Tri-State University, 2000. GC, 2001-.

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Director of Division of Adult and External Studies
B.S., Goshen College, 1971; M.S., Indiana

University South Bend, 1982; M.S., Indiana University/Purdue University Fort Wayne, 1991; Ph.D., Indiana State University, 1999. GC, 2001-.

Roger A. Nafziger, M.A.E.

Regional Development Director
B.A., Goshen College, 1978; M.A.E., Ball State University, 1983. GC, 2003-.

Nina Newburn, B.F.A.

Assistant Director of Admission
B.F.A., Kansas City Art Institute, 1976. GC, 1999-.

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Umbel Center Technical Director and House Manager
A.A., Hesston College, 1981; B.A., Goshen College, 1985; GC, 2000-.

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B.S., Goshen College, 1995. GC, 1997-.

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WGC General Manager and Assistant Professor of Communication
B.A., Goshen College, 1993. GC, 2003-.

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B.A., Cleveland State University, 1998; M.A., Ashland Theological Seminary, 2001. GC, 2002-.

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B.S.N., 1983, M.L.S., 1999, Indiana
University. GC, 2001-.

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1988-90. GC, 1997-.

Clayton E. Shetler, B.S.

Director of Facilities
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1986-88; B.S., Goshen College, 1994. GC,
1989-.

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LGI College Liaison
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University, 1963; Ph.D., Ohio State University,
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Goshen College, 1978-1998.

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Goshen College, 1949-1961, 1971-1984.

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Goshen College, 1963-1985.

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 Goshen College, 1953-1992.

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 Goshen College, 1981-2001.

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 Goshen College, 1953-1994.

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 Goshen College, 1965-1999.

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 Goshen College, 1962-1964, 1965-1969, 1971-2000.

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 Goshen College, 1966-1998.

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 Goshen College, 1964-1996.

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 Goshen College, 1968-1987.

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 Goshen College, 1964-2001.

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 Goshen College, 1973-1991.

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 Goshen College, 1953-1954; 1964-1985.

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 Goshen College, 1961-1993.

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Director Emeritus of College Relations
 Goshen College, 1971-1986.

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Dean of Students Emeritus
 Goshen College, 1969-1997.

Willard S. Krabill, M.D., M.P.H.
College Physician Emeritus and Associate Professor Emeritus of Health Education
 Goshen College, 1967-1991.

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 Goshen College, 1951-1979.

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 Goshen College, 1956-1985.

Russel A. Liechty, Ph.D.
Dean of Students Emeritus and Professor Emeritus of Education
 Goshen College, 1953-1956, 1959-1993.

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 Goshen College, 1963-1995, 1999-2000.

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 Goshen College, 1950-1987.

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 Goshen College, 1945-1987.

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 Goshen College, 1972-2003.

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 Goshen College, 1966-1994.

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 Goshen College, 1965-2000.

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 Goshen College, 1966-1997.

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 Goshen College, 1972-1993.

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 Goshen College, 1970, 1973-1975, 1977-1993.

Administration

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Provost and executive vice president	John D. Yordy	K-12 education coordinator	Paul Steury
Vice president for academic affairs and academic dean	Anita K. Stalter	Environmental science educator	Carol Good-Elliott
Associate academic dean	Thomas J. Meyers	Volunteer coordinator	Lisa Zinn
Registrar	Stanley W. Miller	Grant writer	Jennifer H. Schrock
Associate registrar	Rebecca Horst	Vice president for student life and dean of students	William J. Born
Director of the Plowshares Collaborative	Dean Johnson	Associate dean of students	Launa Rohrer Beck
Director of instructional technology	Floyd Saner	Resident director	Chad Coleman
Academic programs		Resident director	Susan Lambright
General education	Thomas J. Meyers	Resident director	Kristi Glick Shank
Honors	Jo-Ann Brant	Campus counselor	Susan Landes Beck
International education	Thomas J. Meyers	Academic Support Center, director	Margot Zahner
International education research	Nancy Ryan Nussbaum	Campus minister	Sylvia Shirk Charles
Academic department chairs		Associate campus minister	Regina Shands Stoltzfus
Art	John Blosser	Career services director	Stuart W. Showalter
Bible, religion and philosophy	Jo-Ann Brant	Assistant director of career services	Anita R. Yoder
Youth ministry	Robert E. Yoder	Campus activities director	Michele Fanfair-Steury
Biology	James S. Miller	Wellness and Health Center director	Ruth Stoltzfus
Environmental studies	Lisa Renee English	Roman Gingerich Recreation-Fitness Center director	Brent Hooper
Business	Tim Yoder	Assistant director	Patricia Yoder
Family business program	Jaime Alvarez	Intramurals director	Valerie Hershberger
Chemistry	Daniel Smith	International student adviser	Carl Barnett
Communication	Duane Stoltzfus	BSU adviser	Michele Fanfair-Steury
WGCS general manager	Jason Samuel	LSU adviser	Rafael Barahona
Computer science	David Housman	Vice president for institutional advancement	Andrea P. Cook
Division of adult and external studies	Mary Moretto	Admission, director	Karen Raftus
Sarasota extension		Associate director	Nina Newburn
Director	Patricia Brown	Admission counselor	JeNeve Adams
Coordinator of student services	Ashley Nixon	Admission counselor	Amos Kratzer
Assistant director: marketing	Levonda Dahlin	Admission counselor	Jennifer Gingerich
Education	Marg Mast	Admission counselor	David Taylor
English	Beth Martin Birky	Student financial aid director	Galen Graber
Hispanic education in theology and leadership	Rafael Barahona	Associate director	Judy Moore
History and political science	John D. Roth	Assistant director	Rachel Bressler
Mathematics	Ronald Milne	Public relations, director	Rachel Lapp
Modern & classical languages/literature	Rafael Falcón	News bureau director	Jodi H. Beyeler
Music	Beverly Lapp	Web/graphic designer	Jane Wise
Nursing	Vicky Kirkton	Graphic designer	Alison King
Peace, justice and conflict studies	Joe Liechty	College relations	
Physical education	Ken Pletcher	Alumni, church and parents relations	Carla Friesen Weldy
Athletic director	Ken Pletcher	Special events director	Janette Yoder
Sports information director	Cory Furman	Welcome Center, director	Jo Ann Preheim
Physics and pre-engineering	John Ross Buschert	Development office	
Psychology	Duane Kauffmann	Regional director	Richard Miller
Sociology/anthropology/social work	TBA	Regional director	Jim Caskey
Social work program director	Robert M. Birkey	Regional director	Roger Nafziger
Theater	Doug Liechty Caskey	Regional director	Gordon Yoder
Performance venue technical director	Jerry Peters	Music Center executive director	Brian C. Wiebe
Women's studies	Beth Martin Birky	Community school of the arts	TBA
Good Library, director	Lisa Guedea Carreño	Vice president for finance	James Histan
Reference, instruction and systems librarian	Sally Jo Milne	Controllers	DeLane Graber, Lavonn Hostetler
Serials and services librarian	Susan Shelly	Facilities director	Clay Stetler
Technical services librarian	Lisa Felix	Human resources director	David Janzen
Peace resources librarian	Anne Meyer Byler	Printing/mailling director	Lyle Miller
Mennonite Historical Library, director	John D. Roth	Follett bookstore manager	Linda S. Miller
Curator	Joseph A. Springer	Sodexo food service director	Joe Rondinelli
Associate librarian	Rebecca J. Merrell	Dean for multicultural affairs	TBA
<i>Mennonite Quarterly Review</i> editor	John D. Roth	Information Technology Services, director	Michael Sherer
Merry Lea Environmental Learning Center		Senior analyst	Kevin Gross
Executive director	Luke Gascho	Conferences and events director	Sue Plank
Assistant director	Larry Yoder	Grants coordinator	Rebecca Horst
Program director	David J. Miller		

Facts and figures

Accreditation

Goshen College is accredited as a standard four-year college by the North Central Association of Colleges and Secondary Schools [30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (312) 263-0456, (800) 621-7440] 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 division of nursing is approved by the Indiana State Board of Nurses Registration and Nursing Education, by the Division of Baccalaureate and Higher Degrees of the National League for Nursing [61 Broadway, 33rd Floor, New York, NY 10006, (212) 363-5555] and the Commission on Collegiate Nursing Education [One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791]. The social work program is accredited by the Council of Social Work Education [1725 Duke Street, Suite 500, Alexandria, DC 22314, (703) 683-8080]. 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 sex, 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 sex, 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.

Goshen College graduation rates

The Student Right-to-Know Act, PL 101-542, requires that institutions publish graduation rates. The rates are based on new freshmen entering an institution as first-time, full-time, degree-seeking students and graduation within 1.5 times the normal time for their program (six years). The graduation rate for those entering Goshen College in the fall of 1997 and graduating within six years was 66 percent. The five-year average rate of first-time freshmen returning to Goshen College for the second year of study is 78 percent.

Enrollment statistics 2002-03 and 2003-04

	Fall 2002-03			Fall 2003-04		
	Women	Men	Total	Women	Men	Total
First-time frosh	80	54	134	99	82	181
Other first-year	29	21	50	15	17	32
Sophomore	95	79	174	91	63	154
Junior	106	54	160	111	74	185
Senior	127	75	202	114	62	176
Non-classification	2	3	5	5	1	6
Adult programs	48	22	70	46	34	80
Total full time	487	308	795	481	333	814
Part-time	106	40	146	82	24	106
Total full time and part time	593	348	941	563	357	920

Home states, provinces or countries of students, fall 2003

International	60	United States	764
Argentina	1	Arizona	2
Bulgaria	2	Armed forces, Europe	1
Cayman Islands	1	California	4
Costa Rica	1	Colorado	12
Czech Republic	1	District of Columbia	2
Dominican Republic	1	Florida	5
Ethiopia	9	Georgia	1
France	2	Idaho	2
Germany	3	Illinois	34
Ghana	1	Indiana	441
Honduras	1	Iowa	22
India	3	Kansas	13
Indonesia	8	Louisiana	1
Japan	1	Maryland	2
Kenya	3	Massachusetts	2
Korea, Republic of	1	Michigan	33
Nepal	4	Minnesota	5
Panama	1	Missouri	2
Paraguay	1	Nebraska	5
People's Republic of China	5	New Jersey	1
Romania	1	New Mexico	1
Singapore	1	New York	4
Sri Lanka	1	Ohio	74
Sweden	2	Oregon	9
Tanzania	2	Pennsylvania	44
Thailand	1	South Dakota	5
United Arab Emirates	1	Texas	4
Yemen Arab Republic	1	Vermont	2
Zimbabwe	1	Virginia	21
Canada	15	Washington	2
British Columbia	2	Wisconsin	8
Manitoba	1		
Ontario	11		
Quebec	1		

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Academic calendars

2004-05 Fall semester

Saturday-Tuesday, Aug. 21-24	New student days
Tuesday, Aug. 24	Final registration
Wednesday, Aug. 25	Classes begin
Tuesday, Aug. 31	End of drop/add period
Wednesday, Sept. 22	Celebrate Service Day (<i>no classes</i>)
Friday-Sunday, Oct. 1-3	Alumni Weekend
Monday-Wednesday, Oct. 11-13	Midterm break
Tuesday, Oct. 26	Last day to withdraw with a "W"
Friday-Sunday, Nov. 5-7	Family Weekend
Nov. 10-24	Academic advising period
Thursday-Friday, Nov. 25-26	Thanksgiving break
Thursday, Dec. 2	Last day of class
Friday, Dec. 3	Reading day (no classes)
Monday-Wednesday, Dec. 6-8	Exams

Spring semester

Tuesday, Jan. 4	New student day/Final registration
Wednesday, Jan. 5	Classes begin
Tuesday, Jan. 11	End of drop/add period
Monday, Jan. 24	M. L. King Jr. Study Day (<i>evening classes meet</i>)
Monday-Friday, Feb. 28-March 4	Midterm break
Friday, March 11	Last day to withdraw with a "W"
March 21-April 1	Academic advising period
Friday, March 25	Good Friday holiday
Fri.day, April 15	Last day of class
Monday, April 18	Reading day (no classes)
Tuesday-Thursday, April 19-21	Exams
Saturday, April 23	Senior program, receptions
Sunday, April 24	Baccalaureate, Commencement

May term

Wednesday, April 27	May term classes begin
Thursday, April 28, 5 p.m.	End of drop/add period
Wednesday, May 4	No class for 3-credit classes
Monday, May 9	Last day to withdraw with a "W"
Wednesday, May 18	May term ends

Summer session I

Monday, May 23	Summer session I classes begin
Tuesday, May 24, 5 p.m.	End of drop/add period
Monday, May 30	Memorial Day holiday
Friday, June 3	Last day to withdraw with a "W"
Monday, June 13	Summer session I ends

Summer session II

Wednesday, June 15	Summer session II classes begin
Thursday, June 16, 5 p.m.	End of drop/add period
Tuesday, June 28	Last day to withdraw with a "W"
Monday, July 4	Holiday – no class
Friday, July 8	Summer session II ends

2005-06 Fall semester

Saturday-Tuesday, Aug. 20-23	New student days
Tuesday, Aug. 23	Final registration
Wednesday, Aug. 24	Classes begin
Tuesday, Aug. 30	End of drop/add period
Wednesday, Sept. 21	Celebrate Service Day (<i>no classes</i>)
Friday-Sunday, Sept. 30-Oct. 2	Alumni Weekend
Monday-Wednesday, Oct. 10-12	Midterm break
Tuesday, Oct. 25	Last day to withdraw with a "W"
Nov. 9-23	Academic advising period
Friday-Sunday, Nov. 11-13	Family Weekend
Thursday-Friday, Nov. 24-25	Thanksgiving break
Thursday, Dec. 1	Last day of class
Friday, Dec. 2	Reading day (no classes)
Monday-Wednesday, Dec. 5-7	Exams

Spring semester

Tuesday, Jan. 3	New student day/Final registration
Wednesday, Jan. 4	Classes begin
Tuesday, Jan. 10	End of drop/add period
Monday, Jan. 23	M. L. King Jr. Study Day (<i>evening classes meet</i>)
Monday-Friday, Feb. 27-March 3	Midterm break
Friday, March 10	Last day to withdraw with a "W"
March 20-31	Academic advising period
Thursday, April 13	Last day of class
Friday, April 14	Good Friday holiday
Monday, April 17	Reading day (no classes)
Tuesday-Thursday, April 18-20	Exams
Saturday, April 22	Senior program, receptions
Sunday, April 23	Baccalaureate, Commencement

May term

Wednesday, April 26	May term classes begin
Thursday, April 27, 5 p.m.	End of drop/add period
Wednesday, May 3	No class for 3-credit classes
Monday, May 8	Last day to withdraw with a "W"
Wednesday, May 17	May term ends

Summer session I

Monday, May 22	Summer session I classes begin
Tuesday, May 23, 5 p.m.	End of drop/add period
Monday, May 29	Memorial Day holiday
Friday, June 2	Last day to withdraw with a "W"
Monday, June 12	Summer session I ends

Summer session II

Wednesday, June 14	Summer session II classes begin
Thursday, June 15, 5 p.m.	End of drop/add period
Tuesday, June 27	Last day to withdraw with a "W"
Monday-Tuesday, July 3-4	Holiday – no class
Friday, July 7	Summer session II ends

Fall Semester

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m.					
9 a.m.					
10 a.m.	Chapel		Chapel/Convo		Convo
11 a.m.					
12 p.m.					
1 p.m.					
2 p.m.					
3 p.m.					
7 p.m.					

Spring Semester

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m.					
9 a.m.					
10 a.m.	Chapel		Chapel/Convo		Convo
11 a.m.					
12 p.m.					
1 p.m.					
2 p.m.					
3 p.m.					
7 p.m.					

May Term

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m.					
9 a.m.					
10 a.m.		Chapel		Convo	
11 a.m.					

