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# Goshen College

## Catalog 2005-06

# Catalog

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# The mission of the college

## Mission statement

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 the knowledge, skills and values for

A life that is **Christ-centered**, with

- a reflective faith that nurtures spiritual growth in individual and corporate contexts.
- an active faith that informs an individual's experience and choices in all aspects of life.

A life of **passionate learning**, through

- 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.
- an extensive foundation of knowledge, skills and dispositions derived from a liberal arts curriculum that inform an appreciation for and critical understanding of human experience and cultural variety.

A life of **servant leadership**, based on

- a leadership ability that empowers self and others.
- a healthy understanding of self and others that is reflected in relationships of interdependence and mutual accountability.

A life of **compassionate peacemaking** with

- a personal integrity that fosters the ability to resolve conflict and to promote justice.
- a commitment to diversity in all of its forms both conceptually and in practice.

A life of **global citizenship** with

- an intercultural openness with the ability to function effectively with people of other worldviews.
- a responsible understanding of stewardship for human systems and the environment in a multicultural world.

## 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 vocation, not just preparation for employment.

## Historic church relationship, open to all

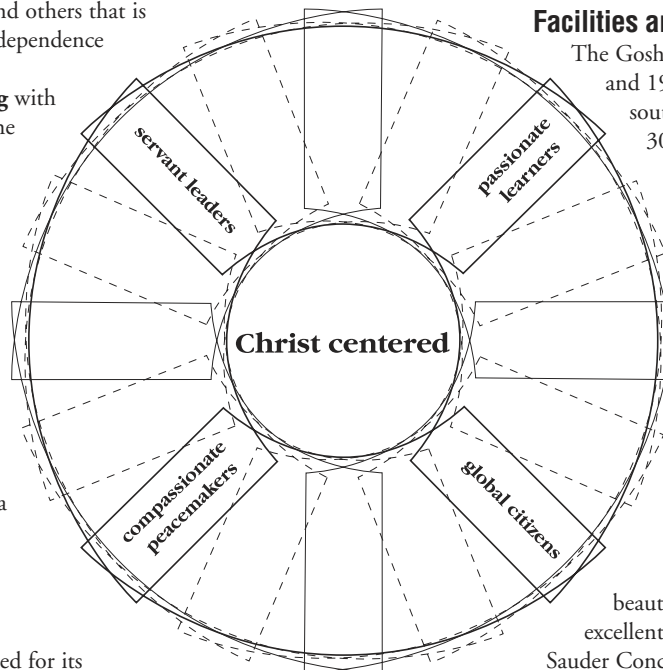
Goshen College began in 1894 and is affiliated with Mennonite Church USA, a Christian denomination that grew out of the 16th-century Anabaptist movement in northern Europe. With the Friends (Quakers) and the Church of the Brethren, Mennonites are one of the three historic peace churches in the U.S. From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

Around 55 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 Catholic, Methodist 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 Goshen College commitment to community standards. 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 School of the Arts 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). Recent upgrades included 64 bit computers, flat screen monitors and DVD burners. 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 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/](http://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 underrepresented 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 130,000 print sources, the library maintains a video/DVD collection and serves as the gateway to extensive online resources, including 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 a 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.

## Spiritual 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 week, a variety of worship groups that meet throughout the week, and Sunday morning involvement in local congregations. Worship groups meeting during the week include a Fellowship of Christian Athletes chapter, Voices-n-Harmony Gospel Choir, 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, Habitat for Humanity, 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.

## 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 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.)

### • Academic honesty

As an academic community that expects integrity, we seek for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service. As an academic community of integrity, we uphold personal accountability and take action against wrongdoing. Examples of academic dishonesty include, but are not all inclusive of, the following: plagiarism, cheating on assignments or exams, falsification of data, sabotaging the work of another and aiding in academic dishonesty of another.

### • Alcohol and illegal drug use

Goshen College considers the use of alcoholic beverages and illegal drugs detrimental to individual and community health. The use of alcohol is illegal for minors, and alcohol and illegal drugs also may create dependencies, invite an unhealthy escapism, waste money and abuse health and take lives, as well as generate behavior offensive to other people. Goshen College does not consider it possible to have a wholesome campus community if alcoholic beverages and illegal drugs are used. Abstinence may be an effective witness against these practices, which are so widely and indiscriminately condoned in our culture. For these reasons, Goshen College recommends non-use

as the most appropriate lifestyle choice. Alcoholic beverages and illegal drugs are prohibited from the campus and all college-related functions. Students will be held responsible for any alcohol, drugs or drug paraphernalia found in their presence.

- **Firearms-fireworks**

The possession or use of firearms or fireworks is prohibited on campus.

- **Fire and safety equipment**

Tampering with any fire and safety equipment on campus is unacceptable.

- **Fraud and theft**

Students are expected to respect the identity and property of others. Examples of fraud or theft include, but are not all inclusive of, the following: dishonesty on timecards, theft of and other misuse of personal or college property.

- **Racism**

Goshen College creates a social and academic environment where students develop awareness of issues of race, sensitivity to minority populations and intercultural understanding. The campus reflects God's world: multicultural, multiracial and multiethnic. We believe that racist attitudes and actions do not exemplify the love of Christ, and violate the inclusive intention of the mission of Goshen College.

Racism is a set of attitudes or beliefs that hold particular racial or ethnic groups superior to others, often resulting in justification of discriminatory treatment or other racist acts. Racism denies the humanity of others and denies the truth that all human beings are made in the image and likeness of God.

As an institution of the Mennonite Church, Goshen College believes that racism is contrary to Christian theology and is inconsistent with the life and teachings of Christ. Therefore, we will resist the pervasive racism of our society by identifying and confronting its evidence.

- **Sexuality**

We believe that sexuality is an integral part of our personalities, reflecting who we are as individuals. To care for another person includes honoring and respecting that person as a sexual being. Sexuality cannot be separated from the other dimensions of our lives.

Sexual discrimination, coercion, exploitation and abuse are detrimental to both relationships and to individual self-esteem; these are also destructive behaviors that violate the caring nature of our community. Goshen College is firmly opposed to sexual discrimination, sexual harassment, sexual exploitation and sexual abuse. We believe the clear intent of New Testament Scripture is to place sexual intercourse within the covenant of marriage.

The goal of confrontation in these matters, as in all others, will be for well-being, reconciliation, correction, forgiveness and redemption. Our counseling and health-service personnel are available to students wishing to discuss issues regarding sexuality or sexual behavior. These conversations will be held in strict confidence.

- **Tobacco use**

The use of tobacco imposes a serious and unnecessary burden upon the health of the user and community. It also constitutes a fire hazard in some cases. Use of tobacco in any form is prohibited on campus or at any off-campus official college activity and strongly discouraged elsewhere.

- **Threats of violence**

The threat of violence against another individual, whether verbal or physical, is unacceptable.

- **Vandalism**

Any vandalism on campus will be considered offensive behavior. Responsibility for restitution will be expected.

## **Serious intent**

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.

## **Disciplinary process**

### **Philosophy of discipline**

The judicial process is a positive, dynamic means of assisting individuals in achieving their goals by developing a greater sense of Christian responsibility and maturity. In short, the goals are personal growth, resolution of the problems and reconciliation where alienation has occurred. When the behavior changes, the problem is resolved. If an individual does not change behavior, then separation from the community may result. The process is designed to assist individuals in monitoring their own behaviors, rather than relying on external rules and regulations.

### **Violations**

When violations occur, we can freely confront one another if the goal is restoration and calling ourselves to a renewed commitment to the Community Standards. Where such confrontation does not occur or is ineffective in changing behavior, other structures exist to address the problem. These resources include the dean of students, residence life staff and a campus judicial system. Conversations within these structures will be characterized by a spirit of genuine care and a desire to encourage positive growth. The infrequent incident that is unable to be resolved within this framework may call into question a continued relationship with the college.

To be clear, such conversations will be held in confidence out of respect for the students. Select faculty (e.g. academic, co-curricular advisers and coaches) will be informed of any outcomes that may impact the student's responsibility and development. Campus-wide communication is not part of the process nor does it serve the student's best interest.

### **Judicial organization**

In most incidences, Standards violations will be addressed by the associate dean of students and the vice president for student life/dean of students. Three additional judicial bodies are resources in the process.

### Residence Hall Council

The Residence Hall Council (RHC) is composed of six members: the associate dean of students, two resident directors and three students appointed by the Student Senate. The Council meets with resident students who are involved in a violation of college standards and makes decisions about appropriate disciplinary responses.

Decisions made by the Council are shared with the dean of students. Any decision made by the Council can be appealed to the Campus Judicial Board.

### Campus Judicial Board

Any action by the Campus Judicial Board may be appealed in writing by following the formal process procedures described in the “Goshen College Grievance Policy and Procedure” brochure. The appeal letter should be given to the director of human resources.

### Campus Judicial Board for Sexual Assault

If a student chooses to pursue disciplinary action against another student for sexual assault, the victim may request a full investigation. The vice president for student life will determine the appropriateness of the judicial hearing. If a hearing is not held, the complaint will be resolved through other channels.

If there is a hearing, the complaint is referred to the Campus Judicial Board for Sexual Assault. The Board is comprised of five faculty members: the two faculty from the Judicial Board, the VP for student life, the associate dean of students and one additional faculty member. Due to the intensity, time and sensitivity of the allegations, the board will receive specific training on sexual assault hearings to ensure the best outcomes.

### Housing

As a primarily residential campus which fosters learning and leadership outside the classroom, policies are in place to encourage single students not living with a family member to join the Goshen College community through on-campus residential programs. 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.

Apartments – New apartments designed for groups of four to six students are available for seniors or those at least 22 years of age. Self selected groups sign up for apartments through student life. See residence life and housing link at [www.goshen.edu/oncampus](http://www.goshen.edu/oncampus).

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 physical plant office for additional information.

### Academic Support Center

The Academic Support Center promotes independent, life-long learning for all students of Goshen College. The ASC assists Goshen College students with documented disabilities by helping students

advocate for themselves and by helping coordinate reasonable academic accommodations with teaching faculty. In addition, the ASC trains peer writing mentors and tutors who are available to help all GC students grow as writers and scholars. ASC staff also administers the placement and competency tests.

### 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 qualified students. 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

The Goshen College counseling office provides professional, short-term, on-campus counseling services to students on a free and confidential basis. Services support students' personal, social and spiritual health, while increasing student's ability to succeed academically. The counseling office provides individual, couple and group mental health counseling, wellness education, crisis intervention and referral to community providers.

### Career guidance and employment

The mission of the career services office is to help students discover their vocation. In collaboration with academic faculty and administrators, the office works to enhance the professional opportunities available to students after graduation, whether that is work, service, or graduate school. A variety of services helps students with all facets of their career planning and post-graduation experience, including career advising, résumé preparation, practice interviews, job search skills, career readiness workshops, job and internship listings, alumni mentors and more. Students who desire on-campus employment should contact this office. An extensive online job bank for both on-campus and off-campus jobs is available from the career services Web page. The office is located in the Administration Building on the first floor (Ad 14), within the student life offices.

### Multicultural affairs

The mission of the multicultural affairs office is to foster intercultural understanding at Goshen College. Through diversity training, curriculum development, recruiting and retention programs, the office promotes an anti-racist campus community. Special events such as the Martin Luther King Jr. Study Day and the celebration of heritage months are designed to increase awareness of the historical and cultural background of underrepresented ethnic populations. Faculty advisers provide academic, social and personal support for multicultural students on campus. Black Student Union, Latino Student Union and International Students Club encourage underrepresented students to



negotiate the college experience, 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 is available both online and through the physical plant. Tickets are issued for parking, driving or registration violations.

## 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, Family Weekend (usually the first Saturday in November) and an online 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 can be found at [www.goshen.edu/parents/](http://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 at least one choir 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 include Gillian Welch, Lincoln Jazz with Wynton Marsalis, Judy Collins, IIIrd Tyme Out, Tokyo String Quartet and Baltimore Consort.

### 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, Juan Williams, C. Everett Koop, Elizabeth Arnold, Ray Suarez, Mark Hatfield, Dorothy F. Cotton and Kenneth Woodward.
- 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, Dr. Rev. C.T. Vivian and Dr. Vincent Harding.
- 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 Robert Blackburn, Jaune Quick-to-See Smith and Ursula Von Rydingsvard.
- The S.A. Yoder Memorial Lecture annually brings a distinguished poet, novelist, essayist or humorist to campus. Past writers have included Denise Levertov, Madeleine L'Engle, Garrison Keillor, William Stafford, Seamus Heaney, Gwendolyn Brooks and Edwidge Danticot.
- 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 Dr. Leslie Bentley.
- 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 Luau, the Kick-Off talent competition each semester, and a number of weekly events such as coffeehouses, Hour After (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, or 91.1 The Globe, is the college radio station. Students serve as station manager and staff members. The station features American roots music, public affairs and religious programs, news and sports. On the air 24 hours a day, WGCS offers students many opportunities for broadcast experience. Students working with GC-TV produce a 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 news, 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 communication faculty members, use the college's communication center, a facility equipped with state-of-the-art computers, scanner and laser printer.

**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 of Student Senate and 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  
Social Work Action Association  
Student Senate  
Student Womyn's Advocacy Network (SWAN)  
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 recent years averaged a high school GPA of 3.5, scored an average of 1154 on the combined SAT, 581 on Verbal and 573 on Math, scored an average of 25 on the ACT and ranked in the top 26 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 500 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.

### SAT I or ACT test scores

All United States and Canadian applicants who want to play intercollegiate sports 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 Enrollment 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 procedures 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.

### Application deadlines

**Early action:** Early action is available to students who are completing their senior year in high school and desire to have an admission decision by Dec. 15. Students who complete the application process by Dec. 1 will be notified of their admission decision and their eligibility for merit scholarships by Dec. 15. Students who take advantage of the early action program are encouraged to forward a \$200 enrollment deposit by March 1 to establish their housing and registration priority. This is a non-binding program. Enrollment deposits are refundable by written request until May 1.

**Regular acceptance:** Students are encouraged to apply for admission by Feb. 1 for priority consideration for financial aid. Applications submitted after the Dec. 1 Early Action date will be reviewed on a continuous basis as they are completed. Students will normally be notified of the admission status and merit scholarship eligibility within two weeks of completing the application process. Admitted students must submit the \$200 enrollment deposit in order to establish their priority for campus housing placement and to be eligible to register for classes. The \$200 enrollment deposit is fully refundable by written request until May 1.

## Early enrollment program

The early enrollment program at Goshen College is for area high school juniors and seniors who excel in one or more subject areas and are ready for more advanced study at the college level. The student enrolls part time at GC while maintaining enrollment in high school. The total number of college courses a student takes must be equal to or fewer than the number of high school courses taken during the same period. A separate application is required, and students enroll on a semester-by-semester basis. No financial aid or other tuition discounts are available.

## Guest student status

The guest student program is for individuals who wish to take a college course but do not 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.

## Transfer application deadlines

**Early action:** Early action is available to students who desire to have an admission decision by Feb. 15. Students who complete the application process by Feb. 1 will be notified of their admission decision and their eligibility for merit scholarships by Feb. 15. The enrollment deposit of \$200 is due on or before May 1. Students who take advantage of the early decision program are encouraged to forward a \$200 enrollment deposit by March 1 to establish their housing and registration priority. This is a non-binding program. Enrollment deposits are refundable by written request until May 1.

**Regular acceptance:** Students are encouraged to apply for admission by April 1 for priority consideration for financial aid. Applications submitted after the Feb. 1 early action date will be reviewed on a continuous basis as they are completed. Students will normally be notified of the admission status and merit scholarship eligibility within two weeks of completing the application process. Admitted students must submit the \$200 enrollment deposit in order to establish their priority for campus housing placement and to be eligible to register for classes. The \$200 enrollment deposit is fully refundable by written request until May 1.

## 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](http://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 2005-06 and 2006-2007 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 degree in Organizational Leadership is 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 a departmental or interdisciplinary seminar at the senior level and most include an internship. Majors range in size from 30 credit hours to 60 or more in professional programs.

## A total of 33 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
- History
- History and investigative skills
- 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/language arts education (5-12)
- Teaching English as a new language education (K-12)
- Journalism education (5-12)
- Mathematics education (5-12)
- Music education (vocal or instrumental) (K-12)
- Physical education (5-12 or K-12)
- Chemistry education (5-12)
- Life sciences education (5-12)
- Physics education (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 36 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
- Entrepreneurship
- Environmental studies
- Global economics
- Graphic design
- Health
- Hispanic education in theology and leadership
- History
- International studies
- Mathematics
- Multimedia communication
- Music
- Peace and justice studies
- Physical education
- Piano pedagogy
- Psychology
- Social policy
- 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, organizational leadership, piano pedagogy and teaching English to speakers of other languages (TESOL). 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-Medicine
- Pre-Dentistry
- Pre-Pharmacy
- Pre-Engineering
- Pre-Physical Therapy
- Pre-Law
- Pre-Seminary
- Pre-Veterinary

*Pre-seminary.* Goshen College has a close relationship with 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. They are also encouraged to join the pre-ministry club, attend the annual spring vocation banquet, and participate in a summer Ministry Inquiry Program internship in a congregation.

*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, biology professor James Miller, 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, business, 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. Alan Weldy, associate professor of business and a practicing attorney, serves as the pre-law adviser. Materials for the Law School Admissions Test (LSAT) and information about law schools and pre-law internships are available in his 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.

*Pharmacy.* This program is normally a 2-3 program, with the last three years spent in an accredited college of pharmacy. Pre-pharmacy students take general-education courses and courses in chemistry, biology, physics, mathematics, sociology and psychology. 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.

# 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

<b>Orientation</b> . . . . .	<b>1</b>
Colloquium (attached to another course)	
<b>Communication skills</b> . . . . .	<b>5-6</b>
Comm 202, Oral Communication (2-3 hours)	
College reading and writing (3 hours)	
Engl 110, Literature and Writing or	
Engl 210, Introduction to Literature	
<b>International/intercultural education</b> . . . . .	<b>12-13</b>
Study-Service Term (SST)	
(international or alternate options) . . . . . 12-13	
Language proficiency through 102-level required (or alternate)	
(See international education pages for details.)	
*Nursing students, see nursing department pages.	
<b>Bible/religion/philosophy/peace studies</b> . . . . .	<b>9</b>
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)	
Select one:	
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	
*Nursing students, see nursing department pages.	

<b>Mathematics** and natural science</b> . . . . .	<b>6-8</b>
Select a course from any two areas**	
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 100, Chemical World	
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	
<b>History and social science</b> . . . . .	<b>6</b>
History (3 hours) Select one:	
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) Select one:	
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	
<b>Physical education</b> . . . . .	<b>1</b>
PhEd 100, Wellness (1 hour)	
<b>Humanities (select one)</b> . . . . .	<b>4</b>
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	
<b>TOTAL Credit hours</b> . . . . .	<b>44-48</b>

## 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 the Dominican Republic, Germany, Ethiopia, China, Indonesia, Peru 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 either one course from the list of prerequisite courses in the international education pages 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 and South America. Currently, units also operate in Germany, China, Indonesia, Ethiopia and Senegal.

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 six 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 2005-2008 (tentative)

Year	Fall semester	Spring semester	Summer semester
<b>2005-06</b>			
	China	Dominican Republic	Dominican Republic
			Peru
			Senegal
<b>2006-07</b>			
	Dominican Republic	Dominican Republic	Dominican Republic
		Indonesia	Peru
			Germany
			Jamaica (ASL)
<b>2007-08</b>			
	Dominican Republic	Dominican Republic	Dominican Republic
		Ethiopia	Peru
			Senegal

### 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:

- Bus 350, International Business
- Comm 206, Communicating Across Cultures
- Econ 306, International Economics
- Econ 308, Introduction to Economic Development
- Engl 201, International Literature
- Engl 310, Introduction to Linguistics
- MCLL 300, International Classics
- Hist 240, World Geography
- Hist 255, History of Global Poverty
- Hist/WoSt 330, International Women's History
- Hist 335, History of Ethnic Conflict
- Hist 350, African History
- PoSc 308, International Politics
- Phil 307, Asian Thought
- Rel 317, Islam & Judaism
- SoAn 230, Cultural Anthropology
- SoAn 330, Family and Kinship Across Cultures
- SoAn 334, Race, Class and Ethnic Relations
- SoAn 340, African Societies and Cultures

Whenever possible students should elect a course from the specific region of their SST unit.

3. Students are responsible for completing these essential prerequisites prior to SST. The director of international education must approve any exceptions.

## 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 Goshen College's 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. Students may receive SST alternate credit for language courses at the 200-level or higher in an approved study abroad program. If the student has already met the SST prerequisite, 100-level language study may also count as an alternate. Approval must be granted by the director of international education.

### B. Other international and cross-cultural 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.

- ASL 104, American Deaf Culture
- 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
- 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
- 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.

# Collegiate studies program

*Chair: T. Meyers, Associate Academic Dean  
TBA, 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 Career Exploration . . . . . 1

An interactive exploration of career decision making. Introduces students to the concepts of career, life planning and vocation through identifying strengths, clarifying values, and self-evaluation. Career services director and guest speakers provide information about educational and career options. Lectures and discussion.

### DCS 300 Colloquium Assistant Leadership . . . . . 1

Leadership training for colloquium assistants who 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)

*Director, M. Moretto*

## 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 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 to 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 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: B.S. in organizational leadership and B.S. in nursing 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 core of classes and obtain a certificate without having the 60 credits from previous college courses.

## 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)*

**R.N. to 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 and nursing are offered in the evening. For more detailed information, see the Division of Adult and External Studies (DAES) section.

## Honors

The academic ethos at Goshen College is rigorous and engaging. An annual Academic Symposium features exemplary student research and writing. Each summer the Maple Scholars program supports numerous student-faculty research partnerships. Although there is no separate honors program at Goshen College, students may earn a bachelor's degree "with honors" if desired. Individual departments have determined requirements for the "honors" designation, as appropriate for each major. Requirements may include items such as a senior thesis, presentation of research at a conference, or the achievement of a certain grade point average.

## 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 2003-05 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
- Religious Journalism
- Borderlands (Arizona/Mexico)
- Anabaptist History in Europe
- Lost Empires of Peru
- Art Study Tour: France
- History of the Southwest
- Civil Rights Movement Tour
- Camping and Recreation (Boundary Waters, Minnesota)

## 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 or spring semester. Summer internships also available. For more information, contact Goshen Plowshares director Dean Johnson or the associate dean or see [www.plowsharesproject.org/php/peacehouse/index.php](http://www.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, non-Goshen College scholarships 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 (Spanish major, e.g.). 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](http://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](http://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](http://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](http://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 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](http://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](http://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](http://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](http://www.urbanlifecenter.org).

*Washington Community Scholars Center* (sponsored by Eastern Mennonite University) has semester, year-long or spring/summer programs available in Washington, D.C. Includes significant internship experience and course work at a nearby university. Contact the associate dean or [www.emu.edu/commun/wssy](http://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; church relations; campus ministries; and career services. CALL is an acronym for “cultivating authentic leaders for life.” The CALL project director 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.

# 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

33 credit hours

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 .....	5
Related course:	
Thea 245, Aesthetics .....	3

**Planning notes:** 38 art hours and 27 education 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 specialized program from the elective courses in one of the concentration areas below.

### Possible concentration areas

#### Visual arts education (K-12)

In addition to the required courses outlined above, these course are also required:, Art 108, Art 255, Art 312; and plus six credits advanced study in a medium as preparation for senior exhibit. 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, Broadcast 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, Venture Planning; 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.

#### Pre-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. Goshen College has a Cooperative Program agreement with Washington University, St. Louis, leading to a master's in architecture degree.

#### Art therapy

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

#### Curatorial studies

Pre-graduate school program. Art 312; 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  
General education courses

#### Second year

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

#### Third year

History of Art  
Art concentration courses  
General education

#### Fourth year

History of Art  
Remaining major courses, concentration courses and electives  
Remaining general education 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

Eleven hours of art 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 from the list above 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 balanced by expressive approaches. Includes the use of various dry and wet media. 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; prerequisite for Art 402 is Art 302 and Art 101 or Art 107.*

**Art 203, 303, 403 Watercolor . . . . . 3, 3, 1-3**

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

**Art 204, 304, 404 Ceramics . . . . . 3, 3, 1-3**

In the first term, students use the potter's wheel and other methods to create forms 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; prerequisite for Art 404 is Art 304 and Art 101 or 107.*

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

**Art 207, 307, 407 Printmaking . . . . . 3, 3, 1-3**

The study of woodcut and intaglio techniques. Advanced work directed toward experimental techniques and skill development. Individual and group critiques. *Art 207 open to all students. Prerequisite for Art 307 is Art 207; prerequisite for Art 407 is Art 307 and Art 101 or Art 107.*

**Art 208, 308, 408 Graphic Design . . . . . 3, 3, 1-3**

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

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

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

Graphic design courses must should 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; prerequisite for Art 417 is Art 317 and Art 101 or Art 107.*

**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) and 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. *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 K. Graber Miller*

*Professors J. Brant and 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 in consultation with the adviser . . . . . 12

**Planning note:** Bibl 100/200 may not be applied to the major.

## Planning guide

*First year*

- General education
- Knowing the Bible or Reading the Bible
- 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 hours in total.

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 (3 hr) AMBS/CHM 511, Foundations of Worship & Preaching (4 hr)	3
Spirituality or Pastoral Care	3
(Final selection of worship and pastoral care courses is determined in consultation with your adviser and the seminary.) 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	3
PJCS 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, Marriage and Family	3
PhEd 102, First Aid and CPR*	1
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.

**Planning guide***First year*

General education  
Knowing the Bible or Reading the Bible  
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, 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 affect 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:** Students who take Bibl 100 cannot use Bibl 200 to satisfy the additional general education Bible and religion requirement.

Bibl 100 or 200 fulfills the lower-level Bible literacy 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. This course does not meet the Bible/religion general education requirement. It may, however, meet the basic Bible literacy requirement for students who place out of Bibl 200 on the Biblical Literature placement test. *Prerequisite: Bibl 100, Bibl 200 or equivalent.*

**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. This course does not meet the Bible/religion general education requirement. It may, however, meet the basic Bible literacy requirement for students who place out of Bibl 200 on the Biblical Literature placement test. *Prerequisite: Bibl 100, Bibl 200 or equivalent.*

**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 200 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. *Prerequisite: Bibl 100 or 200.*

**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.*

**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 Religion in the Americas . . . . . 3**

An overview of religious institutions and individual expressions of religious faith in the Americas. The course includes some attention to historical developments across the Americas, but focuses primarily on recent or contemporary religious movements, realities, themes and issues in North America. The course also provides an introduction to the discipline of religious studies and is designed for colloquium students.

**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**  
Focuses on aspects of pastor identity formation, theological understanding for and history of youth ministry, various models of youth ministry, and issues related to spiritual development of youth. Attention will also be given to issues regarding size of youth groups, organizational nature of ministry, mentoring, abuse, suicide, evaluation, self-care, humor and recreation. Includes attending a national or regional youth ministry training event.
- 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 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**  
Liberation Theologies focuses on three contemporary theologies of liberation (Latin American Liberation Theology, North American Black Theology and North American Feminist Theology) as they are developing in the Americas. The course examines similarities and differences among these three theologies – in conversation with Womanist and Latina theologies – as each addresses specific theological questions raised by the people of God in actual contemporary situations of exploitation and oppression. The course also has a praxis component in which students move outward into the community.
- 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. *Prerequisite: Bibl 100 or 200 or consent of instructor.*
- 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 on new ways to help young people pray and strengthen their faith; critiques and adapts current youth ministry materials for one’s own ministry context; considers the challenges of our ever-changing world and the impact on our youth and youth ministry settings; learns and practices various spiritual disciplines and prayer exercises; develops practical ministry skills and resources; includes attending a national or regional youth ministry training event. Co-registration for at least one credit of Rel 209 highly recommended.
- 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. *Participation requires the consent of the professor.*
- 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. *By consent of the faculty member only.*

**Phil 401 Philosophy of Religion. . . . . 3**

Traditional and modern encounters of religion and philosophy; theistic arguments, faith and reason, apologetics, natural theology and philosophical theology.

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# Biology and environmental studies

*Chair, Professor J. Miller*

*Professor S. Grove*

*Associate Professor L. Yoder*

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

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

**Major in biology**

**Career opportunities**

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

**Requirements**

Minimum of 24 hours in biology (plus 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 or 201; Biol 203/204 or 302; and Biol 215, 309 or 315. 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, Biochemistry	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; Thermodynamics, Chem 310; and Quantum Mechanics I, Chem 312.

**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 (28-31 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	0-3
(minimum of 120 contact hours experience required)	
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 listed on the following page.**

**Concentration options (22-31 credit hours)****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 (28 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	3
One field biology course approved by adviser	4
Two courses chosen from:	6
Econ 308, Introduction to Economic Development	
Engl 201, International Literature	
Hist 345, Environmental History	
SoAn 301, Community Development	
Comm 206, Communicating Across Cultures	
Phil 307, Asian Thought	
Rel 316, Liberation Theologies	
Also, Econ 207, Statistics is recommended for graduate school preparation.	

**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  
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, a 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). Choose SoAn 200 or SoAn 220 as a general education social science class.

### 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** . . . . . 3-4

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. A four-credit option, with extra material on the muscular and skeletal system, is offered in even numbered years for physical education majors. *(fall semester)*

#### **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 (fall, even numbered years).*

#### **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: application process and consent of instructor. Moderate 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 to enable the student to recognize common shallow-water marine plants and animals and appreciate various marine ecosystems. Requires completion of a comprehensive collaborative field research project. The course is given on location. *Prerequisites: Biological Principles, Biol 111-112, application process and consent of instructors. Moderate 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 (fall semester, even years).*
- Biol 350 Ornithology** . . . . . 4  
Natural history, taxonomy, and conservation of birds. Includes much work on visual and aural identification of birds in the field. Taught during the May term at Merry Lea 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.

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## Business

*Chair, Associate Professor T. Yoder*

*Professor D. Good*

*Associate Professors M. Horning, P. Rush, R. Rupp, A. Weldy*

*Assistant Professors J. Alvarez, M. Kinsey*

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

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. Students with a degree from the business department are awarded with career opportunities with a broad range of businesses and nonprofit organizations. Students also create success in entrepreneurial settings. 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. Successful accountants possess a balance of quantitative and qualitative skills. Employers look for both problem-solving and relational skills.

**Business Information Systems (BIS):** BIS majors are in demand as consultants; to provide system-related support in a variety of positions and fields; to help maintain networks; to design and produce information systems, including e-commerce related functions. Projected to be one of the fastest growing jobs and best-paying areas according to the U.S. Bureau of Labor Statistics.

**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.

**Entrepreneurship:** Entrepreneurship minors develop businesses and nonprofit organizations to complement their interests and major course of study. Previous Goshen College graduates currently successfully operate a variety of businesses. Coursework designed for students who may want to work in a family business, start their own business, manage a small business or start a professional practice or skill-based business.

**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:

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

## 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, Office Software Productivity .....	3
Elective in business department .....	3

### Planning guide

#### First year

General education  
Mathematics  
Introduction to Entrepreneurship (optional elective)  
Principles of Accounting: Financial  
Office Software Productivity

#### Second year

General education  
Principles of Accounting: Managerial  
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 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. At the conclusion of this course students will be able to conduct cost-volume-profit analysis, compute break-even points, prepare budgets, conduct variance analysis, do job costing, relevant cost analysis and capital 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. This course is a continuation of the principles learned in Acc 202. Case studies are used extensively in this course. *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 201-202.*

### Acc 434 Federal Income Tax: Corporate . . . . . 3

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

## B. Business

### Major in business

Completion of the following general education courses:

Math 141, Finite Math 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, Office Software Productivity . . . . .	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: Financial
- Principles of Economics, 202
- Office Software Productivity

*Second year*

- General education
- Principles of Economics, 201
- Principles of Accounting: Managerial
- 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: Financial . . . . . 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: Financial . . . . . 3
- Bus 315, Principles of Management . . . . . 3
- Econ 201, Principles of Economics . . . . . 3
- Econ 202, Principles of Economics . . . . . 3
- 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 adviser.)

**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 and their common uses. 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**
- 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 215 Entrepreneurial Finance . . . . . 3**
- Designed to introduce the basics of business finance and accounting to nonfinancial managers or students who anticipate acquiring or starting a new venture. Builds understanding of key financial statement and day to day accounting and finance issues, tips for improving financial efficiency and strategies for pursuing financial growth.

- Bus 217 Personal Finance . . . . . 3**
- Designed to introduce students to the basics of personal finance. A survey course of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments and retirement and estate planning.

- Bus 306 Human Resource Management . . . . . 3**
- 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**
- 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**  
Introduces students to the primary elements of organizational finance such as time value of money, stock and bond valuation, forecasting, working capital management, capital budgeting and structure and dividend policy. *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 Leading Nonprofit Organizations . . . . . 3**  
An exploration of how business principles apply to leading nonprofit organizations. Course provides students with the concepts, techniques and illustrations needed for effective nonprofit organizational management. Topics covered will include management and motivation of staff, trustees and volunteers, marketing, financial management, fund raising, planning, ethics, social responsibility, partnerships and sustainability.
- 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 327 Internet Business Strategies . . . . . 3**  
The Internet is a powerful global force that is influencing, and in some cases significantly changing business practices. The Internet can be a valuable business tool for marketing, customer and supplier relationship management, supply chain and inventory management and of course product sales. This course uses a strategic business planning approach to evaluating and implementing business functions on the Internet.
- Bus 328 Venture Planning . . . . . 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 Family 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 360 Java Junction Management . . . . . 3**  
The purpose of this course is to give students the opportunity to manage a real business. Java Junction, a coffee shop located in the KMY Connector, is completely student-run and student-managed. Student managers, under the supervision of a business faculty member, have full responsibility for all management and operating decisions. Management positions include accounting, human resources, marketing, operations, purchasing and special events planning and coordination. The management team reports regularly to an Advisory Board who serves as Java Junction's Board of Directors. Managers are selected by the business department through an application process. Entrepreneurial students and those energized by challenges are encouraged to apply. This course is repeatable.
- 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 402 Applied Entrepreneurship . . . . . 3**  
This course is awarded to recipients of Entrepreneurship Grants to provide time and business departmental guidance for student to start a business.

**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, Office Software Productivity . . . . . 3
- BIS 250, Introduction to Business Programming . . . . . 3
- BIS 305, Introduction to Information Systems . . . . . 3
- BIS 310, Information Technology Hardware and Networks . . . . . 3
- BIS 335, Systems Analysis and Design . . . . . 3
- BIS 340, Database Management Systems. . . . . 3
- BIS 405, Project Management and Practice . . . . . 3
- BIS 407, Web Application Development . . . . . 3
- BIS 409, Internship . . . . . 3

Business courses:

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

Related courses:

- CoSc 200, Programming Techniques . . . . . 4
- 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 required for students not prepared to enter BIS 220.

**Planning guide**

*First year*

- General education
- Introduction to Entrepreneurship (optional elective)
- Mathematics
- Principles of Economics, 202
- Principles of Accounting: Financial
- Office Software Productivity

*Second year*

- General education
- Principles of Economics, 201
- Principles of Accounting: Managerial
- 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
- Management Policy and Social Responsibility

**Minor in business information systems**

- Acc 201, Principles of Accounting: Financial . . . . . 3
- Econ 201 or 202, Principles of Economics. . . . . 3
- Bus 315, Principles of Management. . . . . 3
- BIS 220, Office Software Productivity . . . . . 3
- BIS 305, Introduction to Information Systems . . . . . 3
- BIS 310, Information Technology Hardware and Networks or
- BIS 335, Systems Analysis and 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 Office Software Productivity . . . . . 3**

Advanced skills in commonly-used office-suite software, such as spreadsheets, word processing, presentation graphics and personal databases. An introduction to Hypertext Markup Language (HTML) is also included. The focus is on using these tools in an organizational setting to improve personal and organizational productivity and effectiveness. The course currently uses the Microsoft Office Suite on personal computers. *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 Introduction to Information Systems . . . . . 3**

A broad introduction to the Information Systems (IS) field. Accessible to anyone interested in learning about the various aspects of the IS field who may not be able to schedule additional, in-depth IS courses. Topics range from security and ethical challenges, to hardware, software, networking, e-business and IS strategy. Attention is also giving to emerging trends in IS and their potential impact on organizations.

*Prerequisites: BIS 220 or consent of instructor.*

**BIS 310 Information Technology Hardware and Networks . . . 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 Systems Analysis and Design . . . . . 3**

A structured approach to solving organizational problems in the context of Information Systems. The focus of the course is on determining the needs of the organization and meeting those needs through the design of an information system. Topics such as feasibility analysis, determining business requirements, documenting processes and data requirements through modeling tools, designing a new system and implementation issues are covered. An appropriate course for those considering a career as a business analyst in the consulting field. *Prerequisite: BIS 305 or consent of instructor.*

**BIS 340 Database Management Systems . . . . . 3**

Properly designed and constructed databases are crucial to ensuring business success. This course focuses on the proper design of databases and their construction. Students learn to design databases through diagramming tools, as well as learning the “language” of databases, SQL. Attention is also given to form and report development, data warehouse and data mining issues and administrative issues such as user security. Students gain experience in robust database environments such as Oracle. *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 Web Application 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, and student observation of, an organization or problem related to the Information Systems field. 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 for the non-business major**

Econ 201, Econ 202, Principles of Economics . . . . .	6
Econ 207, Introduction to Statistics . . . . .	3
Econ 306, International Economics or Econ 308, Introduction to Economic Development . . . . .	3
One additional upper-level economics course . . . . .	3
One course selected from . . . . .	3
Bus 350, International Business	
Bus 375 Business in Spain,	
Hist 315, War and Peace in Twentieth Century Europe	
PoSc 308, International Politics	
(or another upper-level course approved by the adviser)	

**Minor for majors in accounting, business or BIS**

Econ 306 International Economics . . . . .	3
Econ 308 Introduction to Economic Development . . . . .	3
Three additional upper-level hours in economics; and one course selected from Bus 350, Bus 375, PoSc 308, Hist 315 or other upper-level international course approved by the adviser. Total 12 hours above the major.	

**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. Entrepreneurship**

**Minor in entrepreneurship**

**Minor for the non-business major**

**Required core courses:**

- Bus 121, Introduction to Entrepreneurship . . . . . 3
- Bus 215, Entrepreneurship Finance . . . . . 3
- Bus 328, Venture Planning . . . . . 3
- Bus 315, Principles of Management or . . . . . 3
- Bus 316, Principles of Marketing

(**Note:** Bus 315, Principles of Management or Bus 316, Principles of Marketing may be taken as a core course. The alternative course may also be taken as an elective.)

**Electives: . . . . . 6**

- Bus 217, Personal Finance
- Bus 319, Leading Nonprofit Organizations
- Bus 327, Internet Business Strategies
- Bus 330, Entering Family Business
- Bus 402, Applied Entrepreneurship
- Bus 409, Internship in Business
- Econ 202, Principles of Economics

**Minor for majors in accounting, business or BIS**

**Required core courses:**

- Bus 121, Introduction to Entrepreneurship . . . . . 3
- Bus 328, Venture Planning . . . . . 3
- Electives: (choose two) . . . . . 6
- Bus 217, Bus 319, Bus 327, Bus 330, or Bus 402

**F. Organizational Leadership Program**

A major in organizational leadership is offered as an evening program for adults, leading to the bachelor's degree. For further information, please see descriptions under the DAES listing.

**G. 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 Family 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, Professor D. Smith

Professor J. Yordy

Assistant Professor D. Schirch

## 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 .....	4
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  
Quantum Mechanics I  
Inorganic Chemistry

### Fourth year

Balance of general education  
Biochemistry  
Thermodynamics  
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  
Thermodynamics  
SST (fall or summer)

### Fourth year

Balance of general education  
Quantum Mechanics I  
Inorganic Chemistry  
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 Chemical World ..... 3

An introduction to chemistry in our society for non-science majors. The course is a hands-on laboratory course based on important and intriguing problems from the world around us. Topics may include forensics, biochemical, environmental, household, medicinal, and nuclear chemistry. Modern instruments and analysis will be used to collect and discuss data. Lectures and laboratory. *Prerequisite: one year of high school algebra.*

### 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 traditional and 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 . . . . . 0-3**  
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. 120 hours of work experience are required.
- 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. *Prerequisites: Chem 200, Chem 303-304, Chem 312.*
- 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 . . . . . 4**  
Introduction to the chemical processes of living organisms, both plant and animal, with secondary attention to structure and organization. Lectures and laboratory. *Prerequisite: Chem 303-304.*
- Chem 450 Introductory Research Problems . . . . . 1-3**  
Laboratory and conference. *Prerequisite: consent of instructor.*

# Communication

Chair, Associate Professor D. Stoltzfus  
Associate Professors R. Johnson, P. McFarlane  
Assistant Professor 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 Oratorical Contest) and video production (GC-TV). Student journalism organizations are based in a Communication Center with a full-service newsroom and suite of offices. 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 communication majors 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: (14 hours)

Comm 190, Introduction to Radio . . . . .	1
Comm 212, Broadcast Media Production I . . . . .	3
Comm 250, Writing for Media . . . . .	3
Comm 290, Radio Operations . . . . .	1
Comm 260, Broadcast Writing . . . . .	3
Comm 312, Broadcast Media Production II . . . . .	3

Elective: (choose four hours)

Thea 235, The Power of Story . . . . .	3
Comm 314, Broadcast 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

Required: (nine hours)

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

Elective: (choose nine hours)

Comm 108, Digital Design . . . . .	3
Comm 190, Introduction to Radio . . . . .	1
Thea 235, The Power of Story . . . . .	3
Comm 260, Broadcast Writing . . . . .	3
Comm 312, Broadcast Media Production II . . . . .	3
Comm 255, Photo Communication . . . . .	3
Comm 290, Radio Operations . . . . .	1
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, Broadcast 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, Broadcast 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, Office Software Productivity	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, Broadcast Media Production I	3
Comm 255, Photo Communication	3
Comm 312, Broadcast 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, Broadcast Writing	3
Art 308, Graphic Design	3
Comm 308, Feature Writing	3
Bus 319, Leading Nonprofit Organizations	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 sites and CD-ROM presentations that convey 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, Office Software Productivity . . . . .	3
Comm 326, Creating for the Web . . . . .	3
Art/Comm 375, Multimedia Concepts . . . . .	3
An additional six hours (at least two hours upper level) . . . . .	6
must be selected from the following courses:	
Art 107, Design	
Art 208, 308, 408, Graphic Design I, II, III	
BIS 310, Information Technology Hardware and Networks	
Bus 336, Advertising	
Comm 212, Broadcast 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 Broadcast Media Production I . . . . . 3**  
An introduction to broadcast media production with an emphasis on audio and video production. The primary goal of the course is the development of the necessary skills and understandings needed to create effective broadcast media messages. Secondary goals are to give an overview of media production tools and techniques, and to explore aesthetic and ethical issues of media. This course places emphasis on the "craft" roles of media production personnel. Students will gain production craft experience as members of a production team.

**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 Broadcast Writing . . . . . 3**  
Students will study the principles, forms and techniques of writing for broadcast media. Assignments will focus on the writing and editing of broadcast news and commercial messages. *Prerequisite: Comm 250.*

**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 Broadcast Media Production II . . . . . 3**

Advanced study of broadcast media production with an emphasis on audio and video production. The primary goal of the course is the development of advanced skills and understandings needed to create effective broadcast media messages. Secondary goals are to give extended development of media production tools and techniques, and to explore aesthetic and ethical issues of media. This course places emphasis on the “creative” roles of media production personnel as producers, directors and designers. Students will take creative responsibility for media productions, including supervision of a production team. *Prerequisite: Comm 212.*

**Comm 314 Broadcast 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 or consent of instructor.*

**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.

**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 the 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 master's and Ph.D. degrees.

## Degrees and programs

The computer science department offers the following programs:

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

The computer science, business, 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, Database Management Systems	3
CoSc 315, Advanced Programming	4
BIS 335, Systems Analysis and 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:	9
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	
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  
Database Management Systems  
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 Systems  
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 (2006). 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 (2006). 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.*

**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. *Offered alternate years (2005-06). Prerequisites: CoSc 215, Data Structures and Algorithms and Math 211, Calculus I.*

**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. *Offered alternate spring semesters (2007). Prerequisite: CoSc 215, Data Structures and Algorithms.*

**CoSc 375 Special Topics . . . . . Credit Arranged**

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

**CoSc 400 Advanced Projects/Topics . . . . . Credit Arranged**

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

**CoSc 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. *Offered by individual arrangement with a professor. Prerequisite: upper-level status.*

**CoSc 410 Senior Seminar . . . . . 3**

A study of the ethical and social implications of computer technology. Open to senior students in any discipline. *Offered each year. Prerequisite: none.*

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## Education

*Chair and Coordinator of Teacher Licensure, Assistant Professor M. Mast*

*Professors K. Meyer Reimer, A. Stalter*

*Associate Professor N. Nussbaum*

*Assistant Professor B. Stably*

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**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, 12 additional hours (Student Teaching: Exceptional Needs, Special Education Issues, Learning Disorders and Social Emotional Disorders) 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/technology, chemistry, English, English as a new language, journalism, Spanish, mathematics, music, physical education, physics, life science, social studies and theater 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; and
- 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	Content area	All-Grade
Business/technology	x	
Journalism		x
English		x
English as a new language (ENL)	x	
Spanish		x
Mathematics	x	
Music	x	x
Physical education	x	x
Chemistry		x
Physics		x
Life science		x
Social studies	x	
Theater arts		x

## General education for majors in elementary education

### Language arts

Comm 202, Oral Communication . . . . .	2
Comm 204, Expository Writing . . . . .	3 (Strongly recommended)
Educ 307, Children's and Adolescent Literature . . . . .	3
Engl 110, Literature and Writing . . . . .	3

### Science

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

### Social studies

Hist 105, 202, American History I or II . . . . .	3
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### Mathematics

Math 131, Math Concepts for Elementary Classroom I . . . . .	3
Math 132, Math Concepts for Elementary Classroom II . . . . .	3

### Arts

Hum 320-25, Humanities: . . . . .	4
Edu 330, Fine Arts for Children . . . . .	3

### Physical activities

PhEd 100, Wellness . . . . .	1
PhEd 102, CPR/First Aid . . . . .	1
PhEd 309, Physical Education for Children . . . . .	2

### Additional degree requirements

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 Adolescent 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
PhEd 100, Wellness . . . . .	1
Engl 204, Expository Writing (Strongly recommended) . . . . .	3
Science/Math . . . . .	6
Humanities . . . . .	4

**Professional education requirements (27 hours)**

Educ 201, Inclusive Schooling . . . . .	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
- Introductory courses in major

*Second year*

- General education
- Inclusive Schooling
- Mediation Processes (strongly recommended)
- Educational Psychology
- Science/Math
- Expository Writing (strongly recommended)
- Courses in major

*Third year*

- Adolescent Exceptional Learners
- Middle School Curriculum & Instruction
- General education
- Curriculum & Instruction: General Methods
- Curriculum & Instruction: Content Methods
- Courses in major/content area

*Fourth year*

- General education
- Conflict Theory and Practice (strongly recommended)
- Balance of major and certification requirements
- Student Teaching (fall)
- Education 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 426, Community and Organizational Conflict . . . . .	3-4

**Courses**

**Educ 030 Technology Competency . . . . . 1 (non-credit)**

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. Credit hours earned in this course meet the teacher education requirement for technology, but do not count as hours toward graduation.

**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. Enrollment 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**  
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.
- Educ 346 Special Education Issues . . . . . 3**  
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.
- Educ 401 Child Development Practicum . . . . . 1**  
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.
- Educ 402 Student Teaching: Elementary . . . . . 12**  
Twelve weeks of full-day student teaching in elementary schools under the supervision of a licensed elementary teacher and a faculty member of the GC education department. Includes several workshops on campus to reflect on important teaching issues.
- Educ 403 Secondary Education: Seminar . . . . . 3**  
An intensive three-week seminar immediately following Educ 405. 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. *Corequisite: Educ 405.*
- Educ 405 Student Teaching: Secondary . . . . . 12**  
Twelve weeks of full-day student teaching in a secondary school under the supervision of a teacher licensed in the student teacher's major teaching area and a GC faculty member. Includes several workshops on campus to reflect on important teaching issues.
- Educ 406 Literacy II: Diagnostic . . . . . 3**  
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. *Corequisite: Educ 303.*
- Educ 407 Field Studies . . . . . 1-2**  
Individual study, research or field experience on a variety of topics.
- Educ 408 Studies in Education . . . . . 1-3**  
Individual study, research or field experiences on a variety of topics.
- Educ 409 Elementary Education: Seminar . . . . . 3**  
An intensive three-week seminar immediately following Educ 402. 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. *Corequisite: Educ 402.*
- Educ 415 Student Teaching: Exceptional Needs . . . . . 5**  
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. *Concurrent course: Educ 346, Special Education Issues.*

# English

Chair, 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 literature of ethnicity, gender and race or in 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, Critical Theory and Practice	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 Projector	1-2

Educ 405, Student Teaching** or Engl 325, TESOL Field Experience	
Engl 410, Senior Seminar	1
Electives in English	9
Upper-level (300-400) related courses	6
Courses selected from Aesthetics, Art History, Bible/Religion, Children's and Adolescent Literature, Communication, Sociology/Anthropology, History, Linguistics, Modern and Classical Languages and Literature (MCLL) topics courses, Music History, Peace/Justice/Conflict Studies (PJCS), Philosophy, TESOL Methods, Theater, Women's Studies***	

## Course selection notes

Students might consider elective courses which provide skills that complement an English major: Digital Design, Creating for the Web, Photo Communication, Graphic Design, Broadcast Media Production, Communication Practice (journalism, radio), Multimedia Concepts, etc. Courses for the major must be taken for a letter grade unless CR/NC is specified.

\*Students earning AP or CLEP credit in English, are strongly encouraged to take Expository Writing during the first year.

\*\*Students selecting Student Teaching instead of Engl 409 must fulfill the English departmental total of 32 hours, normally fulfilled with Engl 319, English Syntax.

\*\*\*Upper-level related courses may not be applied courses (such as *Record* editing or music lessons) and may not be used to fulfill requirements of other majors, minors or general education.

## Planning guide for major in English and American literature and language

### First year

General education\*  
Literature and Writing or Introduction to Literature  
Postcolonial Literature/Introduction to Creative Writing/  
Literature of Ethnicity, Gender and Race

### Second year

General education  
Humanities\*\*  
Expository Writing  
Critical Theory and Practice  
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 encouraged to choose Phil 200 to meet the Phil/PJCS requirement.

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



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

42 to 46 hours, including

English, communication, language\* and education (35-39):

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**	2-3
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 406, Literacy II	3
Engl/MCLL/Educ, Senior Seminar	1-3

Intercultural studies (3-4)

Engl 201, Postcolonial 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
Soan 230, Cultural Anthropology	4
Soan 320, Urban Diversity	3
Soan 334, Race, Class and Ethnic Relations	3

or Special Programs\*\*\*\*

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 or Introduction to Literature  
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

### 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 158 hours and a semester of 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.

*Electives (9)*

Engl 120/330/332/334 Intro to Creative Writing, Writing Fiction, Writing Poetry, or Writing Creative Nonfiction	3
Comm 250/260/308/Thea 350 Writing for Media, Broadcast Writing, Feature Writing or Playwriting	3
Engl 201 or 207/307 Postcolonial Literature or Literature of Ethnicity, Gender, and Race	3

*Upper-level related (6)*

Thea 235 or Comm 386, The Power of Story or Film	3
Educ 307, Children's and Adolescent Literature	3
Additional requirements (4-5)	
Comm 200, Communication Practice	1-2
Comm 206 or Intl 254, Communication Across Cultures or 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 or Introduction to Literature  
Oral Communication  
Transforming Conflict & Violence (as Gen. Ed. PJCS requirement)  
Postcolonial Literature/Introduction to Creative Writing, and/or Literature of Ethnicity, Gender, and Race  
Inclusive Schooling

#### Second year

General education  
Expository Writing  
Critical Theory and Practice  
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 & 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 Seminar

## 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. Eighteen hours, including

#### Required courses (12)

Engl 300, Critical Theory and Practice	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, or Senior Project (a creative writing portfolio and public performance in the student's chosen genre)	
Comm 412, Special Project (applied project)	

#### 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, Broadcast Writing
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*

\*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
SoAn 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 nonwestern 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 Postcolonial 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.

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

### Engl 201 Postcolonial 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 Literature of Ethnicity, Gender and Race . . . . . 3**

Study of literature shaped distinctively by cultural and theoretical concerns related to ethnicity, gender and race. 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 nonwestern cultures, as well as their successful translation into films.

Special attention to philosophical, ethical, political, cultural, spiritual and gender-related issues. Offerings may feature specific topics such as Arthurian Legend or Global Images in Film.

**Engl 300 Critical Theory and Practice . . . . . 3**

This course examines contemporary critical interpretative strategies and theories as applied to several literary genres. In addition, the course introduces students to important research skills involved in the production of literary criticism. Intended as an introduction to the English major and as an elective for other (usually upper-level) students, *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:

*Contemporary Drama.* Study of dramatic literature from early modern classics by Eugene O'Neill, Tennessee Williams and Arthur Miller in the U.S. and John Osborne and Samuel Beckett in the United Kingdom to currently productive playwrights on and off Broadway.

*History of 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, the author or selection of authors will be announced in advance: recent choices include Chaucer, Faulkner and Morrison.

**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 Writing Skills Seminar . . . . . 3**

Introduction to college-level reading and writing skills.

**Engl 110 Literature and Writing . . . . . 3**

Critical reading, thinking and writing based on literary texts focused on themes chosen by individual professors. Instruction in writing the essay, argumentative prose and the cross-disciplinary research essay.

**Engl 120 Introduction to Creative Writing . . . . . 3**

An introduction to the writing of poems, short stories and creative nonfiction, with emphasis on writing, reading and discussion. Written evaluations for credit instead of letter grades. *Enrollment limited to 15 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. Written evaluations for credit instead of letter grades. Enrollment limited to 15 per section.*

**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. Written evaluations for credit instead of letter grades. *Enrollment limited to 15 per section.*

**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 classic and contemporary poets. Written evaluations for credit instead of letter grades. *Enrollment limited to 15 per section.*

**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. Written evaluations for credit instead of letter grades. *Enrollment limited to 15 per section.*

**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.

**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.

**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.

**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.

**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. *Prerequisite: Previous or concurrent enrollment in Engl 310 or 315.*

**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 nonnative speaker) brings reality to the theories. *Prerequisite: Engl 310 or Engl 315.*

**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. *Prerequisite: Engl 320 and consent of instructor.*

# Hispanic education in theology and leadership

*Director, Assistant Professor R. Barahona*

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.

The HETL department also created and currently operates the Anabaptist Bible Institute by Extension (IBAPE) in 10 locations across the U.S. 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.

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# History and political science

*Chair, Professor J. D. Roth*

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

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**A. History**

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

**Major in history**

United States and world history (at least 10 upper-level hours)

19 or more hours

Hist 409, History Internship . . . . . 2-3  
or student teaching for secondary education majors

Hist 410, History Seminar: Analysis . . . . . 3

Hist 411, History Seminar: Synthesis . . . . . 2

Comm 204/Engl 204, Expository Writing

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.

## Secondary education

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 as 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 fall 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 spring semester of the senior year. Required of all 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

Mus 311, Church Music\*

SoAn 334 Race, Class and Ethnic Relations\*

Any topics class or independent study approved by the chair of the history and 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.

### D. Minor in social policy

The social policy minor at Goshen College is a collaborative cross-disciplinary program for students who want to work for social change within the public sector or nonprofit organizations. The minor is described in the sociology, social work and anthropology department pages.

## 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 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 D. Housman*  
*Professors R. Milne, 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

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

- Math 101 Intermediate Algebra** . . . . . 4  
Basic algebra as preparation for Math 102 or Math 141. *Prerequisite: one unit of high school algebra or Math 030; competency test.\* (Offered by demand.)*
- Math 102 Precalculus Mathematics** . . . . . 4  
Families of functions and their graphs. Polynomial, rational, exponential, logarithmic and trigonometric functions and related applications. Graphing calculators and computer software are used. (Includes weekly computer lab.) *Prerequisite: Three units of high school algebra and geometry or Math 101.*
- Math 131 Mathematical Concepts for the Elementary Classroom I** . . . . . 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. *Prerequisite: competency test.\**
- Math 132 Mathematical Concepts for the Elementary Classroom II** . . . . . 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. *Prerequisite: Math 131 or high school geometry; competency test.\**
- Math 141 Finite Mathematics** . . . . . 3  
Linear systems of equations and inequalities including linear programming set theory, elementary counting principles, probability, Markov chains. Applications to problems from business and the social sciences. *Prerequisite: Two units of high school algebra or Math 101.*
- Math 205 Discrete Mathematics** . . . . . 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. *Prerequisites: three and one-half units of high school mathematics including trigonometry or Math 102.*
- Math 211 Calculus I** . . . . . 4  
Differential and integral calculus of elementary algebraic and trigonometric functions with applications to geometry and physics; use of graphing calculators and mathematical computer software. (Includes weekly computer lab.) *Prerequisites: three and one-half units of high school mathematics including trigonometry or Math 102.*
- Math 212 Calculus II** . . . . . 4  
A continuation of differential and integral calculus of a real variable; exponential, logarithmic, inverse trigonometric and hyperbolic functions; techniques of integration; introduction to differential equations; sequences and series; vectors in the plane; polar coordinates. (Includes weekly computer lab.) *Prerequisite: Math 211.*
- Math 213 Calculus III** . . . . . 4  
Differential and integral calculus of three-space; vectors, lines, planes and surfaces in three-space; vector valued functions; functions of several variables; partial derivatives; multiple integrals; vector calculus. (Includes regular computer lab.) *Prerequisite: Math 212.*
- Math 300 Conjecture and Proof** . . . . . 3  
An introduction to the exploration and formalization of mathematical phenomena, techniques of proof and the rudiments of logic, sets, real analysis and axiomatic geometry. Provides a preparation for the study of abstract mathematics. *Prerequisite: Math 211 and either Math 205 or Math 212; or permission of instructor.*
- Math 301 Linear Algebra** . . . . . 3  
Linear systems of equations, vector spaces, linear transformations, matrices, determinants, characteristic vectors and values, inner products, computational aspects and applications. *Prerequisite: Math 211 and either Math 205 or Math 212.*
- Math 302 Abstract Algebra** . . . . . 3  
An introduction to algebraic structures such as groups, rings and fields. *Prerequisites: Math 300 and Math 301. (Offered in 2006-2007.)*
- Math 305 Modern Geometry** . . . . . 3  
A survey of geometrics. Comparison of Euclidean, hyperbolic, elliptical, and projective geometries. Integral and fractional dimension; transformation groups; implications for computer graphics. *Prerequisite: Math 300. (Offered in 2005-2006.)*
- Math 311 Real Analysis** . . . . . 3  
A rigorous study of differentiation and integration of both one and several variables. Infinite series. Distance, compactness, limits of sequences, convergence and introduction to the topology of Euclidean  $n$ -space. *Prerequisites: Math 213, Math 300 and Math 301. (Offered by demand.)*
- Math 321 Differential Equations** . . . . . 3  
The solution and application of ordinary differential equations; analytic solutions for linear systems; qualitative behavior of nonlinear systems; approximation and computer methods. *Prerequisite: Math 213 or Math 301. (Offered in 2006-2007.)*
- Math 323 Probability and Statistics** . . . . . 3-4  
An introduction to the theory, practice and computer simulation of probability and statistics. Data exploration, sample spaces, random variables, probability distributions and their derivations, probability simulations and statistical inference. The optional fourth credit hour consists primarily of an independent data collection and analysis project. *Prerequisites: Math 213 or permission of the instructor. (Offered in 2006-2007.)*
- Math 341 Numerical Analysis** . . . . . 3  
Numerical methods and error analysis for approximating solutions of mathematical problems. Includes linear and nonlinear numerical methods, interpolation and approximation techniques, numerical differentiation and integration. *Prerequisite: CoSc 200 and one of Math 301 or Math 321. (Offered in 2005-2006.)*
- 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 . . . . . 1**  
 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 2006-2007.)*

**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**  
 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 A. Allen, K. Massanari, E. D. Rhodes, M. Yoder, S. Yoder*

## 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

## 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 202, 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. Normally offered only on SST. *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. Normally offered only on SST. *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 J. Grauly  
 Professor D. Brubaker*

*Associate Professors J. Heiks, M. Hill, B. Lapp*

*Assistant Professors L. Dengler, S. Dengler, C. Seitz, S. Soroka, C. Thögersen*

*Instructor M. Stegmann*

*Adjunct Instructors H. Carreño, R. Hovan*

**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
- Specialty course that matches your area  
 (Mus 210, Mus 208, Mus 305, Mus 308, Mus 241). . . . . 2-3

- 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 seven semesters

**Generalist major in music with performance or research endorsement**

- Mus 212, Song Leading . . . . . 1
- Applied music. . . . . 14
- Sophomore recital. . . . . NC
- Junior recital or paper . . . . . NC
- Senior 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
- Sophomore recital. . . . . NC
- Senior 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 ..... 12

Sophomore recital ..... NC

Senior 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, Song 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

Sophomore recital ..... NC

Senior 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, Venture Planning ..... 3

    Comm 212, Broadcast Media Production I ..... 3

    Comm 312, Broadcast 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 and some minors are required to present a 15-20 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 and minors are required to participate in a core ensemble (chorale, chamber choir, orchestra, or wind symphony). Participation in non-core ensembles is also encouraged (jazz band, men’s chorus, women’s world music chorus, percussion ensemble, small chamber groups).

**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)
- Specialty Course: Learning & Teaching Concepts in Music, Introduction to Piano Pedagogy, Music Technology, Vocal Methods and Pedagogy, String Methods and Pedagogy
- Applied music
- Sophomore recital
- 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**

(20-21 credit hours) Required courses:

- Mus 201-202, Music Theory ..... 8
- Mus 204, Survey of Music Literature ..... 3
- Mus 212, Song Leading ..... 1
- Applied music ..... 6
- Mus 210 Learning and Teaching Concepts or Upper-level music elective (not ensemble) ..... 2-3
- Ensemble participation (at least six semesters)
- Sophomore recital or project (may take place junior or senior year) .....

**Minor in piano pedagogy**

(22 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 ..... 6
- Ensemble participation (at least four semesters)
- Sophomore recital or project (may take place junior or senior year)



## Minor in music in worship

(21 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 or Mus 241 Music Technology . . . . .	3
Mus 212, Song Leading . . . . .	1
Mus 311, Topics in Music Literature: Church Music . . . . .	2
Applied music. . . . .	4
Ensemble participation (at least six semesters)	
Sophomore recital or project (may take place junior or senior year)	

A 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 church music. *Prerequisites: Mus 201-202 and Mus 204 or permission of the instructor.*

### 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. Students are encouraged, though not required, to take Mus 212, Song Leading prior to Mus 312.
- 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 Song Leading . . . . . 1**  
 An introductory conducting course using *Hymnal: A Worship Book* as a primary text. Emphasis will be placed on learning how to be a confident song leader. Attention will also be given to incorporating a variety of quality worship music in a worship setting. No prerequisite. Nonmusic majors 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 odd-numbered years, Opera Workshop will perform a complete production of a major opera, operetta, or musical. In the spring semester or May term of even-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, 386, Guitar . . . . .	2 hours
286-01, 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, upon approval of the applied instructor. 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.

## 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)

Chamber Choir is an auditioned group of 20-30 singers, performing secular and sacred music from the Renaissance, Baroque, Classical and Modern periods. The Chamber Choir occasionally joins the Goshen College Orchestra for choral/orchestral works. Three-four on-campus and numerous off-campus concerts are presented each season, as well as periodic tours.

### Mus 291, 391 Chorale . . . . . 1 (credit optional)

The Chorale numbers 60-70 singers and represents a wide variety of academic majors. The choir sings primarily sacred repertoire from all periods of music history. Occasionally the Chorale joins with the Chamber Choir and Goshen College Orchestra in the performance of a major work. Three-four on-campus and numerous off-campus concerts are presented each season, as well as periodic tours.

### Mus 292, 392 Orchestra . . . . . 1 (credit optional)

The Goshen College Orchestra is a group that varies in size and repertoire from that of chamber orchestra to full philharmonic dimensions. Formed in the 1950s, it has actively performed standard symphonic repertoire ever since. The group presents concerts of major orchestral works each semester. In addition, it accompanies the choirs, opera productions and student winners of the Concerto-Aria competition.

### 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 school year.

### Mus 298, 398 Wind Symphony . . . . . 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 non-majors by audition. Auditioned high school students also participate in this group.

# Nursing

Director, Associate Professor V. Kirkton

Professor E. Driver

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.

## Program outcomes

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 psychomotor skills safely; the ability to communicate clearly; effective emotional coping skills; accountability; and the ability to engage in activities consistent with safe nursing practice.

**Academic.** Grade of C or above in supporting 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
History . . . . .	3
Humanities . . . . .	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.

**ReIn 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 324 Humanities: Music and Theater 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.

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## Peace, justice and conflict studies

*Program Director, Associate Professor J. C. Liechty*

*Associate Professor C. Schrock-Shenk*

*Assistant Professor D. Johnson*

*Adjunct Faculty D. Cortright, K. Shelly*

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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 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 the 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 began 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, Principles of 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, Venture Planning . . . . .	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	
Rel 319, Doing Theology Abroad	
SoAn 210, Marriage and Family	
SoAn 220, Human Origins/Human Nature	
SoAn 230, Cultural Anthropology	

- SoAn 301, Community Development
- 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
- SST language
- Transforming Conflict and Violence (recommended but not required)

#### Second year

- General education
- Violence and Nonviolence
- Mediation: Process, Skills and Theory
- War, Peace and Nonresistance
- Political Science or International Politics
- Principles of 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
- Senior Seminar
- 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	
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: . . . . .	3
Hist 335, History of Ethnic Conflict	
SoAn 210, 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	
PJCS 312, War, Peace and Nonresistance or	
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	
PJCS 425, War and Peace in the Modern World . . . . .	3
PJCS 410, Senior Advanced Work . . . . .	1
One of the following . . . . .	3
Hist 335, History of Ethnic Conflict	
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 Psys 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.

### PJCS 316 Liberation Theologies . . . . . 3

(See Rel 316)

### PJCS 319 Doing Theology Abroad . . . . . 4

(See Rel 319)

### PJCS 320 Borderlands . . . . . 3

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.

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

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.

### PJCS 330 International Women's History . . . . . 3

(See Hist 330)

### PJCS 332 Religion, Violence and Peace . . . . . 3

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 21st century. The course will include exploration of the implications of these themes for Christian mission.

### PJCS 335 History of Ethnic Conflict . . . . . 3

(See Hist 335)

### PJCS 344 Individual Readings. . . . . 1-3

Independent readings in peace, justice and conflict transformation studies. Student takes initiative to develop a plan with a PJCS faculty member. By consent of the faculty member only.

### PJCS 345 Group Readings . . . . . 1-3

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.

### PJCS 347 Justice/Restorative Justice . . . . . 3

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.

### PJCS 348 Sexual Violation and Violence . . . . . 3

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 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 350 Dynamics and Theology of Reconciliation . . . . . 3

An interdisciplinary examination of the work of reconciliation in interpersonal and small group relationships, but especially in large-scale social and political contexts.

- PJCS 355 Contemporary Women's Issues** . . . . . 3  
(See WoSt 355)
- PJCS 405 Personal Violence** . . . . . 3  
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.
- PJCS 406 Spiritual Path of the Peacemaker** . . . . . 3  
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. *Prerequisite: 12 hours of upper level PJCS courses or permission of instructor.*
- PJCS 409 Senior Internship** . . . . . 1-4  
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.
- PJCS 410 Senior Advanced Work** . . . . . 1  
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.

- PJCS 411 Senior Seminar** . . . . . 3  
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.
- PJCS 425 War and Peace in the Modern World** . . . . . 3  
Working primarily from a political science perspective, this course will examine changing patterns of fighting wars and seeking peace.
- PJCS 426 Community and Organizational Conflict** . . . . . 3  
Using a systems approach, students will explore conflicts in organizations and communities. Students will locate and examine models for assessment, diagnosis, intervention and evaluation in such situations of conflict. Using case studies and real life situations of structural injustice and conflict, students will learn practical strategies for dialogue, problem-solving, healing, reconciliation and system change. *Prerequisite: PJCS 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, J. Lehman*

*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)  
(five hours from areas 1-5, two electives from any area)
- Area I . . . . . 1
  - Area II . . . . . 1
  - Area III . . . . . 1
  - Area IV . . . . . 1
  - Area V . . . . . 1
  - Elective sports skills . . . . . 2
  - Biol 203, Human Anatomy and Physiology (Prereq: Chem 101)  
or Biol 154, Human Biology . . . . . 4

- 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)
- Human Anatomy and Physiology  
(second semester or second year) or

Human Biology for 4 credit hours, available in fall of even-numbered years  
 Basic Athletic Training  
 First Aid and CPR  
 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 27 credits of teacher education courses in addition to the physical education major described above. See the education department pages and the *Goshen College Teacher Education Handbook* for more details.

**Area major in physical education (K-12)**

(44 hours) In addition to the major and certification requirements described above, the following courses are also required for certification to teach grades K-12:

PhEd 311, Elementary Physical Education Internship . . . . . 4  
 Educ 401, Child Development Practicum . . . . . 1

**Major in physical education with concentration**

For students who want to pursue career opportunities other than teaching.

(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 . . . . . 3  
 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**

(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  
 Three-four hours selected from:  
 Biol 111, Biological Principles . . . . . 4  
 Chem 101, Chemistry and Physics of Life . . . . . 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.

**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

**PhEd 310 Administration of Physical Education . . . . . 2**  
A focus on administrative practices in the areas of legal responsibility, personnel, finance, public relations, equipment, facilities, intramurals and athletics.

**PhEd 311 Elementary Physical Education Internship . . . . . 4**  
Field experience with elementary students in the school setting.  
*Prerequisite: PhEd 309.*

**PhEd 315 Kinesiology . . . . . 3**  
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. *Prerequisite or concurrent registration: Biol 203.*

**PhEd 317 Exercise Physiology. . . . . 3**  
A study of how the human body adjusts during various kinds of exercise. Laboratory equipment will be used when analyzing neuromuscular activity, circulation, respiration and metabolism as it applies to the trained and untrained. *Prerequisite: Biol 203 or consent of instructor.*

**PhEd 330 Psychology of Motor Learning. . . . . 3**  
A study of the influence of psychological variables on sport performance and the influence of sport participation on psychological phenomena. Some topics included are: motor-learning theory, motor development, personality, perception, motivation and social factors.

**PhEd 345 Theory and Techniques of Coaching. . . . . 3**  
The course will present an overview of basic theories and coaching applications in sport philosophy, sport psychology, sport pedagogy, sport physiology and sport management.

**PhEd 409 Internship . . . . . 2-3**  
A practical experience related to the student's interest and ability. Generally occurs in an off-campus setting. For nonteaching majors only.

**PhEd 410 Senior Seminar. . . . . 3**  
An introduction to descriptive and inferential statistics, test analysis and computer usage in physical education. Research methods in physical education; selection of a research problem, collection of data, written and oral presentation of findings. For senior physical education majors.

**Sports Skills Electives (SSE) . . . . . 1**  
The following elective courses in six areas are offered to students who do not already have proficiency in that activity. Normally, each course carries one hour of credit, except 226 and 240 which carry two hours of credit.

Area I: Aquatics

- 226, Life Guard Training (Prerequisite: Instructor's consent)
- 232, Beginning Swimming
- 234, Advanced Swimming
- 240, Water Safety Instructor

Area II: Dance

- 200, Aerobic Dance
- 224, International Folk Dance

Area III: Gymnastics

- 222, Gymnastics: Tumbling

Area IV: Individual Sports

- 206, Badminton
- 218, Golf
- 230, Racquetball
- 236, Tennis

Area V: Outdoor Recreation

- 210, Canoeing and Backpacking
- 214, Cross Country Skiing
- 216, Cycling
- 228, Outdoor Living Skills
- 255, Camping and Recreation

Area VI: Other Sports

- 223, Indoor Soccer
- 238, Volleyball
- 242, Weight Training
- 270, Selected Sports:

**PhEd 259-269 Intercollegiate Sport Credit . . . . . 1**

259, Softball  
 260, Baseball  
 261, Basketball  
 262, Cross Country  
 264, Golf  
 265, Soccer  
 266, Tennis  
 267, Track and Field  
 268, Volleyball  
 269, Athletic Trainer

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## Physics and pre-engineering

*Chair, Professor J. R. Buschert*

*Professor C. S. Helrich*

*Adjunct Professor P. Meyer Reimer*

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### 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. More than 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 . . . . .	4
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	Oral Communication	
General Chemistry I	General Chemistry II	
History	Research Project	
<i>Third year</i>		
Methods of Math Physics	Analytical Mechanics	Classical Field Theory
Electronics	Optics & Holography	
Social science	PJCS/Philosophy	
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 nonmajors. 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.*

- 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 fall 2006-07, 2008-09)*
- Phys 240 Physics of Music** . . . . . **3**  
A study of the physics of a variety of musical instruments including the voice, the physical origins of musical scales and temperaments, perception effects in the ear and brain and room acoustics. Many class sessions will be laboratory experiences and each student will do a major project. *Prerequisites: Phys 203 or high school physics, Mus 102 or equivalent ability or consent of instructor. (offered spring 2006-07, 2008-09)*
- 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 fall 2005-06, 2007-08)*
- 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 spring 2005-06, 2007-08)*
- 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 May 2005-06, 2007-08)*
- Phys 304 Electronics** . . . . . **4**  
Introduction to analog and digital electronics and robotics. The focus is on design and construction of practical circuitry which can be used to build useful devices. After the analog and digital groundwork is laid, students learn to program microcontrollers to interface with a variety of sensors and outputs on mobile robotic platforms. Weekly laboratories culminate in individual projects presented in the biannual electronics show. Lectures and laboratory. *Prerequisites: Phys 203-204 or consent of instructor. (offered fall 2005-06, 2007-08)*
- Phys 305 X-rays and Optics and Holography** . . . . . **4**  
Electromagnetic theory, geometrical optics, interference and diffraction, and other principles provide the framework for understanding a variety of optical instruments and experiments. Laboratories include various types of interferometry, laser beam filtering and profiling, several types of holography and culminate in individual projects. Lectures and laboratory. *Prerequisites or corequisites: Phys 203-204. (offered spring 2005-06, 2007-08)*
- Phys 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. *Prerequisites: Phys 203-204; Chem 111-112; Math 212 or consent of instructor. (offered fall 2006-07, 2008-09)*
- Phys 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 instructor.*
- 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 spring 2006-07, 2008-09)*
- 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: Math 213 or consent of instructor. (offered spring 2006-07, 2008-09)*
- 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. Discussion, lectures, preparation and presentation of papers. *Prerequisite: Senior standing. (offered annually in spring)*
- 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

Professor V. Koop

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  
Social Psychology or Developmental Psychology  
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 social studies teacher-education program is available (54 credits of content courses 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. Five or more hours must be selected from Psyc 308, 402, 408 or 410.

## Courses

### Psyc 100 General Psychology . . . . . 3

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

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

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, Vygotsky, 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

(See SoWk 221)

### Psyc 302 Experimental Psychology . . . . . 4

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

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

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

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

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.*

### Psyc 308 Personality Theory . . . . . 3

A study of theory development with particular focus on major personality theories. The central concepts of each theory, the unique place in contemporary psychological thought and relationship of theory to psychological experimentation and research will be emphasized.

*Prerequisite: Psyc 100.*



<b>Psyc 309 Educational Psychology: Secondary</b> . . . . . 3 (See Educ 309)	<b>Psyc 400 Advanced Projects in Psychology</b> . . . . . 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>
<b>Psyc 310 Educational Psychology: Elementary</b> . . . . . 3 (See Educ 310)	<b>Psyc 402 Statistics and Methods in Psychology</b> . . . . . 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>
<b>Psyc 313 Violence and Nonviolence</b> . . . . . 3 (See PJCS 313)	<b>Psyc 408 Contemporary Viewpoints In Psychology</b> . . . . . 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>
<b>Psyc 314 Psychology of Religion</b> . . . . . 3 An exploration of the interaction of psychological dynamics and religious behavior. Includes study of belief systems, faith, behavior change, conversion, life styles, personality and religious persuasion. <i>Offered alternate years.</i>	<b>Psyc 409 Senior Internship</b> . . . . . 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>
<b>Psyc 316 Introduction to Clinical Psychology</b> . . . . . 3 A study of the major issues facing someone entering the professional world of delivering psychological services to others. Critical thinking about the most recent diagnosis and treatment modalities will be emphasized. Other topics include ethics, psychopharmacology, counseling, health psychology, psychobiology and community psychology. <i>Prerequisite: Psyc 100. Offered alternate years.</i>	<b>Psyc 410 Senior Seminar in Psychology</b> . . . . . 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>
<b>Psyc 317 Leadership Education</b> . . . . . 1 A learning experience in leadership that integrates theory and practice. Philosophy and theory of leadership will be integrated with each student's specific campus leadership responsibility. The course is repeatable as the student assumes additional campus leadership. Enrollment is by consent of the instructor.	
<b>Psyc 320 Psychological Assessment</b> . . . . . 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>	

## Sociology, social work and anthropology

*Chair, Associate Professor J. M. Liechty*  
*Social Work Program Director, Professor R. Birkey*  
*Professor T. Meyers*  
*Assistant Professor E. Stromberg*  
*Adjunct Professors C. Jarvis, R. Shands Stoltzfus*

### 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 one or two 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 services, 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.

**Minor in social policy**

The social policy minor at Goshen College is a collaborative cross-disciplinary program for students who want to work for social change within the public sector or nonprofit organizations. Students will develop understanding of policy making processes, community organizing and social advocacy in relation to their specific area of

academic interest as well as some of the specific skills necessary for this work. The minor requires six courses (18-19 credit hours), including:

- Core courses (six or seven credit hours)
  - one of the following: . . . . . 3-4
    - SoWk 322, Social Welfare Policy and Program I
    - PoSc 210, Introduction to Public Policy
  - one of the following: . . . . . 3
    - Econ 201 or 202, Principles of Economics
    - Hist 255, History of Global Poverty
    - Phil 302, Ethics and Morality
    - Psyc 200, Social Psychology
    - SoAn 200, Principles of Sociology
    - SoAn 230, Cultural Anthropology
- Social policy internship . . . . . 3
 

Students will gain practical experience in their specific areas of interest – e.g. community development, environment, health care, women’s studies, etc. Most will complete an internship through the existing course, SoWk 321, Social Service Field Experience (3), which combines 40 hours in an agency and policy setting with weekly class sessions and assignments. Students may also meet this requirement through existing departmental internship courses, provided they meet the three-credit hour requirement. The internship requirement may also be met through an off-campus program, approved by the social policy review committee, such as Indianapolis Peace House or the Urban Life Center in Chicago.
- Skills and methodology courses . . . . . 9
 

Choose three of the following, with no more than two courses from any one department:

  - Bus 121, Introduction to Entrepreneurship
  - Bus 215, Entrepreneurial Finance
  - Bus 319, Managing Nonprofit Organizations
  - Comm 212, Broadcast Media Production I
  - Comm 250, Writing for Media
  - Comm 324, Principles of Public Relations
  - PJCS 325, Mediation
  - PJCS 426, Community and Organizational Conflict
  - SoAn 301, Community Development
  - SoAn 391, Methods of Social Research

Through consultation with their major advisers, students will submit a proposal of their goals for the minor and rationale for their course choices to the Social Policy Review Committee for approval. At least nine credit hours in this minor must be upper level (300-400 level) courses. After the plan of study is approved and submitted to the registrar, students will continue to be advised for the minor by their major advisers. Double counting will be limited to two courses, i.e., at least 12 hours of the minor must be met through discrete courses that do not count toward a student’s major requirements.

**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 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 and 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 302 Urban Diversity (offered only at off-campus sites) . . . 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 the Urban Life Center in Chicago, Peace House in Indianapolis or WCSC in 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 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 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-Sahara Africa. After brief attention to the geographic, historical and anthropological factors underlying Africa’s development, the major focus will be on the current social and political forces that are shaping the developing nations.

**SoAn 342 Native American Societies and Cultures . . . . . 3**

A survey of the diversity and shared patterns of Native American societies and their development from the first settlements of North America until the present day. The course aims to foster a broad and sensitive understanding of the history, life ways and spirituality of Native Americans and to develop an appreciation for Native American values and contributions to world history.

**SoAn 351 Contemporary Issues . . . . . 3**

A seminar providing for in-depth investigation of a current social problem or issue, such as the plight of the cities, male identity, communal societies and social inequality. The seminar topic varies from year to year.

**SoAn 391-392 Methods of Social Research . . . . . 3+3**

The principles and methods of research in sociology and social work, including descriptive and inferential statistics. SoAn 392 is a research internship, consisting of survey research on a specific problem, analysis using a statistical package for the social sciences and presentation of findings in oral and written-thesis formats. *Prerequisites: junior standing or consent of instructor.*

**SoAn 400 Advanced Readings . . . . . Credit Arranged**

Independent reading in anthropology or sociology. Student takes initiative to work out reading plan with a department faculty member.

**SoAn 409 Applications in Sociology/Anthropology: Internship . 3-6**

An internship that puts sociological-anthropological perspectives and methods into practice in an organizational setting. The internship is designed by the student 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.

**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 . . . . .	3
(Econ 202 is strongly recommended)	
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 or consent of instructor. 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, SoWk 321 or consent of instructor.*

#### **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 or consent of instructor*

#### **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 learning 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 learning 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, Psys 306.*

#### **Agencies participating in field instruction**

Church Community Services  
Elkhart Community Schools  
Elkhart County Court Services  
Elkhart County Office of Family and Children Services  
Elkhart General Hospital, Center for Behavioral Medicine  
Fairfield Community Schools  
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)  
Washington Gardens Evenstart Parenting Program

# Theater

*Chair, Professor D. L. Caskey*

*Adjunct Professor B. Falcón*

*Performance Venue Technical Director J. Peters*

The theater program at Goshen College has a strong liberal arts emphasis grounded in aesthetic 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, literature, playwriting, voice and artistic movements, 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, theater arts education with education courses, 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 Research . . . . .	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 are required for graduation.

## Concentration options

### Acting/Performance

<i>Required:</i> (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 . . . . .	1-3
Thea 355, Arts in London . . . . .	4
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, Broadcast Media Production I . . . . .	3
Comm 375, Multimedia Concepts . . . . .	3
Thea 388, Themes in Drama . . . . .	3
Thea 355, Arts in London . . . . .	4
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 Research  
The Power of Story

### Second year

General education  
Expository Writing  
History of Theater  
Theater Practice  
Courses in major  
SST

*Third year*

General education (including humanities requirement)  
Theater Practice  
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 . . . . .	3
Select one: . . . . .	3
Thea 387, History of Theater	
Thea 388, Themes in Drama	
Thea 235, The Power of Story or Thea 334, Acting . . . . .	3
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 three hours as a general education requirement (not included in the 18 hours for the minor).

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

**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 . . . . . 1**

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**

Fundamental acting skills: movement, voice and character development. An emphasis on Stanislavski's theory of acting and realistic scene work. 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, musical theater, creative drama, improvisational acting, religious drama or theater and multiculturalism. *Prerequisite: Thea 225 or Thea 235 or consent of instructor.*

**Thea 409 Internship . . . . . 1-3**

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. Creation of a portfolio. 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. Can be used as credit for senior theater recital. *Prerequisite: consent of instructor.*

# Women's studies

*Director, Professor B. Martin Birky*  
*Professors R. Birkey, J. Brant*  
*Associate Professors J. B. Shetler, A. Hostetler and J.M. Liechty*  
*Adjunct Professor C. Jarvis*

**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. Class participation and small group discussions are important components of course learning.

- WoSt 316 Liberation Theologies . . . . . 3**  
 (See Rel 316)
- WoSt 322 Social Problems . . . . . 3**  
 (See SoWk 322)



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- 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 topics course that explores selected issues in the lives of contemporary women, such as women's bodies, sexuality and health; mother-daughter relationships; women and war; women and sexual violence; women and economic status in globalizing economies. Professors bring an interdisciplinary perspective to the subject. This course is taught in a cooperative learning environment.
- 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: two women's studies classes 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

### 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's degree.

*Correspondence credit.* Goshen offers no correspondence courses, but up to 12 hours may be accepted in transfer.

*Credit for learning based on work and/or experience.* A maximum of 12 hours of experience-based credit can be counted for the bachelor's degree.

### Changes in graduation requirements

A student will normally be expected to meet the graduation requirements outlined in the catalog for the year of matriculation at Goshen (or at Hesston) College – unless these requirements have been changed later by faculty actions that may be applied retroactively. A student whose graduation is delayed because of absences of more than two semesters will be subject to the graduation requirements in force at the date of readmission. However, a student who, in spite of a period of absence, can graduate not more than seven years after first matriculation (or an appropriate share of this time in the case of a student admitted with advanced standing), may elect the requirements in force on the date either of first matriculation or of readmission.

### Candidacy for degree

Candidates for degrees must file applications not later than the beginning of the semester in which the degree is to be awarded. Official application forms are available 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 check in. 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 check in just before classes begin. Final check in 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 in December or on the first day of the semester. Final check in 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.

### Changes in registration

Students may make online changes to their course schedules during designated “open registration” times. 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 College, 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 and 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 professor is responsible to notify other instructors via the online Faculty-Staff Bulletin.

Attendance at convocation and/or chapel is required for all full-time students. Current attendance policies are distributed to students annually and available at the chapel and convocation Web site.

### 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 available online 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 Appeals 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 Appeals 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 Appeals 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.

Academic dishonesty at Goshen College is considered a serious breach of the "Goshen College Commitment to Community Standards." 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.

### 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 \$4, 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.

Goshen College does not provide student e-mail lists to public or private entities.

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, CASAS and MCC SALT or Intermento programs. Students enrolled at the Indianapolis Peace House, Urban Life Center, Oregon Extension, Washington Community Scholars' 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 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. 1** 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 2005-2006 academic year; tuition and fees – \$19,300; room – \$3,400; board – \$3,000. 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 2004-2005, Goshen College administered more than \$14.2 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 *Go Further – Scholarships & Financial Aid* 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 Feb. 1. 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 28 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 2005-2006 is up to \$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 3.20 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 (3.20 for Menno Simons, 3.00 for Wens, Yoder and Grebel, 2.8075 for Kratz). Scholarship stipends for 2005-06 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 2005-06 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 3.20 GPA for the Transfer High Honors and 3.00 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 2005-2006 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 2004-2005, the financial aid office administered over 150 endowed and restricted scholarship funds and awarded over \$900,000 to students from these sources. Simply by applying for financial aid, the student will automatically be considered for endowed and restricted scholarships using criteria specified by each donor. Over 75 percent of these scholarships are need-based. Many are designated for a specific major or professional goal; some are based on other criteria such as geography, descendency, etc.

**Missionary service scholarships (Swallen and Lord's Trust):** Two scholarships are available for those students who are preparing for missionary service. An application (available in the student financial aid office) is required along with two additional references. Stipends range from \$1,000 to \$5,000.

**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 \$1,000 to \$3,000. 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 aid plan. 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:** Dependents of a faculty or staff member from schools of the Mennonite Secondary Education Council, Mennonite Elementary Education Council, Associated Mennonite Biblical Seminary, Eastern Mennonite Seminary or College Mennonite Church are eligible for a tuition discount up to 25 percent. Dependents 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.

**Mennonite Colleges tuition discount reciprocity:** Dependents 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.), Bluffton University, Eastern Mennonite University and Hesston College. Dependents 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 full time 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 five 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 Appeals Committee hears appeals from those failing to meet minimum satisfactory academic progress. To continue receiving financial aid a student must have at least:

- 1.60 grade point average while earning between 30 and 59 credit hours,
- 2.00 grade point average after earning 60 or more credit hours.
- 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 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. 1 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 early 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.

### Canadian students

Canadian students are eligible for institutional grants and scholarships listed above. 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. You should also consider sources of aid in your province.

### Financial aid for international students

Special scholarships and grants are available to qualified international students.

**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 3.00 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)	\$9,650	\$9,650	Inc <sup>1</sup>	\$19,300
Room <sup>2</sup>	1,725	1,725	Inc <sup>1</sup>	3,450
Board (full board) <sup>3</sup>	1,500	1,500	Inc <sup>1</sup>	3,000
Totals	\$12,875	\$12,875		\$25,750

Fall or spring SST	\$12,850
Summer SST (attended full time both fall and spring)	10,290
Summer SST (attended full time fall or spring)	11,570
Summer SST (did not attend full time fall or spring)	12,850

There will be an extra cost for West Africa, China and Peru SST. Additional costs for summer SST may apply if student was not in continuous board both fall and spring.

- <sup>1</sup> 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	\$1,910	\$340	\$310	\$2,560
May term (attended full time fall or spring)	955	170	155	1,280

Additional costs for May term meals may apply if student was not in full board both fall and spring.

- <sup>2</sup> Single-room charges are higher.  
Kratz, Miller, Yoder, Coffman residence halls – \$1,725/semester  
Kulp, Coffman and all other facility small group homes – \$1,825/semester  
Individual apartment complex units – \$2,025/semester
- <sup>3</sup> Other meal plan options – 14 meals per week at \$1,400/semester; seven meals per week at \$790/semester

Add the following estimates to the above fixed costs: books and supplies – \$800; personal expenses (i.e., health insurance, recreation, laundry, pocket money, etc.) – \$1,100; 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	435
Two credit hours	680
Three credit hours	915
Four credit hours	1,210
Five credit hours	1,495
Six-to-11 hours (and May term part time) (per credit hour)	740
Extra hours above 15 (per credit hour)	435
Full-and part-time:	
Independent study, per credit hour (tutoring)	\$740
Independent study, per credit hour (readings)	435
Summer session:	1,240

## 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 in the military 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	\$145
Credit by examination per hour	120
Credit for experience per hour	135
Credit through Voluntary Service per hour	120
Early enrollment tuition, per credit hour	200
Examination out of schedule	30
Late registration	50
Transcripts of credit (after first)	4
(Transcripts are released only after all accounts are paid in full)	
Applied music surcharge (students enrolled for six or more hours)	240
Applied music surcharge (students enrolled in less than six hours)	345
Applied drama surcharge	120
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)	185
(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](http://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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## People

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### Boards

#### Mennonite Education Agency Board of Directors

**Rosalind E. Andreas** (*term expires 2007*)

*Chair*

Essex Junction, Vt.

**Terri J. Plank Brenneman** (*2005*)

South Pasadena, Calif.

**Jesus M. Cruz** (*2005*)

*Treasurer*

Lancaster, Pa.

**Edward Diller** (*2005*)

*Vice Chair*

Cincinnati, Ohio

**Anne Hege** (*2007*)

Aberdeen, Idaho

**Susan Schultz Huxman** (*2007*)

Wichita, Kan.

**Paul Johnson** (*2007*)

Denver, Colo

**Franzie L. Loepp** (*2007*)

Normal, Ill.

**James L. Rosenberger** (*2005*)

*Secretary*

State College, Pa.

**John Stahl Wert** (*2005*)

Pittsburgh, Pa.

**Connie F. Stauffer** (*2005*)

Lancaster, Pa.

### MEA staff

**Lisa J. Heinz**

*Associate director*

**Jennie Kauffman**

*Office manager*

**Carlos Romero**

*Executive director*

**Ruth E. Schrock**

*Administrative assistant, bookkeeper*

**J. David Yoder**

*Associate director*

**Cheryl Zehr Walker**

*Associate director*

**Mennonite Education Agency**

63846 County Road 35, Suite 1

Goshen, IN 46528-9621

**Goshen College Board of Directors****Paul Bast (2008)**

Kitchener, Ontario, Canada

**Tom Bishop (2005)**

Greenwood, Colo.

**Ervin L. Bontrager (2005)**

Goshen, Ind.

**Miriam F. Book (2006)**

Harleysville, Pa.

**J. Elvin Kraybill (2006)**

Lancaster, Pa.

**Ivorie G. Lowe (2008)**

Markham, Ill.

**Virgil Miller (2005)**

*Chair*  
Archbold, Ohio

**Lonnie Sears (2007)**

Paoli, Ind.

**Terry W. Shue (2008)**

Dalton, Ohio

**Randy Springer (2006)**

Hopedale, Ill.

**Rick Stiffney (2007)**

Goshen, Ind.

**Rebecca Stoltzfus (2007)**

Ithaca, N.Y.

**Teaching faculty****Rafael E. Barahona, M.A.**

*Assistant Professor of Hispanic Education in Theology and Leadership and Director of Hispanic Education in Theology and Leadership Program*

B.A., Goshen College, 1996; M.A., Associated Mennonite Biblical Seminary, 1997. GC, 1996-.

**Carl E. Barnett Jr., M.A.**

*International Student Adviser and Associate Professor of English*

B.A., Duke University, 1975; Dip.C.S., Regent College, 1980; M.A., George Mason University, 1988. GC, 1988-.

**Lee Roy Berry Jr., Ph.D., J.D.**

*Associate Professor of Political Science (part time)*

B.A., Eastern Mennonite College, 1966; M.A., 1969, Ph.D., 1976, The University of Notre Dame; J.D., Indiana University, 1984. GC, 1969-.

**Robert M. Birkey, Ph.D.**

*Professor of Social Work*

B.A., Goshen College, 1969; M.S.W., California State University, 1974; Ph.D., The University of Notre Dame, 1995. GC, 1975-.

**Beth Martin Birky, Ph.D.**

*Professor of English and Director of Women's Studies*

B.A., Goshen College, 1983; M.A., Arizona State University, 1988; Ph.D., Loyola University of Chicago, 1997. GC, 1993-.

**John R. Blosser, M.F.A.**

*Professor of Art*

B.A., Goshen College, 1970; M.A., Bowling Green State University, 1979; M.F.A., Arizona State University, 1986. GC, 1999-.

**Jo-Ann A. Brant, Ph.D.**

*Professor of Bible, Religion and Philosophy and Director of Honors Program*

B.A., University of Alberta, 1980; M.A., 1986, Ph.D., 1992, McMaster University. GC, 1993-.

**Debra D. Brubaker, D.M.A.**

*Professor of Music*

B.A., Goshen College, 1979; M.M., University of Northern Colorado, 1985; D.M.A., University of Kansas, 2003. GC, 1999-.

**Fern L. Brunner, M.S.N.**

*Associate Professor of Nursing*

B.S.N., Goshen College, 1962; graduate study, University of Western Ontario, 1979-1982; M.S.N., Indiana University, 1990. GC, 1989-.

**John Ross Buschert, Ph.D.**

*Professor of Physics*

B.A., Goshen College, 1981; M.S., 1985; Ph.D., 1989, Purdue University. GC, 1990-.

**Douglas Liechty Caskey, Ph.D.**

*Professor of Communication and Theater*

B.A., Goshen College, 1982; M.A., 1989, Ph.D., 1992, Bowling Green State University. GC, 1983-88, 1997-.

**Stan Daugherty, M.A.**

*Men's Basketball Coach and Associate Professor of Physical Education*

B.A., Taylor University, 1976; M.A., Ball State University, 1981. GC, 2001-.

**Lee Dengler, M.Mus.**

*Assistant Professor of Music (part time)*

B.Mus., 1981, M.Mus., 1984, West Chester University. GC, 1996-.

**Susan Naus Dengler, M.M.**

*Assistant Professor of Music (part time)*

B.S. Mus. Ed., West Chester University, 1971; graduate study, West Chester University, 1976-1983; M.M., Valparaiso University, 2000. GC, 1996-.

**Evelyn J. Driver, Ph.D.**

*Professor of Nursing*

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Goshen College, 1961-1985.

**Katherine E. Yutzy, M.S.**

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# Administration

Interim president	John D. Yordy	Vice president for student life and dean of students	William J. Born
Vice president for academic affairs and academic dean	Anita K. Stalter	Associate dean of students	Launa Rohrer Beck
Associate academic dean	Thomas J. Meyers	Resident director	Chad Coleman
Registrar	Stanley W. Miller	Resident director	Susan Lambright
Associate registrar	Rebecca Horst	Resident director	Alex Naula
Director of the Plowshares Programs	Dean Johnson	Counseling director	TBA
Director of instructional technology	Floyd Saner	Academic Support Center, director	Margot Zahner
Academic programs		Athletic director	Ken Pletcher
General education	Thomas J. Meyers	Sports information director	Cory Furman
International education	Thomas J. Meyers	Campus minister	Sylvia Shirk Charles
Academic department chairs		Interim Career services director	Anita R. Yoder
Art	John Blosser	Campus activities director	Michele Fanfair-Steury
Bible, religion and philosophy	Keith Graber Miller	Wellness and Health Center director	Ruth Stoltzfus
Youth ministry	Robert E. Yoder	Roman Gingerich Recreation-Fitness Center director	Doug Yoder
Biology	James S. Miller	Assistant director	Patricia Yoder
Environmental studies	Lisa Renee English	Intramurals director	Valerie Hershberger
Business	Tim Yoder	Multicultural Affairs, director	Odelet Nance
Entrepreneurship Learning Center	Melissa Kinsey	International student adviser	Carl Barnett
Family business program	Jaime Alvarez	BSU adviser	Michele Fanfair-Steury
Chemistry	Daniel Smith	LSU adviser	TBA
Communication	Duane Stoltzfus	Vice president for institutional advancement	Andrea P. Cook
WGCS general manager	Jason Samuel	Executive director of enrollment	Galen Graber
Computer science	David Housman	Admission, director	Karen Raftus
Division of adult and external studies	Mary Moretto	Associate director	Nina Newburn
Education	Marg Mast	Admission counselor	JeNeve Adams
English	Beth Martin Birky	Admission counselor	Amos Kratzer
History and political science	John D. Roth	Admission counselor	Andrew Clouse
Mathematics	David Housman	Admission counselor	Joel Short
Modern & classical languages/literature	Rafael Falcón	Student financial aid, associate director	Judy Moore
Music	John Grauly	Assistant director	TBA
Nursing	Vicky Kirkton	Public relations, director	Rachel Lapp
Peace, justice and conflict studies	Joe Liechty	News bureau director	Jodi H. Beyeler
Physical education	Ken Pletcher	Web/graphic designer	Jane Wise
Physics and pre-engineering	John Ross Buschert	Graphic designer	Eric Smoldt
Psychology	Duane Kauffmann	College relations	
Sociology/anthropology/social work	Jeanne M. Liechty	Alumni, church and parents relations	Carla Friesen Weldy
Social work program director	Robert M. Birkey	Special events director	Janette Yoder
Theater	Doug Liechty Caskey	Welcome Center, director	Jo Ann Preheim
Performance venue technical director	Jerry Peters	Executive director of development	Roger Nafziger
Women's studies	Beth Martin Birky	Regional director	Jim Caskey
Good Library, director	Lisa Guedea Carreño	Regional director	TBA
Reference, instruction and systems librarian	Sally Jo Milne	Music Center executive director	Brian C. Wiebe
Serials and services librarian	Susan Shelly	Program director	Dustin George-Miller
Technical services librarian	Freeman Hartman	Community School of the Arts, Piano	Jessica Weber
Peace resources librarian	Anne Meyer Byler	Community School of the Arts, Strings	Rosalyn Troiano
Mennonite Historical Library, director	John D. Roth	Vice president for finance	James Histan
Curator	Joseph A. Springer	Controllers	DeLane Graber, Lavonn Hostetler
Associate librarian	Rebecca J. Merrell	Facilities director	Clay Shetler
Mennonite Quarterly Review editor	John D. Roth	Human resources director	David Janzen
Merry Lea Environmental Learning Center		Printing/mailling director	Lyle Miller
Executive director	Luke Gascho	Follett bookstore manager	Linda S. Miller
Assistant director	Larry Yoder	Sodexo food service director	Joe Rondinelli
Program director	David J. Miller	Information Technology Services, director	Michael Sherer
Land management director	William Minter	Senior analyst	Kevin Gross
K-12 education coordinator	Paul Steury	Conferences and events director	Sue Plank
Environmental science educator	Carol Good-Elliott	Grants coordinator	Rebecca Horst
Volunteer coordinator	Lisa Zinn		

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# Facts and figures

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## Accreditation

Goshen College is accredited by the Higher Learning Commission and is a member of the North Central Association. [<http://www.ncahigherlearningcommission.org/>, (312) 263-0456, (800) 621-7440]. Goshen is classified as a Baccalaureate College – Liberal Arts 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 and also by 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 1998 and graduating within six years was 69 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 2003-04 and 2004-05

	Fall 04-05			Fall 03-04		
	Women	Men	Total	Women	Men	Total
First-time frosh	99	82	181	95	73	168
Other first-year	15	17	32	13	20	33
Sophomore	91	63	154	100	80	180
Junior	111	74	185	99	63	162
Senior	114	62	176	119	86	205
Non-classified	5	1	6	2	1	3
Adult programs	46	34	80	41	31	72
<b>Total full time</b>						
	481	333	814	461	345	806
<b>Part-time</b>						
	82	24	106	73	29	102
<b>Total full time and part time</b>						
	563	357	920	534	374	908

## Home states, provinces or countries of students, fall 2004

<b>International</b>	<b>53</b>
Bulgaria	2
Cayman Islands	1
Czech Republic	1
Dominican Republic	1
Ecuador	1
Ethiopia	7
France	2
Germany	1
Hong Kong	1
Honduras	1
India	2
Indonesia	7
Japan	1
Kenya	4
Korea, Republic of	1
Malaysia	1
Nepal	4
Paraguay	1
People's Republic of China	4
Peru	1
Romania	1
Sri Lanka	1
Tanzania	3
Thailand	1
United Arab Emirates	1
Uruguay	1
Vietnam	1
<b>Canada</b>	<b>14</b>
Alberta	1
British Columbia	2
Manitoba	1
Ontario	10

<b>United States</b>	<b>768</b>
Arizona	5
California	3
Colorado	12
District of Columbia	3
Florida	11
Georgia	2
Idaho	2
Illinois	47
Indiana	410
Iowa	20
Kansas	7
Maryland	1
Massachusetts	2
Michigan	32
Minnesota	6
Mississippi	1
Missouri	3
Montana	1
Nebraska	5
New Hampshire	1
New Mexico	2
New York	4
Ohio	84
Oregon	10
Pennsylvania	51
South Dakota	5
Texas	5
Vermont	2
Virginia	20
Washington	3
West Virginia	1
Wisconsin	7



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# Academic calendars

## 2005-06

### Fall semester

Saturday-Tuesday, Aug. 20-23 . . . . . New student days  
 Tuesday, Aug. 23 . . . . . Check-In  
 Wednesday, Aug. 24 . . . . . Classes begin  
 Tuesday, Aug. 30 . . . . . End of drop/add period  
 Wednesday, Sept. 21 . . . . . Celebrate Service Day (no classes)  
 Friday-Sunday, Sept. 30-Oct. 2 . . . . . Homecoming 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/Check-In  
 Wednesday, Jan. 4 . . . . . Classes begin  
 Tuesday, Jan. 10 . . . . . End of drop/add period  
 Monday, Jan. 16 . . . . . M. L. King Jr. Study Day  
 (evening classes meet)  
 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

## 2006-07

### Fall semester

Saturday-Tuesday, Aug. 26-29 . . . . . New student days  
 Tuesday, Aug. 29 . . . . . Check-In  
 Wednesday, Aug. 30 . . . . . Classes begin  
 Tuesday, Sept. 5 . . . . . End of drop/add period  
 Wednesday, Sept. 20 . . . . . Celebrate Service Day (no classes)  
 Friday-Sunday, Oct. 6-8 . . . . . Homecoming Weekend  
 Monday-Wednesday, Oct. 16-18 . . . . . Midterm break  
 Tuesday, Oct. 31 . . . . . Last day to withdraw with a "W"  
 Friday-Sunday, Nov. 10-12 . . . . . Family Weekend  
 Nov. 8-22 . . . . . Academic advising period  
 Thursday-Friday, Nov. 23-24 . . . . . Thanksgiving break  
 Thursday, Dec. 7 . . . . . Last day of class  
 Friday, Dec. 8 . . . . . Reading day (no classes)  
 Monday-Wednesday, Dec. 11-13 . . . . . Exams

### Spring semester

Tuesday, Jan. 9 . . . . . New student day/Check-In  
 Wednesday, Jan. 10 . . . . . Classes begin  
 Tuesday, Jan. 16 . . . . . End of drop/add period  
 Monday, Jan. 15 . . . . . M. L. King Jr. Study Day  
 (evening classes meet)  
 Monday-Friday, Feb. 26-March 2 . . . . . Midterm break  
 Friday, March 16 . . . . . Last day to withdraw with a "W"  
 March 28-April 11 . . . . . Academic advising period  
 Friday, April 6 . . . . . Good Friday holiday  
 Friday, April 19 . . . . . Last day of class  
 Monday, April 20 . . . . . Reading day (no classes)  
 Tuesday-Thursday, April 23-25 . . . . . Exams  
 Saturday, April 28 . . . . . Senior program, receptions  
 Sunday, April 29 . . . . . Baccalaureate, Commencement

### May term

Wednesday, May 2 . . . . . May term classes begin  
 Thursday, May 3, 5 p.m. . . . . End of drop/add period  
 Wednesday, May 9, 16 . . . . . No class for 3-credit classes  
 Monday, May 14 . . . . . Last day to withdraw with a "W"  
 Wednesday, May 23 . . . . . May term ends

### Summer session I

Tuesday, May 29 . . . . . Summer session I classes begin  
 Wednesday, May 30, 5 p.m. . . . . End of drop/add period  
 Friday, June 8 . . . . . Last day to withdraw with a "W"  
 Monday, June 18 . . . . . Summer session I ends

### Summer session II

Wednesday, June 20 . . . . . Summer session II classes begin  
 Thursday, June 21, 5 p.m. . . . . End of drop/add period  
 Tuesday, July 3 . . . . . Last day to withdraw with a "W"  
 Wednesday, July 4 . . . . . Holiday – no class  
 Friday, July 13 . . . . . Summer session II ends