

Goshen College
Undergraduate Course Catalog 2012-13

Catalog

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Academic calendar 2012-13

Fall semester: September 1-December 14

Saturday-Monday, Sept. 1-3 New student days
Monday, Sept. 3 (Labor Day) Continuing student check-in
Monday, Sept. 3 (Labor Day), 7 p.m. Classes begin
Monday, Sept. 10, 5 p.m. End of drop/add period (courses and grade plans)
Friday, Sept. 21 Early Graded Experience
Monday-Wednesday, Oct. 22-24 Midterm break
Monday, Nov. 5, 5 p.m. Last day to withdraw with a "W"
Thursday-Wednesday, Nov. 8-21 Academic advising period
Thursday-Friday, Nov. 22-23 Thanksgiving break
Monday, Dec. 10 Last day of class
Tuesday, Dec. 11 Reading day (no classes)
Wednesday-Friday, Dec. 12-14 Final Exams

Spring semester: January 8-April 25

Tuesday, Jan. 8 New student day
Wednesday, Jan. 9 Classes begin
Tuesday, Jan. 15, 5 p.m. End of drop/add period (courses and grade plans)
Monday, Jan. 21 Martin Luther King Jr. Study Day (evening classes meet)
Monday-Friday, Feb. 25 - March 1 Midterm break
Friday, March 15, 5 p.m. Last day to withdraw with a "W"
Thursday-Friday, March 21-April 5 Academic advising period
Friday, March 29 Good Friday holiday
Friday, April 19 Last day of class
Monday, April 22 Reading day (no classes)
Tuesday-Thursday, April 23-25 Final Exams
Sunday, April 28 Baccalaureate, Commencement

May term: May 1-22

Wednesday, May 1, 9:00 a.m. May term classes begin
Thursday, May 2, 5 p.m. End of drop/add period (courses and grade plans)
Wednesdays, May 8 & 15 No class for 3-credit classes
Monday, May 13, 5 p.m. Last day to withdraw with a "W"
Wednesday, May 22 Last day of May term classes

Other calendar dates:

See the online Academic Calendar for Summer Session and Alternate Calendar dates for adult programs.

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Vision and mission of the college

Vision statement

Goshen College will be recognized as an influential leader in liberal arts education focusing on international, intercultural, interdisciplinary, and integrative teaching and learning that offers every student a life-orienting story embedded in the five core values.

Educational mission

Goshen College is a liberal arts college dedicated to the development of informed, articulate, responsible, and compassionate Christians. Our community of faith and learning is built on five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking and global citizenship. Through our academic and campus life programs, 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 responsibilities derived from a liberal arts curriculum that are required for systematic study and problem solving.

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.
- 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.

See the Goshen Core section of the catalog for more information about student learning outcomes at Goshen College.

Historic church relationship, open to all

Goshen College was established 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 United States. From the church in which it is rooted, Goshen College has derived a spirit of peacemaking, simplicity, mutual support and biblically based service to those in need.

Around 50 percent of students and 70 percent of faculty members are Mennonite affiliated. Other students come from approximately 35 different Christian denominations and several world religions, and include strong representations from Catholic, Methodist, Baptist and Lutheran traditions as well as non-denominational churches. All faculty members are active Christians, and many 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.

Core Values Institute

The Goshen College Core Values Institute (CVI) grows out of President James E. Brenneman's vision that every student, faculty, staff and board member be given an opportunity to discover his or her part in the unfolding creation that is the Goshen College story.

The foundation for the Core Values Institute is inspired by Robert Benne's book *Quality with Soul* and Albert J. Meyer's book *Realizing Our Intentions*, each of whom believes a Christian college or university can maintain its historic connections to the church of its origins and remain generously welcoming of others from very different faith perspectives.

In a series of participatory sessions and educational experiences, everyone at Goshen College is introduced to and interacts with the five core values of Goshen College: Christ centeredness, Passionate learning, Servant leadership, Compassionate peacemaking, and Global citizenship.

These core values grow out of its 500-year old Mennonite Christian faith heritage. By sharing our varied stories with each other and in conversation with these five core values, everyone—from the study hall to the soccer field, from the boardroom to the break room—will become an integral member of the Goshen College family.

The Core Values Institute offers programming and opportunities for intentional engagement in the following ways:

Students—New Student Days orientation, co-curriculars, chapel, convocation, a "story-shaped" general education curriculum based on integrative learning outcomes.

Staff—New employee orientation, human resource employee development series, Core Values Institute forums, and employee applications and performance appraisals.

Teaching and Administrative Faculty—New faculty orientation, faculty mentor program, Core Values Institute forums, Core Values Institute faith integration symposia, faculty application and tenure review.

Board—Board member orientation, each board meeting, a Core Values Institute plenary session.

Accreditation

Goshen College is accredited by the Higher Learning Commission and is a member of the North Central Association. [www.ncahigherlearningcommission.org, (312) 263-0456, (800) 621-7440].

The college is authorized by the Indiana Division of Professional Standards Board and accredited by the National Council for Accreditation of Teacher Education [<http://www.ncate.org/>] 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 [<http://www.aacn.nche.edu/accreditation/>]. The social work program is accredited by the Council of Social Work Education [<http://www.cswe.org/>]. 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 is in compliance with all federal regulations pertaining to nondiscrimination on the basis of sex, race, color, national or ethnic origin and disability in its recruitment, admission, educational, athletic, financial aid and employment policies and programs. We welcome all students as God's creation regardless of color, gender, religion, ethnicity or nationality, sexual orientation and social or economic class.

Ecological stewardship

In 2007, President Brenneman signed the President's Climate Initiative which commits Goshen College to work toward climate neutrality. Also in 2007, the Rieth Village complex of buildings at Merry Lea Environmental Learning Center earned a Platinum LEED certification, the highest level possible. In 2008, the campus named its first Sustainability Coordinator. An ecological stewardship committee of students, faculty and administrators is leading the campus in collaborative efforts to encourage sustainable practices and reduce use of fossil fuels.

Student life

Visit the Student Life department Web site at www.goshen.edu/studentlife.

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.

Expectations: Individual commitments within community life

Invitation to Christian community

Goshen College is committed to encouraging students in intellectual, social, moral and spiritual growth. Students are invited to engage in a dynamic and life-giving community here and to mature as individuals through respectful relationships in the classroom, the local community, in the broader Christian church and among other cultures. All are expected to demonstrate sensitivity toward others' convictions, perspectives and struggles.

Within the context of a Christ-centered community, we seek to become:

- Christ-centered
- 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. The Academic Dean's Office holds students accountable for their academic work.

- **Alcohol**

Goshen College is an alcohol free campus. The use of alcohol is illegal for minors as defined by state and federal law, and alcohol also may create dependencies, invite an unhealthy escapism, waste money, abuse health and take lives. Abuse of alcohol can also lead to offensive behavior impacting others. Alcoholic beverages are prohibited from the campus and all college-related functions. Students are expected to be responsible for themselves and their peers regarding the use and presence of alcohol.

- **Drugs and illegal drugs**

Goshen College is a drug free campus. The possession, distribution or use of any illegal drugs, including synthetic substances (i.e. K2, "Spice," etc.) is prohibited. Drug paraphernalia (e.g. bongos, wrappers, etc.) is also prohibited. In accordance with state law, use of prescribed medications outside the supervision of medical professionals is also prohibited. The misuse of any drugs may create dependencies, invite unhealthy escapism, waste money, abuse health and take lives. Misuse can also lead to behavior negatively impacting others. Students are asked to be responsible for themselves and their peers regarding the possession and use of illegal drugs, prescription medications and paraphernalia. Student found in violation of this expectation may be asked to submit to random searches and drug testing. Searches and testing will be determined by reasonable suspicion based on behavioral observations or information from others regarding use or possession determined at the sole discretion of appropriate Goshen College officials.

- **Firearms and fireworks**

The possession or use of firearms, including pellet, bb or air guns is prohibited on campus. Fireworks are also a safety concern and are not permitted.

- **Fire and safety equipment**

Tampering with any fire and safety equipment on campus is unacceptable. It is also both a federal and a state offense.

- **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 or other misuse of personal or college property, and identity theft.

- **Honesty**

Students are expected to cooperate with integrity and honesty during any investigation.

- **Racial prejudice**

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

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 attitudes and actions of racial prejudice do not exemplify the love of Christ, and violate the inclusive intention of the mission of Goshen College.

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

- **Sexuality**

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. It is our understanding that sexual intercourse is to take place within the covenant of marriage.

Sexual misconduct includes, but is not limited to discrimination, coercion, exploitation and abuse. These destructive behaviors are detrimental to both relationships and to individual self-esteem; they also violate the caring nature of our community. Goshen College is firmly opposed to sexual discrimination, sexual harassment, sexual exploitation and sexual abuse.

The goal of accountability in these matters, as in all others, will be for well-being, reconciliation, repentance, 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.

- **Violence or threats of violence**

An act or 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.

Values inform our work

As a community of higher education, Goshen College seeks to center its campus life on the Core Values. Christ-centered, passionate learners, servant leaders, compassionate peacemakers, and global citizens are what we seek to become and emulate in our relationships with each other (goshen.edu/aboutgc/values.php). Similarly, values and principles inform program, policy and relationships within Student Life.

Five ethical principles in Student Life

Student development theory reflects the typical developmental tasks commonly engaged by young adults during the point in their lives when most students decide to pursue higher education. Most are making decisions and investing in relationships that will impact them for years to come. Student development theory provides a framework for empowering students in these life tasks.

The five ethical principles that inform our work as student life professionals are

- Autonomy
- Prevent Harm
- Do Good
- Justice
- Fidelity

In the goal of **Autonomy**, we recognize the need for students to become increasingly independent. With a clearer sense of self, students develop an increased sense of confidence and self-direction. Students must answer the question, "What does it mean to become independent and responsible? Secondly, within this increased sense of autonomy, we must **Prevent Harm**. Safety policies (e.g. Community Standards) are designed to prevent harm to individuals and groups; safety plans (e.g. fire drills) are in place to respond to harmful situations should they occur. However, avoiding harm is not an end in itself; we want to provide the opportunity to **Do Good**. Student Life promotes positive modeling, direction and leadership opportunities. Student groups, clubs, and events provide opportunities for students to contribute to a life-giving campus life. Interacting within a campus context, we treat each other with equity. Student Life professionals value **Justice**; recognizing that individuals are different, we retain objectivity in our perception of each other. We also understand that trust is critical for developing relationships. **Fidelity** is reflected in our commitment to confidentiality, professionalism and knowledge of our abilities and limitations. To be most meaningful, trust and confidentiality is embraced by both faculty and students when engaging sensitive issues.

Response process for violation of Standards

The response process is a positive, restorative means of assisting individuals in achieving their goals by developing a greater sense of responsibility and maturity. In short, the goals are personal growth, resolution of the problems and reconciliation where alienation has occurred. 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.

To view the full "Community Standards," please visit <http://www.goshen.edu/aboutgc/community/>

Housing

The residence halls are an integral part of campus life and contribute in many ways to the education students receive. Students live and work in groups in residence halls and

get to know people of various backgrounds. All full time students enrolled at GC must live in campus housing unless they meet any of these requirements:

- Have 112 or more credit hours posted on their transcript
- Turn 23 years of age during a given semester
- Live with parents or an immediate family member

New students' living arrangements are completed during the admission process. Near the end of spring semester, continuing students select residence options from the following list for the next year. See the residence life website for an explanation of the selection process.

- *Residence halls*
All full-time single students younger than 25 are welcome to live in one of three traditional residence halls. Kratz, Miller and Yoder Halls each house both men and women on separate floors. Additional housing options are available for students who have graduated from high school at least two years prior to the first day of classes.
- *Small group housing*
Students who graduated from high school at least two years prior to the first day of classes can live in small group housing. This program offers an opportunity to deepen friendships in a largely self-governing environment. Small groups are responsible for cleaning their own facilities. Students apply as a group during the spring semester for space the following year.
- *Junior/senior floors*
Kulp Hall provides housing for juniors and seniors. This facility is designed to offer increased independence with the convenience of on-campus locations. Eligible students graduated from high school at least two years prior to the first day of classes. Students interested in these accommodations will make their selections in accordance with the residence life lottery system for room selection. See residential hall description of selection process in section entitled Room Selection.
- *Coffman Suites*
Students who graduated from high school two years prior to the first day of classes are eligible to live in the suites. Students live in self selected groups and choose the suite through the residence life room selection process. Students are required to meet the capacity of the suite. The contact person will report to the Kulp/Coffman RD. There are six suites:
- *Student Apartments*
Apartments are available for students who graduated from high school at least two years prior to the first day of classes. Students must be enrolled a minimum of 9 credit hours. Each apartment is configured with a kitchen, living area, 1-2 baths and 2-4 bedrooms. The fourth floor features a loft area for additional lounge space. Apartments offer increased independence and flexibility within the proximity of campus. Students live in self selected groups and select the apartment through the residence life room selection process.

Campus ministries

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 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. Ministry Leaders on each residence hall floor are available for support and friendship, and offer a variety of spiritual life programming opportunities.Â

Interdisciplinary summer internships are available to sophomore and junior students through the Camping, Ministry and Service Inquiry Programs, under the direction of Campus Ministries.

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 the elderly, housing rehab and collecting supplies to be sent for world relief. During breaks, groups of students travel to service locations.

Facilities that support spiritual development include:

- **Labyrinth** – an outdoor space for contemplative prayer, located between East Hall and the Music Center.
- **The Quiet Place**– rooms for individual reflection and small group meetings in the basement of Coffman Hall.
- **Witmer Woods and College Cabin**– an 18-acre arboretum of plants native to Indiana located across Main street from the campus. 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.
- **Brunk Cabin** – a retreat facility in southern Michigan which can house student groups accompanied by a resident assistant.
- **Merry Lea**–a 1,189-acre nature preserve located 30 miles southeast of the campus. Picnic areas and eight miles of hiking trails through forests, wetlands and meadows. Geodesic dome and cottages also available for modest rental fees.

Convocations and chapels

Convocations and chapel services gather the campus community to focus on themes that connect with our personal lives and also to the world at and beyond Goshen College. Chapel services foster Christian worship and faith formation. They may include guest speakers, faculty faith stories, hymn sings, or student presentations. Convocations are educational events that promote the mission and core values of Goshen College and overall health and wellness on campus. They may include faculty speakers, guest lecturers, drama or music performances or student presentations by Study-Service Term units.

Chapel and convocation services are both held in the church-chapel, which is also the worship space for College Mennonite Church. Attendance requirements for convocation and chapel are publicized at the beginning of each semester. Students can monitor their attendance record online.

More Student Life programs and services

Academic Resource and Writing Center

The Academic Resource & Writing Center promotes independent, life-long learning for all students of Goshen College. The ARWC assists students with documented disabilities by helping them advocate for themselves and by helping coordinate reasonable academic accommodations with teaching faculty. The ARWC trains peer writing mentors and tutors who are available to help all GC students grow as writers and scholars. ARWC offices are located in the first floor of Good Library.

Alerts system

The Student Life office coordinates an alerts system to identify and provide timely services to students who are experiencing problems that impact their academic performance.

Recreation and Fitness Center

The Roman Gingerich Recreation and Fitness Center is a multi-faceted facility that houses the athletic department, physical education department, Health and Wellness Center, and intramural programs. The building is also available as an individual workout facility for students at no charge from 5 a.m.-11 p.m. Monday through Friday, 9 a.m.-6 p.m. Saturday, and 1 p.m.-10 p.m. Sunday.

Workout facilities include three full-size basketball courts, a 200 meter running track, a variety of cardio machines, a large weight room with Cybex weight equipment, and a full-size swimming pool. Ten water aerobics classes with certified instructors meet every week. These are free for students, as well as spinning and power tubing classes and a climbing wall.

Athletics

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.

Intramural athletics

Over half the student body participates in the intramural program, which schedules one-night tournaments in a wide variety of sports, as well as longer sports seasons of four to six weeks.

Career guidance and employment preparation: Career Services

The Career Services office teaches students the skills they need to become employed during college and throughout their lifetime. They help students figure out career direction, confirm a choice of major, and help students connect with employers by presenting themselves well on paper and in person.

Services include career counseling, résumé and cover letter preparation, practice interviews, job search skills, job and internship listings, and alumni connections. They also maintain an extensive information-rich website, including a job and internship bank and resources specific to each major.

Students who desire on-campus employment should contact this office, located in the Administration Building on the first floor (Ad 14), within the Student Life offices.

Wellness and Health

Basic services

Goshen Family Physicians provides medical services to GC students and is located a little over 1.5 miles from campus. GFP provides the following services: diagnosis and

treatment of illness; physical exams, including pelvic exams; preparation for SST; referral to specialists when indicated; and health and wellness information resources to enable students to achieve personal goals of well-being. Regular fees and insurance coverages apply.

Staff

Goshen Family Physicians is staffed by eight medical doctors and nurse practitioners, along with nursing staff, and is available 24 hours a day. In addition, a full-time administrative assistant on campus coordinates health and counseling services and can be reached at (574) 535-7474. All interaction with students is strictly confidential.

Counseling

The counseling office, located in the Gingerich Recreation-Fitness Center, 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.

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.

Orientation and first-year learning communities

Orientation activities are offered for all new students. Fall orientation includes special activities for international students, multicultural students, transfer students, first-year students and parents. An abbreviated orientation is also offered to new students in spring semester.

First-year students participate in Learning Communities in both fall and spring semesters. Fall semester focus is on the college experience: understanding the Goshen Core curriculum, student development theory and personal identity within the broader campus community. Spring semester Learning Community focus is on the academic major and career, informed by Christian faith and service. Students will form electronic portfolios to document their learning throughout the college experience.

Multicultural Affairs Office

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. Mosaic groups coordinated by the MAO office work at implementing goals of the campus diversity plan. 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.

Student activities

The director of student activities oversees all planning of social and recreation events on campus and advises student organizations. The Campus Activities Council (CAC) sponsors a variety of events that include the Kick-Off talent competition each semester, Hour Afters, Coffeehouses, Open mics, First Fridays in downtown Goshen, and late night activities in the Connector.

Student government and clubs

The student body is represented by the Student Senate. A four-member cabinet is elected each spring to lead the next year's Senate of campus group representatives and residence hall representatives. Student Senate appoints 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.

In most cases membership is open to any interested student. New clubs or organizations may be formed with the approval of Student Senate. Following is a partial listing of groups that meet currently:

- Advocates
- ASL Club
- Black Student Union
- Business Club
- Campus Activities Council
- Campus Ministries Team
- Eco-Pax
- Film Club
- GCPCDC (Goshen College Pole Cats Disc Club)
- GC Nursing Students Association
- GC Players
- Goshen Student Women's Association (GSWA)
- International Student Club
- Latino Student Union
- Mideastern Club
- Midweek F.A.I.T.H.
- Pax
- Pre-Medical Club
- Prism
- Social Work Action Association
- Sons of Liberty
- Student Art
- Student Senate
- Swim Club
- Voices-n-Harmony Gospel Choir

Parents program

The Student Life office sponsors a parents program which provides avenues for parents to learn about their student's education and to communicate with administrators and faculty. Programs and services include a newsletter and a web site especially for parents at www.goshen.edu/parents/.

Withdrawal procedures

Student Life staff works closely with full-time students who must withdraw from college for medical or other reasons. See the Academic policies section of the catalog for detailed information.

Privacy rights

Student Life staff members honor the national FERPA law, which protects individual student information. See the Academic policies section for more details.

Campus opportunities and services

Arts opportunities

Art galleries

Two art galleries on campus contain rotating exhibits. The Hershberger Art gallery located in the Music Center exhibits works by guest artists, art faculty and art students. A second gallery located in the basement of Good Library features historical and cultural exhibits.

Performing arts series

The annual Performing Arts Series brings worldclass performers to the campus Music Center. Recent artists include Bobby McFerrin, The Chieftains, Julliard String Quartet, Cherish the Ladies, Wailin Jennys, and St. Petersburg Philharmonic.

Music activities

Students interested in music are invited to audition for music department ensembles, including Chamber Choir, Chorale, Orchestra, Chamber Orchestra and Lavender Jazz. All members of Chorale and Chamber Choir are also part of the Men's Chorus and Women's World Music Choir. The Voices-n-Harmony Gospel Choir is open to all without audition. The choirs perform several on-campus concerts each year, and one choir tours each year. Parables, a student worship team, presents music and drama programs at churches and camps throughout the year. The orchestra and chamber orchestra perform a repertoire of classic and contemporary symphonic and chamber music at on-campus concerts. The annual Festival of Carols in early December has been broadcast on local public television stations. A fully-staged opera, operetta, or musical is produced in alternate years. In addition to these groups, a variety of student-formed groups participate in coffeehouses, talent shows and worship teams.

Theater activities

Any student may audition for the two fully staged theater productions each year or any of the numerous student-directed one-acts. Special May term classes include musical production or a traveling children's theater ensemble. Students are welcome to volunteer as costume, light and set construction assistants for any of the productions. Advanced students may design or direct shows, including selected one-acts. Goshen theater students participate annually in Region III of the Kennedy Center American College Theater Festival.

Bookstore

The Goshen College campus bookstore is operated by Follett and is open year-round. Textbooks for all course can be purchased online through eFollett or in person at the campus store. Many textbooks are available for rental or as e-books. Used books are made available whenever possible. At the end of each term, the bookstore also offers convenient buyback services at market rates. Follett contracts with apparel companies that practice fair hiring processes.

Broadcasting and publications

Radio and television

WGCS, or 91.1 The Globe, was named the best college radio station in the nation in 2011 by the Intercollegiate Broadcasting System. 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, The Globe offers students many opportunities for broadcast experience. Goshen College was named both the Indiana TV school of the year and the Indiana radio school of the year in 2012, an unprecedented

double award. Students working with GC-TV produce a bi-weekly video magazine called *The Correspondent*, which is distributed via the campus cable system.

Newspaper and yearbook

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 professional-grade workstations.

Creative writing publications

Sponsored by the English department, Pinchpenny Press publishes small volumes of creative writing by students and faculty members and *Red Cents*, a creative writing magazine. In addition, *Broadside* publishes occasional short pieces of creative writing in signed, limited editions.

Campus Center for Young Children (CCYC)

Established in 1998, the Campus Center for Young Children offers quality childcare services for children of students, faculty, staff and community members. CCYC is housed in the church-chapel building and is a shared service of the college and College Mennonite Church. Childcare scholarships are available to qualifying students.

Food services

Food services catered by AVI Fresh are available in Westlawn dining hall and at the Leafraker snack shop in the Union building. All students living on campus are required to purchase a meal plan. A variety of options are available and are detailed on web pages under the Campus Life heading. Java Junction is a popular student-operated coffee bar located in the Connector between Kratz, Miller and Yoder residence halls.

Information Technology Services (ITS)

ITS provides a high quality technology environment – and one that is continuously improving. For example, Goshen College is now a member of Indiana's iLight2 statewide fiber optic network, giving students a full 1Gb of Internet2 bandwidth for research and collaboration from the classroom, dorm room or lab. Students have access to modern computer labs across campus with a student/computer ratio of 7.6 to 1. Mac Minis in the labs use both Windows 7 and Mac OS X operating systems. For students who have their own computers, all residence halls, all classrooms and most public areas have wireless coverage. Most classrooms have multimedia and computer projection capabilities. Students have access to a full complement of network services, all accessible via a single, personal user ID and password. Student email and calendars synch to mobile devices. Students also have access to multiple GB (more upon request) of personal network storage accessible from any computer on campus. 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 provides all the help and documentation students need to configure their computers for home access or residence hall use. For more information about technology at GC, see the ITS Web page at www.goshen.edu/its/.

Lecture series

- **Frank and Betty Jo Yoder Public Affairs Lecture Series** brings nationally known speakers to campus to address a variety of current issues.
- **Eric Yake Kenagy Visiting Artist Program** annually brings a distinguished visual artist to campus for lectures, workshops and interaction with students.

- **Martin Luther King Jr. All-Campus Study Day** annually brings to campus outstanding civil-rights leaders who share King's vision for peace and justice.
- **Science and Religion Conference** brings an outstanding scholar to campus each spring for public presentations and dialogue.
- **C. Henry Smith Peace Lecture** is given annually by a faculty member of Goshen College or Bluffton University.
- **Umble Master Class** series brings an outstanding educator or practitioner in theater or communication to campus each year for lectures and workshops.
- **S.A. Yoder Memorial Lecture** annually brings a distinguished poet, novelist, essayist or humorist to campus.

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 135,000 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, theology, curriculum materials, and early American hymnody. 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 20 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, plenty of study space, a reservable meeting room, listening/viewing stations, offices of the Academic Resource and Writing Center, and a gallery described above.

Mennonite Historical Library

The Mennonite Historical Library, housed on the third floor of the Good Library, contains more than 65,000 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.

Mail services and Lost & Found

All full and part-time students receive an assigned key or combination to a campus mailbox, located in the Union building. U.S. Postal Service mail is delivered daily (Monday-Friday), in addition to campus mail, a free service to the campus community. Package pick-up services, package drop-off and Lost and Found department are located in the Printing and Mailing office in the basement of Coffman Hall. Hours are posted on the entrance door.

Motor vehicles and bicycles

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 at the physical plant office. Tickets are issued for parking, driving or registration violations. Goshen city ordinance requires that all bicycles used on campus must be registered, which can be done at the physical plant. Indoor winter bicycle storage is available on campus.

Admission

First year students

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 required. 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.

Students admitted with a SAT Critical Reading or Writing score lower than 480 or ACT English score lower than 20 are required to enroll in Engl 105, Introduction to College Writing. Students admitted with a SAT Mathematics score lower than 480 or ACT Mathematics score lower than 20 must enroll in Math 105, Quantitative Reasoning. Applicants who have not completed high school are considered for admission if they have achieved an average score of 500 or above on each of the subscores of the General Educational Development (GED) tests administered after 2002. Students who took the GED before 2002 must have an average score of 50 or above on each of the subscores.

Full admission for first-year students will be granted to students achieving a 2.75 or higher grade point average (on a 4.0 scale) with a composite ACT of 20 or higher or a combined SAT I of 960 or higher (Critical Reading and Math), along with two references and an essay.

Students entering Goshen College with dual enrollment or other college-level credit are required to submit official transcripts to Goshen College.

Home-schooled students

Goshen College welcomes home-schooled students and recognizes the valuable contribution they bring to the diversity of the student body. 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, curricula for grades 9 through 12 may be provided. Official SAT I or ACT scores, a personal essay, and two letters of reference are also required for admission. Letters of reference may be from a pastor, employer or close family friend, but not from a relative.

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) on a **national testing date**. 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.

Students who do not meet full admission standards

Students not meeting full admission standards may be asked by the admission office for additional information or a personal interview before an admission decision is made. Applicants who are denied admission may appeal the decision to the admission committee.

Learning disabilities

After being admitted, students with diagnosed learning disabilities, who are otherwise qualified for admission to Goshen College, must provide documentation of their specific learning differences to the director of the Academic Resource and Writing Center in order to receive reasonable accommodation.

Application procedures and fee

For admission, first-year applicants must provide a completed application for admission, \$25 application fee, high school transcript, SAT I or ACT scores, one personal reference, one guidance counselor reference, and a personal essay. Home-schooled students submit two personal references instead of a guidance counselor reference (see above). All students, both full time and part time, must provide this information if they are seeking a degree. Prospective students wanting to apply to Goshen College may use the Common Application or the Goshen College on-line application.

Applications will be reviewed on a continuous basis as they are completed. 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 for fall semester entry and Dec. 1 for spring semester entry.

Transfer students

Requirements for admission

Transfer student applicants must complete the application for admission. They must also submit a \$25 application fee, high school transcript (if fewer than 24 semester college credits have been earned), all college transcript(s) (including official documentation for Advanced Placement credit), personal essay and a transfer reference form, which is completed by the dean of students at the college most recently attended. Applicants are expected to be in good standing at the college or university they last attended and to have maintained a 2.60 GPA (out of 4.00) 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" (2.00) 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 before a bachelor's degree is granted. 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. Hesston students meet the major, minor and Goshen Core requirements that are current in the year that they began studying at Hesston. For students who received a Hesston College associate's degree after 2003, Goshen College accepts the associate of arts and associate of science degrees as meeting the lower level Goshen Core requirements. These degrees may also meet some upper level requirements. All other competencies, prerequisites and upper level Goshen Core requirements must be met on the same basis as any other Goshen College student before a bachelors' degree will be granted.

Transfer application deadlines

Applications are reviewed on a continuous basis. 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 for fall semester entry and Dec. 1 for spring semester entry.

International students

Applicants who are not citizens or permanent residents of the United States may use the Common Application or the Goshen College on-line application. There is an application fee of \$25.

Also required for admission are the following: a **TOEFL score** of 550/213/79 (paper version/computer version/Internet 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; **International Student Financial Information form, bank statements and/or salary statements and/or sponsor letters**; personal history, describing significant life experiences, school experiences, activities, future plans and reasons for wanting to study at Goshen College; **official secondary school transcripts, exam reports, diplomas (certified with original signatures and/or seals); official post secondary/university transcripts and exam reports (certified with original signatures or seals); certified English translations of all documents if they are not in English (available from www.wes.org);** guidance counselor reference or college personnel reference; personal reference from a teacher, employer or pastor; and a copy of the student's passport. All documents in bold type above must be sent through U.S. mail by the issuing institution or via a secure electronic transfer service directly to admission@goshen.edu.

It is also highly recommended that international students submit SAT I scores with their application for admission. The SAT exam is given in locations around the world several times a year. Students may obtain details of when the exam is administered and how to apply by contacting the nearest American Embassy or Consulate. Students should start planning a year in advance of the time they plan to begin studies at Goshen College to take the required TOEFL and SAT I exams and to prepare the other required documents for admission and financial aid consideration.

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 Goshen College while maintaining enrollment in high school. The total number of college courses a student may take each semester 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. Early enrollment students may select from 100 and 200 level courses. Course prerequisite documentation must be provided by the student before registration is complete. Financial aid is not available. See financial information section for special rates.

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 credit hours per semester and will receive no financial aid. A separate application is required, and students enroll on a semester-by-semester basis. A maximum of 15 cumulative credit hours may be earned in the guest student program. If a student reaches 15 credit hours and wants to continue taking classes, he or she must complete the application process for full admission. Degree-seeking students will have priority for limited enrollment courses.

Transient students

The transient student program is for non-degree seeking students who are currently enrolled at another college. A transfer application is required, as is a college reference. Transient students can enroll full time or part time at Goshen College. Transient students applying for the Merry Lea Sustainability Semester must also submit an official transcript from their current school.

Re-admitted students

Students who are not enrolled for one or two consecutive semesters at Goshen College, and who did not enroll at another college or university during their absence, may follow a simplified re-admission process, beginning with the registrar's office. Students intending to transfer credits earned during their absence from Goshen College and students not enrolled for more than two consecutive semesters must begin the re-admission process in the admission office.

Students who are academically dismissed from Goshen College and seek readmission must begin the process in the Admission Office.

Students contemplating a leave from their studies at Goshen College are encouraged to complete a Leave of Absence form, available in the registrar's office and online (www.goshen.edu/registrar/Forms), to expedite the re-admission process. The Leave of Absence policy is explained in the Academic Policies section of this catalog.

Graduation and retention 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 graduating within 1.5 times the normal time for their program (six years). The graduation rate for those entering Goshen College in the fall of 2004 and graduating within six years was 68 percent. The five-year average rate of first-time freshmen returning to Goshen College for the second year of study is 83 percent.

Financial aid

Purpose and philosophy

The financial aid program at Goshen College is designed to assist students in financing a Goshen education and to supplement, not replace, family resources for college. The program is intended to provide financial assistance to accepted and continuing students who would be unable to attend Goshen College without aid. 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.

The student is expected to contribute financially toward his or her own education. Our awarding policies are balanced to consider need but to also recognize past achievement and high potential achievement.

Financial aid packaging

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 institutional, 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 see the Financial Information section of the catalog for details about expenses for the 2011-12 academic year. Indirect expenses, including books and supplies, personal expenses, medical insurance and transportation are added to tuition, room and board costs to determine the total cost of attendance. The student financial aid office considers the total costs of attendance when preparing a financial aid award.

During 2011-2012, Goshen College administered more than \$20.7 million in financial aid. The total amount of each student aid package is based on the student's financial need and/or eligibility for merit-based aid. 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. 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.

Types of financial aid available

- **Scholarships** - Scholarships are merit aid awarded in recognition of outstanding achievement. Descriptions below.
- **Grants** - Grants are gift aid awarded to students, usually based upon 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 \$1,000 or more each school year. Full-time summer employment can provide additional earnings.

Financial aid package order of assembly

1. Federal Pell Grant

2. Academic Scholarships
3. Federal Supplemental Educational Opportunity Grant (SEOG)
4. Federal Teach Grant
5. State grants
6. College scholarships and discounts
7. Church aid and Goshen College Church Aid Matching Grant
8. Endowed Scholarships
9. Federal College Work-Study
10. Federal Direct Stafford Loan
11. Goshen College Grant
12. Federal Perkins Loan, Federal Nursing Student Loan to meet remaining need
13. Federal Direct Parent Loan (PLUS) or unsubsidized Federal Direct Stafford Loan to families who desire it.

Sources of financial aid

Federal and state programs

Goshen College participates in all federal programs, including the Federal Pell Grant, 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, the Federal Direct Parent Loan for Undergraduate Students (PLUS), and Veteran Educational Benefits. 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.

Goshen College President's Leadership Award

Up to ten awards will be given annually to entering first-year students in recognition of outstanding academic and leadership skills. A separate application is required for the President's Leadership Award. To be eligible to apply, students must meet at least two of the following criteria: a) be a National Merit Semifinalist, 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 (Critical Reading plus Math) on the Enhanced SAT or 29 on the ACT. Canadian students must have a high school overall average of 88 or better. The President's Leadership Award is renewable each year with a 3.50 grade point average. The award is made for no more than eight total semesters. The stipend for 2012-2013 is \$18,000. (The President's Leadership Award replaces a Menno Simons or Wens Honors Scholarship.) Priority application deadline is December 15.

Goshen College National Merit Scholarship (Burkholder Scholarship)

National Merit Scholarships for National Merit finalists--\$1,000 to \$2,000 per year for four years. Stipends above \$1,000 are based on need. These scholarships are partially funded by an endowment established in honor of President Emeritus J. Lawrence Burkholder and his wife, Harriet. It is renewable each year with a 3.20 grade point average. The award is made for no more than eight total semesters.

Goshen College Academic/Merit Scholarships

These "merit-based" scholarships reward achievement in high school. Eligibility for the Menno Simons, Wens, Yoder, Grebel and Kratz Honors Scholarships are determined by a combination of grade point average (GPA) and SAT or ACT scores. 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, 2.80 for Kratz).

- Menno Simons Scholarship \$9,000
- Wens Honors Scholarship \$8,000
- Yoder Honors Scholarship \$7,000
- Grebel Honors Scholarship \$6,000
- Kratz Honors Scholarship \$5,000

Goshen College Transfer Academic/Merit Scholarships

Transfer students who have shown outstanding performance can receive academic/merit scholarships based on their cumulative transfer GPA.

- Transfer High Honors Scholarship \$8,000
- Transfer Honors Scholarship \$6,000
- Transfer Academic Scholarship \$3,500

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 of \$4,000. Renewals are based on maintaining a 3.20 GPA for the Transfer High Honors and 3.00 for the other transfer 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 requires a high school grade point average of 2.75 (on a 4.0 scale) or ranking in the top half of the high school class. This scholarship is renewable each year, but the award is made for no more than eight total semesters. Priority application deadline is December 15.

Athletic scholarships

Scholarships for athletic leadership/achievement are awarded each year through the athletic department. Check directly with the department for details.

Music scholarships

Scholarships for music achievement are awarded each year through the music department. Eligibility requires a high school grade point average of 3.0 (on a 4.0 scale). First-year students are not required to be music majors, but must be involved in activities of the department. Scholarship applications and audition dates and procedures can be found at www.goshen.edu/financialaid/achievement-awards-and-scholarships.

Center for Intercultural Teaching and Learning Scholarships

Students with Hispanic/Latino heritage, who are first-generation college students and U.S. citizens, are eligible to apply for this scholarship. Eligibility requires a high school cumulative grade point average of 2.75 or higher. Students must enter Goshen College directly from high school. Priority is given to Indiana students, but out of state students are encouraged to apply. Priority application deadline is December 15.

Endowed and restricted scholarships

In 2011-2012, the Financial Aid office administered over 150 endowed and restricted scholarship funds and awarded over \$1 million 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 students who are preparing for missionary service. These scholarships are the Swallen and the Lord's Trust. Application for first time recipients is available in the admission office. Renewal applications are available in the financial aid office. In addition to the application, two references are required. Awards are made for no more than eight total semesters.

Goshen College Grant

A Goshen College Grant is gift assistance provided on the basis of financial need. The amount of the grant depends on the student's demonstrated need and other gift aid received.

Church Aid Matching Plan

Goshen College provides grants to match assistance given by the student's congregation or conference aid plan. The Church Aid Matching Grant will be awarded in addition to other scholarships, grants or discounts for which the student is eligible. This program is available to any 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. Congregational or conference representatives must notify the college by April 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 schools in 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 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.

Financial aid policies

Limits on Goshen College aid

Goshen College institutional dollars are available to students who have not achieved a bachelor's degree. Students may apply or audition for any number of awards, but each student may receive a maximum of two awards from the following list:

- Athletic Awards
- Gorsline Business, Communication or Theater Scholarships
- Lord's Trust & Swallen Scholarships
- President's Leadership Award
- Transfer Honors Scholarships
- Academic Scholarship (Menno Simons, Wens, Yoder, Grebel or Kratz)
- Music Department Achievement Award
- Tuition Discount Benefit

Per college policies, the total gift aid from Goshen College sources cannot exceed the cost of tuition. Gift aid from all sources cannot exceed the combined cost of tuition, room/board and books.

Qualifications for financial aid

Goshen College financial aid requires full-time enrollment of at least 12 credit hours each semester. For federal and state financial aid requirements, contact the financial aid office. Accounts from previous enrollment must be paid in full to retain financial aid assistance.

In accepting a scholarship, grant, loan or discount, a recipient agrees to maintain satisfactory support of the standards of Goshen College and 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.

Satisfactory academic progress

Financial aid recipients must show sufficient academic progress toward completing degree objectives within a reasonable time period, 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 a 1.50 grade point average while earning between 12 and 29 credit hours
- have at least a 2.00 grade point average after earning 30 or more credit hours
- complete 24 hours in each academic year (if a full-time student).

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 an official financial aid offer can be made.
2. Annually complete the Goshen College financial aid application form before March 1. (For first-year and transfer 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 online at www.fafsa.ed.gov. Students should specify 001799 as the code number for Goshen College in the appropriate section of the FAFSA.
4. Investigate other sources of financial aid: high school, church, community service clubs, industry or vocational rehabilitation.
5. The student financial aid office will begin awarding incoming students in early March. Upon receiving a financial aid package, the student should review the award and respond to the guidelines stated in the financial aid letter.
6. Continuing 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. Award letters will be sent beginning in early April.

Canadian students

Canadian students are eligible for institutional grants and scholarships listed above. To apply for need-based financial assistance, students should request the Canadian Student Financial Aid Form. Students should also consider sources of aid in their home province.

International students

Grants are available to qualified international students. These grants cover part of the cost of tuition. International students may apply for aid as a part of the admission process. To be considered, a completed application along with all supporting documents must be submitted. Students who had previously received a bachelor's degree will not be eligible for financial assistance.

DAES and graduate students

Students attending either the DAES or graduate programs at Goshen College may be eligible for financial aid. For more information, please contact the financial aid office.

Financial information

Expenses and fees for 2012-13

Traditional Undergraduate Program

	Fall	Spring	May Term	Total
Full-time tuition (12-16 hours)	\$13,450	\$13,450	Inc ¹	\$26,900
Room (residence halls) ²	\$2,375	\$2,375	Inc ¹	\$4,750
Board (full board) ³	\$2,125	\$2,125	Inc ¹	\$4,250
Totals	\$17,950	\$17,950		\$35,900

Fall or Spring SST	\$17,950
Summer SST (attended full time both fall and spring)	\$14,390
Summer SST (attended full time fall or spring)	\$16,170
Summer SST (did not attend full time fall or spring)	\$17,950

There will be an extra cost for Peru, Morocco, and Cambodia SST units.

¹ **No additional cost for May term for students who are registered full-time, living on-campus, and with a meal plan at Goshen College in both fall and spring semesters.** All others, including Brethren College Abroad students and those who were in off-campus courses through other agencies, pay the charges listed below for May term. Additional costs for May term meals may apply if student was not in full board both fall and spring. Students at Merry Lea must pay for meals separately.

	Tuition	Room	Board (full)	Total
May Term only	\$2,660	\$470	\$430	\$3,560
May Term (if attended full-time either fall or spring, but not both)	\$1,330	\$235	\$215	\$1,780

² Double room, used as a single - \$500 additional per semester.

Kratz, Miller, Yoder residence halls - \$2,375/semester

Kulp junior/senior floors - \$2,300/semester

All small group housing - \$2,625/semester

Individual apartment complex units - \$2,875/semester

³ Other meal plan options –

14 meals per week at \$2,005/semester, 80 meals per semester at \$1,120/semester, 45 meals per semester at \$650/semester.

Add the following estimates to the above fixed costs: books and supplies - \$900; personal expenses (i.e., health insurance, recreation, laundry, pocket money, etc.) - \$1,200; transportation - \$700.

Other tuition rates for traditional undergraduate program

Part-time fall and spring enrollment charges (applied music surcharge additional)

One-to-eleven credit hours (and May term part time) (per credit hour)	\$1120
Extra hours above 16 (per credit hour)	670

Full- and part-time:

Independent study, per credit hour (tutoring)	1120
Independent study, per credit hour (readings)	670
Summer session: (each 3-4 credit hour course)	1,990
Summer online courses: (per credit hour)	325

Other surcharges and special fees

Applied music surcharge (students enrolled for six or more hours)	\$335
Applied drama surcharge	180
Audit fee, per hour	200
Credit by examination per hour	175
Credit for experience per hour	195
Credit through Voluntary Service per hour	175
Early enrollment tuition, per credit hour	145
Dual enrollment tuition, per credit hour	75
Examination out of schedule	35
Late arrival for check-in	60
Late payment (payment received after due date)	60
Special payment arrangement (other than the standard payment plans)	85
Yearbook	40
Transcripts of credit (after first)	4

(Transcripts are released only after all accounts are paid in full)

GC Student health and accident insurance program

Single student per year	TBD
Student & Spouse per year	TBD
Student & Child per year	TBD
Student, Spouse & Child per year	TBD
Each dependent child per year	TBD
Major Medical	varies

Finance charges

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.

Standard payment plans

Final payment due dates

- Fall Term - August 16, 2012
- Spring Term - December 13, 2012
- May Term - May 1, 2013 (first day of classes)
- Summer Term - May 28, 2013 (first day of classes)

Plan #1 Payment in full: Any payment not received by the due date is subject to the \$60 late payment penalty. For more information on payment methods, including online payments, visit www.goshen.edu/accounting.

Plan #2 Monthly Payment Plan: Contracts may be arranged with our outside agency for a low-cost monthly payment program to extend throughout the year. The cost of the annual plan is \$45. There are no interest charges. Contact the accounting office for information, or visit www.goshen.edu/accounting for information.

To avoid a \$60 late payment fee, enroll in one of the payment plans by the final payment due date. Students may not go through final check-in until payment requirements are met under one of these plans.

Tuition, fees, expenses and payment due dates can be found on links from the accounting office web page (www.goshen.edu/accounting) or from this expense sheet brochure. This information along with the financial aid information received in the Financial Aid award letter can be used to determine payment requirements. Student account information, including estimated billings, can be found on MyGC. Please use this information to plan adequately and meet payment requirements for the 2012-13 year.

Note: 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 charged to the student and added to the balance due.

Degree Completion and Transition to Teaching Programs

Adult (DAES) programs comprehensive fee	\$16,120
(tuition, books, fees for entire program) (\$370/credit hour for 40 credit hours)	
Application Fee	35
Audit Fee	90
Class Reservation Deposit	100
Restart Fee.....	100
Extended Payment Set-up Fee	85
Credit for Prior Learning, per credit hour	75
Credit by Exam, per credit hour	140
Exam Fees:	
CLEP	110
DANTES	100

Transition to Teaching program

Elementary education	11,205
Secondary education	8,400

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

Voluntary withdrawal: Students who withdraw completely from the college initiate the process by contacting Student Life. 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.

Involuntary withdrawal: 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.

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/financialaid/cf_refundpolicy.php

Room and board refund rates, following day one of a given term, 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 1 and 2 (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.

Academic Information

Academic year

Standard academic calendar: two semesters and a May term

In addition to fall and spring semesters, a three and one-half week May term is considered part of the regular school year. Commencement is held annually between spring semester and May term. Students may enroll for three or four credit hours in May term courses. The summer Study-Service Term starts at the beginning of the May term and ends in July.

Alternate academic calendar: seven week terms

Adult programs, summer and online courses follow a calendar that includes six seven-week terms scheduled year-round. See the online calendar for details.

Degrees offered

The Bachelor of Arts is the primary degree awarded by Goshen College. The program that leads to this degree includes Goshen Core 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 which includes Goshen Core requirements, supporting courses, and professional nursing study. Graduates must successfully complete the National Council Licensure Examination - RN (NCLEX-RN) to become a registered nurse. Graduates of associate degree programs in nursing are welcome to enter and pursue a modified program to earn a B.S.N. at Goshen College.

The Bachelor of Science degree in Organizational Leadership is designed for adult students who have completed 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.

Two graduate degrees are offered:

- Master of Science in Nursing, Family Practitioner
- Master of Arts in Environmental Education

A separate graduate course catalog is available online and also from the nursing department and Merry Lea Environmental Learning Center.

Majors and minors

The major is a specified concentration of courses in a department, in addition to designated courses 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 33 credit hours to 60 or more in professional programs. Minors supplement the major, often emphasizing an interdisciplinary approach or vocational skill. Typical minors require 18-20 credit hours of study.

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 their academic adviser, then notify the registrar's office of their intent.

35 majors available

- Accounting
- American Sign Language
- Art
- Bible and religion
- Biology
- Broadcasting
- Business
- Chemistry
- Communication
- Elementary education
- Elementary education/Special education
- English
- English writing
- Environmental science
- History
- History and social research
- Informatics
- Interdisciplinary studies
- Journalism
- Mathematics
- Molecular biology/Biochemistry
- Music
- Nursing
- Organizational Leadership
- Peace, justice and conflict studies
- Physical education
- Physics
- Psychology
- Public relations
- Social work
- Sociology
- Spanish
- TESOL (Teaching English to Speakers of Other Languages)
- Theater
- Youth ministry

38 minors available

- Accounting
- Agroecology
- American Sign Language
- Anabaptist-Mennonite studies
- Art
- Bible and religion
- Broadcasting
- Business
- Communication
- Conflict transformation studies
- English
- Entrepreneurship
- Environmental studies
- Global economics
- Graphic design
- Health
- History
- Informatics
- International studies
- Journalism
- Mathematics
- Multimedia communication
- Music
- Music in worship
- Peace and justice studies
- Physical education
- Piano pedagogy
- Psychology
- Public relations
- Social policy
- Sociology
- Spanish
- Sustainability
- (TESOL) Teaching English to speakers of other languages
- Theater
- Women's studies
- Writing
- Youth ministry

Professional and pre-professional programs

Undergraduate professional programs at Goshen College

Three undergraduate professional programs are offered at Goshen College: education (elementary and secondary), nursing and social work. All require passing a certification exam after graduation. The accounting department offers several options for completing the 150 credit hours necessary to take the CPA exam. In addition, other majors such as broadcasting, journalism and informatics offer extensive opportunities for internships and professional preparation. Details about these programs are in the academic programs section of the catalog.

Teacher certification programs

The teacher education programs below lead to certification in Indiana. Many states have reciprocal certification agreements.

- American Sign Language education (5-12)
- Business education (5-12)
- Elementary education (K-6)
- Elementary education/English language learners (K-6)
- Elementary education/Exceptional needs: Mild intervention (K-6)
- English/language arts education (5-12)
- English learners (EL) education (K-12)
- Journalism education (5-12)
- Mathematics education (5-12)
- Music education (5-12 or K-12)
Vocal, Instrumental *or* General
- Physical education (5-12 or K-12)
- Physical education and Health (5-12 or K-12)
- Science education (5-12)
Chemistry, Life sciences, Physics, Life sciences and chemistry, *or*
Physical sciences
- Social studies education (5-12)
- Spanish education (5-12)
- Theater arts education (5-12)
- Visual arts education (5-12 or K-12)

Professional undergraduate program completed at another university

Engineering

Goshen College offers a two degree, or 3-2, engineering program resulting in a B.A. in physics, chemistry or computer science from Goshen and a B.S. in engineering from a major university with an accredited engineering program. Goshen College has articulation agreements with University of Notre Dame, Case Western Reserve, and the University of Illinois. The student spends the first three years at Goshen and the final two years at the university. For details and requirements, see the physics and pre-engineering department section of this catalog.

Pre-professional programs that require a graduate degree

Pre-architecture

An undergraduate degree in art is recommended, along with courses in mathematics, physics, history, sociology, communication and business. More information is available in the art department catalog pages and from art faculty advisers.

Pre-health sciences

Goshen College provides excellent pre-professional preparation for students interested in *medicine, veterinary science, physical therapy, occupational therapy, dentistry, optometry, pharmacy, and physician's assistant* programs. Since course sequencing is important, any student interested in these programs should consult the pre-medical

adviser or other faculty advisers in the biology and chemistry departments about course selection and the graduate school application process.

Pre-law

Law schools want students who can think, read, write and speak well and who have some understanding of public policy and human experience. No specific major is required. History is a good choice, but, depending on student interests, business, English, environmental science, PJCS or other fields could also be chosen. A list of recommended courses is available in the history and political science catalog section. History faculty also serve as academic advisers for pre-law students. Materials for the Law School Admissions Test (LSAT) and information about law schools and pre-law internships are available in the Career Services office.

Pre-seminary

Goshen College has a close historical relationship with Associated Mennonite Biblical Seminary (AMBS), Elkhart, IN; however, Goshen graduates attend a variety of seminaries for theological study or preparation for ministry. 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 attend the annual spring vocation banquet at AMBS and participate in a summer Ministry Inquiry Program internship in a congregation.

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 -- Usually for juniors or seniors

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 level course), if prerequisites have been met.

Some courses are offered for variable credit hours. The default credit value will be listed first, with the variable range in parenthesis, e.g. 3 (1-3).

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

Special courses in all departments

199/299/399 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 registrar's office. This special studies option is open for use in all departments of the college.

Academic policies and requirements

Graduation requirements

1. Total credit hours

The minimum total credit hours for each bachelor of arts and bachelor of science degree is 120 credit hours, with the exception of the Elementary Education and Elementary/Special Education majors, which require 124 credit hours.

2. Goshen Core

All Goshen Core or general education requirements must be completed as listed in the catalog that is current at the date of matriculation. New students may use IB, AP, dual credit and transfer courses to meet Goshen Core requirements. However, after initial enrollment, students must meet Goshen Core requirements with Goshen College courses. Students who are earning a second bachelor's degree at Goshen College do not need to take additional Goshen Core courses.

Courses that meet multiple requirements:

Perspectives courses in the Goshen Core may also count toward a student's major or minor, with the exception of Goshen Seminar courses, which may not be counted toward a major or minor.

3. Major

A defined major or interdisciplinary major must be completed. At least 12 upper-level credit hours (300-499) are required, with at least six upper-level credit hours in the major completed at Goshen College.

Internship credit expectations:

From 40 to 60 clock hours of experience will be expected for one hour of credit earned in departmental internships completed during the academic year. See credit by experience information for policies governing credit earned outside the semester calendar.

Double major policies:

Duplication (double-counting) courses for two or more majors may occur only for courses specifically required in both of the majors. Students with a double major are required to complete only one senior seminar and one internship. However, since seminar and internship credit counts toward the total number of credit hours required for a major, other departmental courses must be substituted in order to reach the total required number of credit hours for the second major. NOTE: students with a double major in a combination of biological sciences, chemistry, or physics need to take only one senior seminar and are not required to substitute another course for the senior seminar in the other major.

4. Minor (optional)

A minor supplements the major, often emphasizing a special interest, an interdisciplinary approach or vocational skill. Minors consist of 18-20 credit hours, with at least eight credit hours of upper-level study (300 and above). At least three credits in the minor must be completed at Goshen College.

Course overlap between majors and minors:

Duplication of courses for two (or more) minors may occur only for courses specifically required in both of the minors. However, courses in a minor may duplicate related courses in a major, at the discretion of the relevant departments.

5. Grade point average

A minimum 2.00 grade point average (GPA) for all work at Goshen College is required for graduation. Some specific majors require a GPA of 2.50.

6. Minimum credits of coursework at Goshen College

At least 30 credit hours of course work must be completed at Goshen College.

7. Senior credit requirement

Of the minimum 30 credit hours taken at Goshen College, at least 24 must be completed in the senior year (after achieving 90 credit 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.

8. Limit of credit hours in one department

No more than 45 credit hours in one department can count toward the minimum hours required for the degree. In other words, at least 75 credit hours must be completed outside the department of the major. All interpretations of requirements should be checked with the registrar.

9. Convocation/chapel attendance

Posted attendance requirements must be met. Current attendance policies are distributed to students annually and available at the chapel and convocation Web site.

10. Full financial settlement

Diplomas and transcripts are released only after the student's financial obligations to Goshen College have been met.

Special degree conditions

Credit limitations

- **Technical education** - A maximum of 12 credit hours may be transferred from terminal (non-liberal arts) programs at other colleges, such as community colleges, technical or Bible institutes.
- **Credit for learning based on work and/or experience** - A maximum of 12 credit hours of experience-based credit can be counted for the bachelor 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 College (or Hesston College) unless those requirements have been changed later by faculty actions that are to 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 transfer student), may elect the requirements in force on the date either of the 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. Application forms are available online.

Advising and 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 begins with course selection, which involves consultation with a faculty adviser, followed by online course selection. Registration must be

confirmed at the final check in just before classes begin at the start of each semester. Fall check in includes housing confirmation, financial aid processing, proof of insurance, ID cards, auto registration and other items. Spring check-in is done online. Fees must be paid prior to check in by the accounting department's due date. Part-time students and late applicants complete both course selection and check-in on the first day of the semester.

Fall semester

Continuing students select courses in April. New students participate in special orientation/registration days scheduled in May, June and July. Final course selection and registration for all students is held the first days of the semester, as is course selection for late students. Classes begin on the evening of the first Monday of fall semester.

Spring semester/May term

Students on campus select courses in November. New students complete course selection in December or on the first day of the semester. Final check in for all students is the first day of the spring semester, and classes begin on the morning of the second day.

Academic advising

First-semester freshmen are assigned to First-Year Experience 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 generalist advisers 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 – career goals, graduate school, choice of major, course selection and general adjustment to college. Some departments and professional programs also conduct group information or advising sessions for interested students.

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. Questions about the advising program should be addressed to the associate academic dean.

Placement testing

New students may establish competency for a Goshen Core requirement in mathematics, Spanish, or French by taking a competency test on campus, offered during summer pre-registration and at the beginning of each semester. See the registrar's office webpage for complete information on placement testing.

Changes in registration (Drop and Add)

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 associate dean of students.

Hours and course load

The usual academic load during the fall and spring semester is 12-16 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 16 credit hours. Exceptions to this policy are possible with approval from the registrar. Extra tuition is charged for hours beyond 16.

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. Registration for depth credit must be conducted in person in the registrar's office.

Auditing courses

Students are invited to enrich their education by auditing courses on a space-available basis. Auditors may participate in a class, but are not required to complete assignments and tests. 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 or examination to establish competency.

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 Community 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 registration procedures.

College credits earned during high school

For all college-credit programs based in high schools, credit may be counted toward Goshen Core or major and minor requirements. Individual academic departments will determine the exact placement or equivalent in departmental courses.

Advanced Placement

Goshen College awards credit for Advanced Placement exam scores of three or higher; however, to meet a Goshen Core requirement, the score must be four or five. See the registrar's website for course equivalencies and faculty member contacts.

International Baccalaureate

Goshen College recognizes International Baccalaureate courses and grants credit for scores of five or higher in both the Higher Level and Standard Level courses. IB credits may be counted toward Goshen Core requirements, major or minor requirements, or electives. A maximum of 30 credit hours is granted. See the registrar's web page for equivalencies in Goshen College courses.

Dual Credit

Goshen College offers several courses for credit at Bethany Christian High School. Other college credits earned through courses taught at a high school site are posted upon receipt of official transcripts from the credit-granting college or university, provided that grades are "C" or higher. Other Goshen College policies governing transfer credit also apply. See the Admission section of the course catalog.

Special courses by request

Directed study

On rare occasions and in order to accommodate student need, professors may allow a student to take a regular course during a term when the course is not publicly offered. The consenting professor must make a request to the registrar for course creation and student registration. The course is added to the student's semester course load. The professor and student work out the details of how the course will be conducted.

One-time course

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 or 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.

Special registration options

Courses and special credits are available by independent study, credit by experience, and credit by examination. Since these options are not part of registration for any semester, students may register for them at any time in the registrar's office. A special fee is always charged, and financial aid does not apply.

Independent study

To develop more curricular flexibility, Goshen College invites students to register for independent study. Students have one year from the date of registration to complete independent study courses. For special circumstances, the professor may request one extension with a specific completion date, generally not to exceed three months. There are two primary reasons why students may wish to take independent study:

Regular courses at special time

An academic program may require that a student take a course not offered during a given semester. In some cases it is possible to take such a course by independent study, under the direction of a faculty member. To register for such a course, the student obtains a form from the registrar. The instructor indicates approval on the form, which the student then returns to the registrar's office. Students may register for independent study at any time during the year. 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 wish to engage in an independent-study project in an area not covered by the regular curriculum, especially during the summer, when full time can be devoted to the project. The study may occur at the Goshen campus or at any appropriate location. 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, provided that 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, journals, portfolios and other materials.

Registration must precede the actual experience, and payment in full is required to validate the contract.

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 contracts. For special circumstances, the professor may request one extension with a specific completion date, generally not to exceed three months.

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. 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. Credit policies for CLEP and AP examinations are posted at www.goshen.edu/registrar. Credit earned through testing, other than AP, that is intended to meet Goshen Core or major and minor requirements is subject to the normal credit by examination fee. Contact the registrar for details.

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 Excellent

- A 4.0 quality points
- A- 3.7 quality points

B Very Good

- B+ 3.3 quality points
- B 3.0 quality points
- B- 2.7 quality points

C Satisfactory

- C+ 2.3 quality points
- C 2.0 quality points
- C- 1.7 quality points

D Unsatisfactory, but Passing

- D+ 1.3 quality points
- D 1.0 quality points

F Failing

- F 0 quality points
- FW 0 quality points, issued for non-attendance

NR Grade not reported (temporary grade)

I Incomplete (temporary grade)

W Withdrew during 2nd -9th week, 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. Students may not select the Credit/No Credit option for courses in the Goshen Core curriculum, including International Education, nor for courses in a student's major or minor, unless courses are designated with this grading option by the academic department. The student chooses at registration whether courses will be selected for the Credit/No Credit option system.

CR Passing work of C level or better; no grade point value

NC No credit: equivalent to C- level or lower; 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 grade plan

Changes in the grading plan are possible only in the first week of each semester (two days in May term). 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.

Incomplete grades

A grade of I (incomplete) may be given at the instructor's discretion for medical emergencies or circumstances beyond the student's control. Students must be earning a passing grade at the time of the request for an I grade. It is to be given rarely and not to accommodate the student who, through carelessness or poor planning, does not complete course work in the given time. The student will work with the instructor to establish a plan for completion of the course. If a final grade is not submitted by the end of the spring semester (for fall) or the beginning of fall semester (for spring or May terms), an F or NC will be recorded. The new grade is used to compute the grade point average, but the I remains on the student's permanent record.

Evaluations rather than letter grades

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., student teaching and field-experience courses. Evaluations submitted for such courses become part of the permanent academic record, available with transcripts.

Grade reporting

An examination period is scheduled at the close of each 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.

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. For graduation, a minimum 2.00 GPA is required. Some majors require a cumulative GPA of 2.50. 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) and in the total credit calculation.

Latin honors

Academic honors are awarded to traditional baccalaureate degree graduates who have earned a cumulative grade point average of 3.6 or above (A = 4.0) and with no grade lower than a C at Goshen College. To qualify for graduation honors, a student must have completed at least 48 graded semester hours at Goshen College. Academic Honors indicated in the commencement program are reflective of fall semester grades and are

subject to change with the addition of spring, May term and summer grades. Academic honors are also awarded to graduates who have earned a cumulative grade point average of 3.6 or above, with no grade lower than a C, while pursuing a degree in the Division of Adult and External Studies. To qualify for graduation honors, a student must have completed at least 40 graded semester hours at Goshen College. Academic Honors indicated in the commencement program are reflective of fall semester grades and are subject to change with the addition of spring, May term and summer grades.

- *Summa Cum Laude* 3.90-4.00 GPA (with highest honor)
- *Magna Cum Laude* 3.80-3.89 GPA (with great honor)
- *Cum Laude* 3.60-3.79 GPA (with honor)

Dean's list

The Dean's list is published after the fall and spring semesters. Students who have earned a semester GPA of 3.75 or higher on at least 12 credit hours of course work for a letter grade and who have no grades of incomplete (I) will be named to the list. Students may decline having their names published, if they so desire, by informing the registrar.

Other academic policies

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.

Classification

Students enrolled for 12 to 16 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, based on total hours at the beginning of the 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.

Credits

Credit is given for work successfully completed by the student and for which a passing grade 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.

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 first year (12-29 hours earned)..... 1.50 minimum GPA

- After earning 30 or more credit hours..... 2.00 minimum GPA

Any student not meeting these standards for: a) GPA or, b) hours earned, is placed on financial aid warning for the next semester. While on financial aid warning, 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 Appeals Committee, which takes final action. If the appeal is approved, the student is placed on financial aid probation with an academic plan. The plan will include specific criteria for the student to ensure that the student is able to meet satisfactory academic progress standards by a specific point in time. 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 or professors.

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 grievance policy

An academic grievance policy is in place for students who wish to dispute a final course grade that they received. In summary, the first step is for the student to submit a written statement, including supporting evidence and the desired outcome, to the faculty instructor of the course in question within ten business days of the end of the semester or term. The faculty member must respond in writing within ten business days after receiving the student's statement. The student and faculty member will then meet to determine whether an informal resolution can be reached.

If the dispute cannot be resolved informally, the student may contact the department chair within five business days after the meeting to present a written appeal. If the faculty member is also the department chair, or if the matter is not resolved at the department chair level, the student may appeal directly to the Associate Academic Dean. The Associate Academic Dean will lead a grievance hearing with an Academic Response Team composed of three neutral faculty members and one student.

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. Associate dean Tom Meyers administers academic integrity violation and grievance processes.

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; 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.

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

Academic policies and requirements : Other academic policies

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

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

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Ave., SW, Washington, DC 20202-4605. FERPA further provides that certain information concerning the student, designated as "directory information," may be released by the College unless the student has informed the college that such information should not be released. "Directory information" includes:

- Name
- Permanent address
- Local address*
- Telephone number*
- E-mail address*
- ID photo*
- Verification of birthdate supplied by inquirer
- Dates of attendance
- Full- or part-time status
- Date of graduation and degree received
- Major field(s) of study
- Classification
- Participation in officially recognized activities and sports
- Height and weight of athlete

*Local address, campus phone number, email address and student ID photo 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.) Goshen College does not provide student e-mail lists to public or private entities.

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

Privacy rights of deceased students

FERPA rights of an individual expire with that individual's death. However, it is Goshen College's policy not to release educational records of deceased individuals, unless required to do so by law or authorized to do so by either the executor of the deceased's estate or the deceased's spouse, parents or children. Goshen College may request proof of death.

Withdrawal and refund policy for reservists called to active duty

Any student called to active duty may withdraw from courses up until the last day of the semester. If the withdrawal comes during the first nine weeks of the semester, normal withdrawal and refund policies take effect. If departure comes after the ninth week, the student has the option of withdrawal "W" or incomplete "I". Options should be discussed with and approved by the course instructor(s). If course withdrawal "W" is pursued, tuition and fees will be refunded on a prorated 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.

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's office or online. Justifiable reasons for a leave may include medical or financial difficulties or church-related service assignments. Students enrolled at the Chicago 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 through the admission office. All students who take courses elsewhere during their leave, and who want to transfer that credit to Goshen College, also must apply for readmittance through the admission office.

Special academic 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.

Center for Intercultural Teaching and Learning

The Center for Intercultural Teaching and Learning, known as CITL, was established with a grant from Lilly Endowment. See <http://cittl.goshen.edu/> for more information. CITL has three main areas of activity:

- **Research** - CITL is conducting research on the dynamics behind the changing ethnic composition in a rural Midwest community and its implications for higher education.
- **Educational Access** - CITL is working to make a Goshen College education accessible to Latino students and in the process enabling the college to better serve other culturally diverse students.
- **Transformed Learning Community** - CITL is creating an intercultural learning community for all Goshen College students that prepares them for communication, understanding and collaboration needed in the 21st century.

Honors opportunities

The academic ethos at Goshen College is rigorous and engaging. Requirements for the Dean's List and the Latin Honors system for graduates are described in the Academic policies section of the catalog. Two special honors opportunities are described below.

Academic Symposium

An annual Academic Symposium features exemplary student research and writing. The symposium brings together students and faculty members involved in original research and scholarly activity from all disciplines. A selection of papers representing the quality of student research at Goshen College is published on the Academic Symposium Web site: http://www.goshen.edu/honors/Research_Symposium.

Maple Scholars

Each summer the Maple Scholars program supports numerous student-faculty research partnerships. Maple Scholars is an eight-week program that gives students the opportunity to participate in independent research alongside Goshen College faculty of various disciplines. Each scholar is paired with a faculty member who works with and supervises individuals to help carry out their work. Students who are selected as Maple Scholars live in campus housing and receive a stipend See www.goshen.edu/academics/maple_scholars.php for more details.

Merry Lea Environmental Learning Center

Owned and operated by Goshen College, the Merry Lea Environmental Learning Center is a 1,189-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. More than 6,000 K-12 children each year are guests at Merry Lea. Facilities include an environmental-education building that houses a classroom, offices and library, a Farmstead, a pavillion, and some housing with overnight accommodations. Rieth Village, a set of "green" collegiate laboratory/residence buildings was completed in 2006. Rieth Village received a Platinum award, the highest level possible, from the U.S. Green Building Council's LEED (Leadership in Energy and

Environmental Design) rating system. LEED buildings are required to meet rigorous standards in areas such as energy efficiency, water management, use of recycled materials and indoor air quality. Merry Lea offers undergraduate courses in environmental science and education. A master's degree program in environmental education began in 2008. See www.goshen.edu/merrylea/ for more information.

Goshen College Music Center

The Goshen College Music Center is a beautiful award-winning facility with excellent acoustics. The Music Center contains the 1,000-seat Sauder Concert Hall, 300-seat Rieth Recital Hall, rehearsal rooms, classrooms, practice rooms, and offices. The Hershberger Art Gallery features rotating exhibits by guest artists, faculty and students. The Music Center hosts a popular annual Performing Arts Series with world-class performers as well as dozens of other concerts. The Community School of the Arts, based in the Music Center, offers piano lessons, Suzuki string lessons, children's choirs, and a Music Together program for parents and pre-school children to more than 300 families. The Acorn Project provides subsidized music lessons for low-income families. String orchestra opportunities are also offered for home-schooled students and older adults. More information is available at www.gcmusiccenter.org.

Off-campus May-term courses

Each May-term, marine biology courses are offered at Goshen College's marine biology facility on Long Key in Florida. Most other courses in the list below are offered every two years. The off-campus May term courses offered by Goshen College in 2010 to 2012 were:

- The Arts in London
- Biology of the Sea (Florida)
- Borderlands (Texas/Mexico)
- Business in Spain
- Camping and Recreation (Boundary Waters, Minnesota)
- Entomology (Merry Lea)
- Field Experience in Environmental Biology (Merry Lea)
- Journeys of Paul (Greece and Rome)
- Marine Biology (Florida)
- Ornithology (Merry Lea)
- Religious Journalism (at Mennonite Church USA convention site)
- Spain and Morocco

Other off-campus programs

In addition to Goshen College SST and May-term courses, many other possibilities for off-campus study exist in cooperation with other colleges and universities. (See list below.) For information about registering for any of these programs, contact the associate dean and director of international education. Special off-campus program registration forms are available in the SST and registrar's offices.

Financial policies for off-campus programs

Special arrangements make it possible for students to register for Goshen College credit while participating in the programs below. However, since tuition and fees are collected and passed on to the other agencies or colleges, sources of student financial aid and scholarships while enrolled in these programs are nearly always limited to outside funding such as Pell grants, state grants, non-Goshen College scholarships and Stafford Loans.

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.

Off-campus programs affiliated with Goshen College

- **Au Sable Institute of Environmental Studies** offers summer programs in Mancelona, Mich., and other locations. Contact the environmental science director for more information or see www.ausable.org.
- **Brethren Colleges Abroad** offers academic-year and half-year programs in Europe, Asia and South America. Contact Spanish professors for more information or see www.bcanet.org.
- **Central American Study and Service (CASAS)** in Guatemala offers semester or summer programs in Spanish and Central American studies. See <http://semilla.org.gt/> for more information.
- **Chicago Center** offers semester and summer programs in Soc 302, Urban Diversity and many internship possibilities. Because of special financial arrangements with this program, students who spend the fall or spring semester at Chicago Center are not charged extra for May term tuition at Goshen. See www.chicagocenter.org for more information.
- **Council for Christian Colleges and Universities (CCCU)** offers various semester and summer programs. For further information, see 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. See www.ciee.org for more information.
- **Lithuania Christian College** has summer TESOL internships and semester study opportunities. See 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 for more information.
- **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. See www.emu.edu/wcsc for more information.

The Goshen Core

Director, R. Peterson-Veach, Associate Academic Dean

What we call “the Goshen Core” (sometimes called “General Education” at other schools) is the set of courses and requirements that applies to all students no matter what major they choose. A Bachelor’s Degree at Goshen consists of 120 credit hours. For most students, the Goshen Core curriculum is 43 credit hours. See www.goshen.edu/core/ for more detailed information.

Unique Core Curriculum

We designed the Goshen Core with the college’s vision statement in mind. In that statement we express our aim to focus on “international, intercultural, interdisciplinary, and integrative teaching and learning that offers every student a life-orienting story embedded in Christ centered core values: global citizenship, compassionate peacemaking, servant leadership and passionate learning.” In order to express that through our curriculum, we developed a set of Student Learning Outcomes and then created a program with three main parts:

1. **Three “threads” of course work:**
 - *The First Year Experience Thread*, which develops students’ fundamental academic skills
 - *The Intercultural Thread*, which prepares students for the increasingly global world of the 21st century
 - *The Perspectives Courses Thread*, an interdisciplinary thread that helps students see how knowledge is created and revised in multiple areas of study
2. **The Electronic Portfolio.** Allows students to collect their work and then produce a “showcase” at the end of their first year and at the culmination of the Intercultural Thread.
3. **Other requirements: convocation and chapel, prerequisites.**

Students at GC are required to attend and participate in Monday convocation and Friday chapel events that foster intellectual exploration and faith formation. We also require that students demonstrate competency in Quantitative Literacy through a test, or by taking a course. In order to prepare for intercultural study, students must demonstrate proficiency in a foreign language equivalent to two semesters of college-level study.

First Year Experience

First-year courses

See course descriptions below.

- CORE 100, Identity, Culture and Community..... 3
 - CORE 102, Learning Community I..... 1
 - CORE 104, Learning Community II..... 1
 - CORE 110, The Academic Voice 3
 - CORE 115, Wellness for Life 1
 - CORE 120, Engaging the Bible 3
 - CORE (various), Goshen Seminar 3
- Meets one of the five Perspectives requirements (see below)

Note: Transfer students and new students who begin in January take CORE 106, Culture and Community instead of CORE 100, 102 and 104.

Quantitative Literacy (QL)

Must be completed by fall of second year.

The QL requirement may be met in one of three ways:

1. For students entering with SAT Math scores below 480 or ACT Math scores below 20: complete the course Math 105, Quantitative Reasoning.
2. For students entering with SAT Math scores 480-540 or ACT Math scores 20-23: Either pass the QL exam (given at summer registration and at the beginning of each semester) or complete Math 105, Math 131, Math 141, or Math 170.
3. For students with any of the following, the QL requirement is met:
 - SAT Math score of 550 or higher
 - ACT Math score of 24 or higher
 - Minimum AP Calculus score of 4 (for AB level) or 3 (for BC level)
 - Minimum IB score of 5 in Mathematics of Mathematical Studies
 - College credit in 100-level or higher mathematics course

Intercultural Thread

One of the five core values at the foundation of Goshen College is global citizenship, so intercultural study is an important component of the Goshen Core. There are four basic ways to meet the intercultural study requirement, listed below. All except the nursing option are described in more detail in the International Education section of the catalog and at www.goshen.edu/sst.

Four intercultural study paths

1. **International Study-Service Term (SST)** 13
Immerses groups of students in a significantly different culture for a semester, with a faculty leader. Includes study of language and culture, a service learning placement, and homestays with host families. Prerequisite is language competence equivalent to two semesters of college-level study.
2. **Domestic Study-Service Term (Latino Studies Program)** 13
May be spread over one, two, three or four semesters. Includes a relationship with a host family, but not homestays. Prerequisite is Spanish competence equivalent to two semesters of college-level study.
 - Span 103/203, Spanish language study 4
 - INTL 230, Intercultural Service Learning 3
 - INTL 253, History & Culture of Latinos in the U.S. 3
 - INTL 257, Arts & Literature of Latinos in the U.S. 3
3. **Modified requirement for Nursing students** 9-10
 - Spanish language course, at individual student's level 3-4
 - INTL 253 and INTL 257 (above) 6
 - Clinical placement in a Latino setting for NURS 408, Community Health Nursing
4. **Intercultural study for international (F-1) students** 10
 - Comm 206, Communication Across Cultures 3
 - INTC 253, U.S. History & Culture 4
 - INTC 255, U.S. Arts & Literature 3

CORE 300, Global Issues Seminar

After intercultural study is completed, all students take this 3 credit course. See description below.

Perspectives courses

Perspectives courses focus on the investigation of a complex problem or issue. The professor's discipline will serve as a platform for approaching the topic, but courses will also include examining various perspectives within an interdisciplinary framework. These courses can be taken at any time during the four years. Students take one Perspectives course in each of five categories. The Goshen Seminar meets one of the five requirements. Descriptions of individual Perspectives courses are in academic department pages. Perspectives courses are designated on the printed and .pdf course offering lists with RW, SW, NW, AW or PX. For a list of current Perspectives courses, see the Registrar's office homepage at www.goshen.edu/registrar.

Religious World (RW) - 3 credit hours

Introduction to the study of religious traditions; studies of the Christian faith within the context of the broader religious world.

Social World (SW) - 3 credit hours

Values and histories underlying cultures, societies and religious traditions and the relationships between them. These courses include a significant quantitative literacy (QL) project. Prerequisite: QL requirement.

Natural World (NW) - 3 credit hours

The natural created order, including the earth and its systems. These courses include a significant quantitative literacy (QL) project. Prerequisite: QL requirement.

Artistic World (AW) - 3 credit hours

Forms of human thought, movement imagination and innovation.

Peacemaking (PX) - 3 credit hours

The factors that create and sustain frameworks for the essential relationships between and among humans, God and the natural world.

E-Portfolio

Students will form an electronic portfolio to document their learning and growth in college. Each course taken in the Goshen Core will include assignments to be included in the e-portfolio. Courses in major, minor and professional programs may also offer additional materials for the e-portfolio.

Convocation and chapel

Convocation and chapel programs gather the Goshen College campus community together each Monday and Friday at 10:00 a.m. for shared learning experiences and for worship, usually in the church-chapel sanctuary. Students are asked to attend about half of these events.

The purpose of Chapel is to tend to the Christian spiritual formation of our gathered community. Chapel calls us to come before God together in worship and seek to be continually formed into the image of Christ. Convocation provides integrative learning opportunities for personal, intellectual, and social growth. In convocation, we explore complex problems and big questions. We also support and celebrate each others' learning. Speakers for both Chapel and Convocation may be faculty, students or campus guests.

Student learning outcomes

The Goshen Core uses Student Learning Outcomes as both a target for student achievement and a foundation for planning and development. The following learning outcomes form the basis of our curricular and co-curricular goals and address the essential knowledge, skills, and responsibilities that shape the environment we construct to support student learning. This integrative approach to learning will assist students in defining their identities and preparing them to engage twenty-first century challenges. As

we continue to create a community of faith and learning, we believe that the learning outcomes must serve students in living out the [five core values](#).

Overall primary outcome: integrative learning

The Goshen Core's explicit focus is on Integrative Learning as the primary learning outcome. As such the program has three curricular (3) "threads": a) fundamental academic skills, b) intercultural skills and experiences, and c) interdisciplinary frameworks for learning and developing dispositions appropriate for integration of knowledge, skills and responsibilities. Students will begin with a first year designed to cement their fundamental academic skills and to launch them into the intercultural and interdisciplinary realms. Either an intensive or extended encounter learning about an intercultural environment will follow. Courses designed to highlight the perspectives of the following areas of study will round out the Core experience: The Religious World, The Social World, The Natural World, The Artistic World and Peacemaking.

Outcomes by area of learning:

KNOWLEDGE

In our academic and campus life programs, students will develop knowledge of:

- **The Christian Story:** The biblical basis and theological exploration of Christian faith
- **Identity:** Self, personal growth, and one's relationship to multiple communities
- **The Social World** (see above)
- **The Natural World**
- **The Artistic World**
- **Peacemaking**

SKILLS

In our academic and campus life programs, students will grow in their mastery of the following intellectual and practical skills:

- **Communication:** Listening, reading, writing, speaking and interacting effectively
- **Quantitative literacy:** Using basic mathematical concepts and operations required for problem-solving and decision-making
- **Inquiry:** Using visual and information literacy to gather appropriate evidence from multiple data sources
- **Critical and reflective thinking:** Analyzing, interpreting, evaluating and using evidence to make good judgments
- **Problem solving:** Working individually and collaboratively for creative solutions
- **Intercultural competence:** Acquiring language and cross-cultural communication skills to interact effectively with people from diverse communities

RESPONSIBILITIES

In our academic and campus life programs, students will develop a sense of personal and social responsibility for:

- **Faith in Action:** Reflecting on the relationship between personal faith and life choices that support God's justice, reconciliation, and peace
- **Ethical reasoning:** Living and serving with integrity in a variety of communities
- **Intercultural openness:** Creating partnerships with people across difference to learn from one another and work towards equity

- **Local and global community engagement:** Understanding human systems and knowing how to bring about change peacefully
- **Lifelong learning:** Remaining curious and occupying an inquiry stance in the face of challenges to current understandings of oneself and of the world
- **Living Sustainably:** Working to create restorative relationships with the natural world

INTEGRATIVE LEARNING

Integrative learning is an understanding and disposition that a student builds across the curriculum and co-curriculum, from making connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. We promote integration of learning across disciplines because we believe the acquisition and application of knowledge is most successful when shaped by various perspectives. An integrative approach highlights these realities and supports students in understanding how to select and apply appropriate techniques and methodologies for solving complex and significant problems.

Goshen Core Courses

- CORE 100 Identity, Culture and Community** 3
Students will acquire perspectives and skills to prepare them to thrive in their intercultural experience whether in the college community, the local community or the global community. Students will explore and analyze the construction of identity, culture and strategies for making ethical decisions. Taken in the fall semester of the first year.
- CORE 102 Learning Community I** 1
How do people with diverse identities live together in a vibrant community? Learning Community meetings will focus on an introduction to college experience, including understanding the Goshen Core, student development theory, and personal identity within the broader campus community. Taken in the fall semester of the first year at Goshen College. Corequisite with CORE 100.
- CORE 104 Learning Community II** 1
A continuation of the first semester Learning Community experience in personal identity development, with a focus on academic major and a career, informed by Christian faith and service. Students will form electronic portfolios to document their learning throughout the college experience. Taken in the spring semester of the first year at Goshen College. Required for all new fall first-year students and for fall & spring transfer students who have a transfer course equivalent to CORE 100. Prerequisite: CORE 100.
- CORE 106 Culture and Community** 3
This course for transfer students and spring semester first-time students combines course content from the CORE 100 course and Learning Community I & II. Students will explore identity and culture, specifically the question: How do people with diverse identities live together in a vibrant community? Course content will also include an introduction to the Goshen Core, campus resources for career development and spiritual growth, student development theory, and electronic portfolio formation.
- CORE 110 Academic Voice:Speaking and Writing** 3
In this course, students practice crafting and presenting speeches and essays using the tools of critical reading, analysis, active listening, rhetoric and research, with the purpose of developing their voices to participate in academic conversations. Taken in the fall or spring semester of the first year. Prerequisite: SAT verbal score of 480, ACT English score of 20, or Engl 105.
- CORE 115 Wellness for Life** 1
Explores the influence of physical activity and dietary choices on risk of cardiovascular

disease, diabetes, hypertension, obesity, and mental/emotional disorders. Examines personal, genetic, attitudinal and behavioral components of wellness. Taken in fall or spring semester of first year.

CORE 120 Engaging the Bible 3

An introduction to biblical literature that provides a foundation for current expressions of Christian faith and practice. Students will gain skill in the use of academic resources and methods in order to read, interpret and communicate more effectively. This course should be taken in the Spring Semester of the first year or Fall Semester of the second year. Prerequisite: CORE 110.

CORE 150 GC Sem: Are We Still Human? 3

How has the definition of being human changed over time--along with societal developments in categories such as biology, technology, and spirituality?and what do these changes say about our culture, values, and beliefs? A Goshen Seminar and Social World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

CORE 151 GC Sem:Hope for a New World 3

Why do end times movements develop during stressful times--environmentally, politically and socially? What can we learn from three late 19th century movements in China, Brazil and South Africa, about how people construct communities and dream of a better world? A Goshen Seminar and Social World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy

CORE 152 GC Sem:Free Information? 3

Should information be free to all, or should we pay for it? Should the government be involved to either create information for the good of all or protect the intellectual property rights of individuals and corporations? A Goshen Seminar and Social World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

CORE 160 GC Sem: Environmental Physics 3

Humankind has built an amazing civilization on planet Earth by exploiting fossil fuels. Now we confront challenges such as climate change, the limits of oil extraction, and our impact on other species. An understanding of physics, particularly of energy, is key to identifying promising solutions. A Goshen Seminar and Natural World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

CORE 170 GC Sem:Speaking of Death 3

Why do we fear death? How is our understanding of death bound together with our concept of human nature, the sacred, and human responsibility? This course will look at the economics of death, religious beliefs, commemoration and consolation. It will draw heavily from literature and the arts. A Goshen Seminar and Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

CORE 181 GC Sem:Writing About Home 3

How do we think about "home" and represent "home" to one another? Is it where we are from, or where we are, or both? How does it relate to where we are going? We will explore these issues at the level of our families, our campus, our local communities, and our nations, using literature, film and other resources. A Goshen Seminar and Artistic World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

CORE 190 GC Sem:Crossing Boundaries 3

How do stories shape communities and offer possibilities for crossing boundaries and creating connections between them? In this course we will examine social, national, interpersonal and intrapersonal borders through literature that explores immigration, assimilation, the "hybridizing" of cultures and the experience of those who exist "between" cultures. A Goshen Seminar and Peacemaking course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

CORE 191 GC Sem:War Peace, Nonresistance 3

Can or should Christians participate in war? What form should the responsibility to pursue peace take? From early in the tradition, Christians have struggled to answer these questions. In this course we examine how concepts of pacifism, just war, and holy war developed and the many forms that peacemaking takes—especially today. A Goshen Seminar and Peacemaking course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

International education

T. Meyers, Associate Academic Dean and Director of International Education

Introduction

Goshen College offers several types of international education. First is the Goshen Core requirement of international or domestic Study-Service Term (SST) for North American students (Section I) or U.S. culture studies for international students (Section II). In addition, a **minor in international studies** (Section III) and a variety of other overseas educational opportunities are available through Goshen College or other organizations with whom we cooperate (Sections IV and V).

For contacts and related information, visit the Study-Service Term Web site at www.goshen.edu/ssst.

I. The Study-Service Term (SST)

Program description

SST is a program designed to immerse students in a culture significantly different from dominant United States culture. Its goals for each student are to grow in one's own identity in relationship to multiple communities, to develop intercultural openness, to acquire language and cross-cultural communication skills, and to create partnerships with people across difference to learn from one another and work toward equity.

International SST units are one-semester immersion experiences. Spanish units are offered in Central and South America. Currently, other international SST units operate in Cambodia, China, North Africa, Senegal and Tanzania. A new domestic Spanish SST focuses on Latino studies in northern Indiana and neighboring states. Domestic SST is available in a one-semester immersion experience and, beginning in 2012-13, also in alternative formats spread over one or two years.

Students choose a language area and location for SST in consultation with their academic adviser. See Planning and Advising Notes for individual majors to determine the best timing for SST. Students are urged to plan and sign up early for international SST. They may pre-register for first and second choice SST units. About half of all students participate in SST during their sophomore year. Others participate in their junior or senior year.

At each location, Goshen faculty leaders arrange the academic program and give personal counsel to a group of up to 23 students. For one-semester immersion units, the first six weeks of the term are spent studying the language and culture of the host country or community. The faculty leader uses local resources to support a largely experience-based learning program: host family relationships, 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, and complete a major project to present during the last week of the term. Students in international SST live in homes of the host country throughout the term and eat at least two meals daily with their "families." Domestic SST students relate to a host family, but do not live with them.

Participation in international SST is an educational privilege for those whose recent performance suggests that they are ready for the special challenge of living and studying abroad. A screening process reviews the health and the academic and behavioral performance of all SST applicants throughout the preparation process until departure. Minimum GPA requirement is 2.0 to participate in international SST. Students must also receive a minimum of a C- in the language that is required for a particular unit. 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.

A student who decides not to go on SST less than six weeks prior to departure will be expected to pay all preparation costs, including the cost of an airline ticket.

A student who leaves an SST location and returns to the United States must pay all expenses associated with the return trip.

Student fees in Central America, including travel costs, are the same as for a semester's tuition, room and board on campus. Domestic SST costs are also the same as for on campus study. Units in other locations involve extra cost.

SST locations for 2012-2015 (tentative)

2012-13 Fall semester Spring semester Summer semester

Morocco	Peru	Nicaragua
Peru	Cambodia	Peru
		Latino Studies

2013-14 Fall semester Spring semester Summer semester

Peru	Peru	Nicaragua
	Tanzania	Peru
		Latino Studies
		Senegal

2014-15 Fall semester Spring semester Summer semester

Peru	Peru	Peru
China		Nicaragua
Morocco		Latino Studies

Credit hours and evaluation for International SST

- Foreign language 4
- Intercultural communication 3
- History and Culture of [country] 3
- Arts and Literature of [country] 2
- The Natural World of [country] 1

Domestic SST Latino Studies Options:

1. One semester immersion in May/summer.
2. One or two courses in fall and spring semesters and/or May term.

Prerequisite: Span 101, 102 (or competency by exam)

Credit Hours and Evaluation for Domestic SST

- SPAN 103/203, Spanish language 4
- INTL 230, Intercultural Service Learning 3
- INTL 253, History and Culture of Latinos in the U.S. 3
- INTL 257, Arts and Literature of Latinos in the U.S. 3

Students will receive a letter grade for each program component.

Prerequisites for SST

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

1. Students participating in French, Arabic or Spanish units need to establish 102-level competency (by course or on-campus 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 either 101-level competency in a third language, a course selected from a third language, or one course from the following list. Whenever possible, students should elect a course from the specific region of their SST unit.

Alternative language prerequisite courses

- Bus 350, International Business
- Comm 206, Communication Across Cultures
- Econ 306, International Economics
- Econ 308, Introduction to Economic Development
- Engl 201, World Literature
- Engl 310, Introduction to Linguistics
- Hist 240, History of Global Poverty
- Hist 340, Religious History of Africa
- Hist/WoSt 330, Gender in World History
- Hist 335, History of Ethnic Conflict
- Hist 350, African History
- PoSc 308, International Politics
- Phil 307, Asian Thought
- Rel 220, World Religions
- Rel 317, Islam
- Soc 230, Cultural Anthropology
- Soc 334, Race, Class and Ethnic Relations
- Soc 340, African Societies and Cultures

II. United States Culture Studies for International Students

International students will complete 10 credit hours studying U.S. culture, including a connection with a local family, arranged through the U.S. History and Culture course taken in the fall semester.

Credit hours and evaluation

- Comm 206, Communication Across Cultures 3
- INTC 253, U.S. History & Culture 4
- INTC 255, U.S. Arts & Literature 3

Students will receive a letter grade for each program component.

III. Minor in international studies

Program director and adviser: T. Meyers, Associate Academic Dean

9-17 credit hours, in addition to a semester of international SST

- Language prerequisite for SST (credits or proficiency) 0-8
- Any three courses from the alternative language prerequisite list above and/or the list of additional courses below 9

Course options for the international studies minor

(See alternative language list above for additional options.)

- ASL 104, North American Deaf Culture
- Bus 375, Business in Spain
- Engl 207/307, Literature of Ethnicity, Gender & Race (not women or Mennonite topics)
- Hist 240, World Geography
- Hist 344, Latin American History

- MCLL 375, Topics: Spain & Morocco
- PoSc 318, Latin American Politics
- Rel/Soc 315, Religion in Culture and Society
- Rel 316, Liberation Theologies
- Soc 336, Latin American Societies & Cultures
- Spanish courses, any 300-level or above

Planning and advising notes

This minor is available only to students who have had SST or an equivalent semester of study abroad. The course work is recommended for after SST, but courses taken before SST do apply. The three international studies courses selected for this minor may not overlap with requirements in any major or any other minor.

International studies in an Interdisciplinary major

If international studies is selected as one of the three areas of study in an interdisciplinary major, 15 credit hours of courses must be selected from the two lists of courses above to complete that area of study.

IV. Other study abroad options with Goshen College

During the May term or summer, Goshen College may offer special courses abroad. Locations vary, but recent courses have operated in England, Spain, Morocco, Greece, Italy, and Mexico. Credits may be earned in several areas, among them art, business, history, language, literature, music, theater, religion and peace studies. Some credits may apply toward the international studies minor.

V. Study abroad with other international programs

Study abroad is available at colleges or universities in many different countries. Special application must be made on forms available from the international education office. Goshen College students have access to approved study-abroad programs through affiliation with the following organizations:

- Schools that are members of the Council of Mennonite Colleges
- Brethren Colleges Abroad (BCA)
- Council on International Educational Exchange (CIEE)
- Council of Christian Colleges and Universities (CCCU)
- Lithuania Christian College (LCCU)
- Central American Study and Service (CASAS) in Guatemala

Goshen College students in these affiliated programs will be registered as students at Goshen College in absentia. Credit may count for international education requirements only with the approval of the director of international education. Approval for credit equivalency does not mean that Goshen College financial aid will apply, but sources of financial aid outside of Goshen College are available.

Financial aid policies

For the list of affiliated international study programs in the previous paragraph, sources of student financial aid and scholarships are limited to funding outside of Goshen College such as Pell Grants, state grants, outside scholarships, church aid and Guaranteed Student Loans.

Only when the international program is required by the student's major and there is no alternative available on campus may Goshen College scholarships and financial aid be used. An application must be submitted and the major must be declared by spring advising days prior to the year of off-campus study. Contact the director of student financial aid for more information.

Programs which are not on the approved list above may be eligible for credit transfer, but students who choose to enroll in programs that have no affiliation with Goshen College cannot apply for any sort of financial aid through Goshen College.

Intercultural and International Studies Course Descriptions

INTC 253 U.S. History and Culture..... 3

A broad overview of U.S. history and cultural values. Each week the class will explore a theme from several angles: historical source(s), current events and cultural expression. A central piece of the course will be topically-directed conversations each student will have with her or his friendship family.

INTC 255 U.S. Arts and Literature 3

Explores music, art and literature with special attention to works that represent key issues and perspectives on the American experience. Students will be exposed to a variety of artistic and literary expressions that sometimes point to a common value or assumption but may also represent conflicting voices in the United States.

INTL 230 Intercultural Service Learning..... 3 (1-6)

A field assignment in an intercultural setting through an approved agency or placement site. Arranged by the student with the international education director or LSST director.

INTL 253 History and Culture of Latinos in the U.S. 3

An overview of past and contemporary experiences of different U.S. Latino subgroups, with an emphasis on the experience of Latinos in the Midwest and Northern Indiana. Exploration of topics such as Latino culture, history, politics, economics, and other social issues through classroom teaching, interaction with members of the Latino community, and field trips to Latino communities.

INTL 257 Arts and Literature of Latinos in the U.S..... 3

Issues of identity and social justice in contemporary U.S. Latino/a Literature and Arts. Examines how writers and artists express and enact what it means to be an American and a Latino in our contemporary culture. Students will explore the historical context of Latino art and literature as well as the influence of Latino traditions, experiences, and immigration stories.

Academic departments and courses

Art

Professor M. Krabill (Department Chair)

Associate Professors R. Horst, J. Mishler

Assistant Professors K. Glick

Introduction

The art department offers the following programs:

- [Major in art](#), with one of six possible concentration areas
- [Minor in art](#)
- [Minor in graphic design](#)
- [Minor in multimedia communication](#)
- [K-12 visual arts teaching certification](#)

Visit the art department website at www.goshen.edu/art.

Career and post-graduate 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 and 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 selected from the following: 3
 - Art 204, Ceramics
 - Art 206, Sculpture
 - Art 217, Jewelry
- Art 241, History of Art I 3
- Art 242, History of Art II 3
- One of the following 3
 - Art 343, Contemporary Art History
 - Thea 245, Aesthetics
- Art 409, Senior Exhibit 1
- Art 410, Senior Seminar 3
- Art concentration area (options below) 5

Concentration areas (at least 5 credit hours in one area)

Graphic design

Art 108, Art 208, Art 308, Art 408, Art 203, Art 207, Art 301/401, Art 315, Art 343, Art 355; Bus 336, Advertising; Bus 121, Introduction to Entrepreneurship; Engl 204, Expository Writing; Comm 212, Digital Media Production I; Comm 255, Photo Communication; Comm 326, Creating for the Web; Art/Comm 375, Animation.

Production crafts

Art 206; Art 312; Art 343; Art 355; 9-15 hours ceramics or jewelry; Bus 121, Introduction to Entrepreneurship; 328, Venture Planning; Acc 201, Principles of Financial Accounting; and Acc 202, Principles of Managerial Accounting: .

Studio art

For students preparing for graduate school or a career as a studio artist. Art 312; Art 343; Art 355; 9-15 hours in selected studio courses in two- or three-dimensional media. Engl 204, Expository Writing. Selections from history, French, philosophy and anthropology.

Visual arts education (K-12)

In addition to the required courses outlined above, these course are also required for teacher certification: Art 108, Art 255, Art 312; and six credits advanced study in a medium as preparation for the senior exhibit. Also 30 credits in education, including student teaching during fall semester of the senior year. For more details see visual art and secondary education pages of the *Teacher Education Handbook*.

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. Additional courses usually required include: Art 108; Art 355; studio art classes; Math 211, Calculus I; Phys 203 or 204, General Physics; and two European or world history courses. In addition, courses in sociology, psychology, communication skills and business are strongly recommended.

Art therapy

Pre-graduate school program. Art 204; Art 206; Art 207; Art 217; Art 312; Art 355; Art 412; Psc 210, Developmental Psychology; Psc 306, Abnormal Psychology.

Curatorial studies

Pre-graduate school program. Art 312; Art 343; Art 355; Art 412; Bus 121, Introduction to Entrepreneurship; Comm 324, Principles of Public Relations; Engl 204, Expository Writing; selections from history, French, philosophy and sociology/anthropology.

Planning guide

First year

Drawing
Design
Painting
Any art 3-D media course
Goshen Core courses

Second year

Figure Drawing
Balance of remaining first-level studio courses
Begin art concentration courses
History of Art or Aesthetics
Goshen Core, including SST

Third year

History of Art or Aesthetics
Art concentration courses
Goshen Core

Fourth year

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

Planning and advising notes

At least one, but no more than two studio art courses are recommended per semester. At least 75 non-art credit hours are required for a Goshen College degree.

Minor in art

20 credit hours

- Art 101, Drawing 3
- Art 107, Design or Art 202, Painting 3
- History of art: Art 241, Art 242, or Art 343 3
- 11 credit hours of art electives; 5 or more must be upper level (300 and above) 11

Minor in graphic design

20-21 credit hours

- Art 101, Drawing 3
- Art 107, Design 3
- Art 108, Digital Design 3
- Art 208-308, Graphic Design I & II 6
- History of art: Art 241, Art 242, or Art 343 3
- One elective course selected from the following: 2-3
 Art 255, Photo Communication
 Art 408, Graphic Design III
 Bus 336, Advertising

Note to art majors: A third art history course is not required for art majors to complete this minor. Instead, an additional three credit hours may be selected from the elective options above.

Minor in multimedia communication

18 credit hours

See the [communication department](#) pages for a full description of this minor, which represents a collaboration between art and communication departments.

Art 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.
- ART 107 Design I** 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.
- 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 201 Art and Holiness** 3
 How does visual art reinforce, expand or contradict our ideas of what is holy? In this course, students will strengthen their skills in interpreting visual art. They will look for parallel and divergent structures and understandings in theology, literature, theater, and music. An Artistic World Perspectives course in the Goshen Core.
- ART 202 Painting** 3
 The first course in painting is an introduction to the use and control of acrylic medium

with a dominantly perceptual approach. Emphasis on technique, color and composition. Advanced courses emphasize independent investigation leading to personal expressions in oil paint.

ART 203 Watercolor 3
 Through studio activity, a wide range of subject matter and techniques are explored. Skill and control of the medium are developed through numerous painting exercises.

ART 204 Ceramics 3
 In the first term, students use a variety of methods to create forms in clay, including hand building and the potter's wheel. Both sculptural and functional forms, glazing and firing are learned.

ART 205 Figure Drawing 3
 Studio based on the human figure, using a variety of drawing media and 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: Art 101.

ART 206 Sculpture 3
 Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors.

ART 207 Printmaking 3
 The study of relief and intaglio techniques. Includes a brief introduction to monoprinting. Advanced work directed toward experimental techniques and skill development. Individual and group critiques.

ART 208 Graphic Design I 3
 Students are introduced to the elements and principles of graphic design/visual communication. Emphasis will be placed on the aesthetic use of typography and image in the development of projects in publication, poster and advertising design. This course will also provide an historical overview of the influences and movements in the field of typography. Prerequisite: Art 108.

ART 217 Jewelry 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.

ART 241 History of Art I 3
 A survey of historical art from prehistory through the Middle Ages. Lecture. Offered alternate years with Art 242.

ART 242 History of Art II 3
 Historical survey of art from the Renaissance to the mid-20th century. Lecture. Offered alternate years with Art 241.

ART 255 Photo Communication 3
 (Cross-listed from Comm 255) A first course including camera work, digital image workflow and printing. Technical fluency, visual composition, photojournalistic approaches, and expression are components of the course. Students must provide a camera on which f-stop and shutter speed can be controlled.

ART 302 Painting 3
 Emphasis on technique, color and composition using oil paint. Features study of the human figure, direct observational approach to a variety of problems and an investigation into abstract vocabulary. Emphasizes independent investigation leading to personal expressions. Prerequisite: Art 202.

- ART 303 Watercolor** 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. Prerequisite: Art 203.
- ART 304 Ceramics** 3
 Second-term students continue skill and concept development. More advanced work in glazes and firing is also required. Prerequisite: Art 204.
- ART 305 Figure Drawing** 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: Art 205.
- ART 306 Sculpture** 3 (1-3)
 Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors. Prerequisite: Art 206.
- ART 307 Printmaking** 3 (1-3)
 A deeper study of techniques. Advanced work directed toward experimental techniques and skill development in media of choice. Individual and group critiques. Prerequisite: Art 207.
- ART 308 Graphic Design II** 3
 Emphasis will be placed on corporate design. Students will design various symbols and identities and carry the visuals through to stationery, packaging, advertising and various other marketing projects. Production standards for layouts, inks and paper and the printing process will also be studied. This course will also provide an historical overview of the influences and movements in the field of graphic design. Graphic design courses must be taken in sequence. Prerequisite: Art 107, Art 108, Art 208 or consent of instructor.
- ART 312 Teaching Visual Arts** 3 (3-4)
 A methods course introducing the issues, concepts, philosophy and content of teaching art for art education students (K-12) or others with an interest in teaching art in other settings. Emphasis on curriculum and lesson planning, reading in art education, art classroom management and evaluation. Includes field work. All art majors strongly encouraged to take this course. Visual art education majors must take it for 4 credits; others may take it for 3 credits.
- ART 315 Photography** 3
 The study of photography as an expressive art form. Includes further study in artistic, technical, and/or commercial areas of photo imaging. Prerequisite: Comm/Art 255.
- ART 317 Jewelry** 3 (1-3)
 Three-dimensional design in metals that builds on the basic metals techniques presented in Art 217, focusing on continued concept and technical skills and lost wax casting or enameling processes. Includes study of historical and contemporary work in metal. Prerequisite: Art 217.
- 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. Prerequisite: Art 107 or 202 or 204 or 217.
- ART 343 Contemporary Art History** 3
 A survey of major art movements, architecture and artists since the mid-20th century. Offered alternate years with Thea 245.
- ART 355 Arts in London** 4
 (Cross-listed from Thea 355) 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.

ART 375 Animation 3

(Cross-listed from Comm 375) Focuses on digital animation. Students will learn the skills needed to bring characters to life as well as create visual effects using computer software. Issues in the international contemporary visual culture will also be studied. Prerequisite: Comm 326.

ART 402 Painting 3 (1-3)

Emphasis on technique, color and composition. Emphasizes independent investigation leading to personal expressions in oil paint. Prerequisite: Art 302 and Art 101 or Art 107.

ART 403 Watercolor 3 (1-3)

Emphasizes independent investigation leading to personal expressions. Prerequisite: Art 303 and Art 101 or Art 107.

ART 404 Ceramics 3 (1-3)

Advanced students develop personal styles. Prerequisite: Art 304 and Art 101 or Art 107.

ART 405 Figure Drawing 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: Art 305.

ART 406 Sculpture 3 (1-3)

Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors. Prerequisite: Art 306 and Art 101 or Art 107 .

ART 407 Printmaking 3 (1-3)

A deeper study of techniques. Advanced work directed toward experimental techniques and skill development in media of choice. Individual and group critiques. Prerequisite: Art 307 and Art 101 or Art 107.

ART 408 Advanced Graphic Design 3 (1-3)

Students concentrate on developing skill in various areas of interest. Projects from GC and the Goshen community are used with input and critique from students and instructor. Projects are chosen with the purpose of developing experience in working with clients and portfolio development. Graphic design courses must be taken in sequence. Prerequisite: Art 308 and Art 101 or Art 107.

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 hours in medium chosen for exhibit and consent of instructor. For art majors only.

ART 410 Senior Seminar 3

Integrating creative endeavors, life's purpose and faith. Issues concerning professional, vocational, ethical, theological and historical dimensions of being an artist are explored. Prerequisite: Required of all senior art majors; consent of instructor.

ART 412 Special Projects 1 (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.

ART 415 Advanced Photography 3 (2-3)

Students follow individualized plans of study to prepare work for exhibition, or web use,

and to develop skills needed prior to a field assignment in commercial or journalist photography. Prerequisite: Art 315 and Art 101 or Art 107.

ART 417 Jewelry 3 (1-3)

Three-dimensional design in metals that builds on previous metals techniques with a focus on continued concept and technical skill development plus lost wax casting or enameling processes. Includes study of historical and contemporary work in metal. Prerequisite: Art 317 and Art 101 or Art 107.

Bible, religion and philosophy

Professors K. Graber Miller (Department Chair, fall), J. Brant (Department Chair, spring), P. Keim

Associate Professor R. Shands Stoltzfus

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

Introduction

The Bible, religion and philosophy department offers the following programs:

- Major in Bible and religion
- Major in youth ministry
- Minor in Bible and religion
- Minor in youth ministry

More information is available at the department Web site at www.goshen.edu/bibrelphil.

The Bible and religion and youth ministry majors are designed to provide students with an introduction to biblical studies and the academic study of Christian and other religious traditions, while affirming their faith and orienting them toward the value that the Anabaptist tradition places upon the Bible and the church. The major requires courses on the content and methods of biblical study, church history, theology, ethics and philosophy, and culminates in a senior seminar in narrative theology.

Career and post-graduate opportunities

A major in Bible and religion is of particular value to students contemplating graduate study in Bible, religion or theology, mission and service occupations in the church or broader pastoral work. A major in youth ministry is designed as pre-seminary preparation for work in youth ministry or other church ministries

Recent graduates have gone on to become pastors, service workers, professors, hospital chaplains, teachers, journalists, public relations consultants, lawyers, farmers, computer analysts, musicians, artists, business executives, translators, and church administrators.

Regardless of their future occupations, majors are given a strong foundation for careful reading of texts, thinking theologically, considering the relevance of faith for their daily lives, and active participation in congregational life.

Major in Bible and religion

39 credit hours

- Bibl 300, Jesus and the Gospels 3
- Bibl 301, Hebrew Scripture 3
- Elective in Bible 3
- Rel 320, Christian Faith 3
- Phil 200, Introduction to Philosophy 3
- Phil 302, Ethics and Morality 3
- One of the following: 3
 - Rel 318, Anabaptist/Mennonite History
 - Hist 321, History of Mennonites in America
- One of the following: 3
 - Rel 220, World Religions
 - Phil 307, Asian Thought
 - Rel 317, Islam
 - Rel 323, Judaism
- Other courses in department or related courses such as Hist 304, Psyc 314, or courses at AMBS, in consultation with adviser 9

Academic departments and courses : Bible, religion and philosophy

- Bibl/Rel 409, Internship 3
- Bibl/Rel 410, Seminar 3

Major in youth ministry

40 credit hours

- Bibl 300, Jesus and the Gospels 3
- Bibl 301, Hebrew Scripture 3
- Rel 210, Introduction to Youth Ministry 3
- Rel 320, Christian Faith 3
- Rel 374, Contemporary Issues in Youth Ministry 3
- One of the following: 3
 - Rel 318, Anabaptist/Mennonite History
 - Hist 321, History of Mennonites in America
- Course on worship selected from the following: 3
 - Rel 322, Worshipping Communities
 - Mus 311, Topics in Music Literature: Church Music
 - AMBS course in worship
- Rel 405, Spiritual Care and Healing 3
 - or AMBS course in spirituality or pastoral care
- PJCS 210, Transforming Conflict and Violence 3
 - or PJCS 325, Mediation: Process, Skills and Theory
- Educ 309, Educational Psychology: Secondary 3
 - or Psyc 210, Developmental Psychology
- Course on sexuality selected from the following: 3
 - Rel 330, Religion and Sexuality
 - Soc 210, Sociology of the Family
 - Soc 260, Human Sexuality
- PhEd 102, First Aid and CPR 1
- Rel 409, Internship 3
- Rel 410, Seminar 3

Planning guide

First year	Goshen Core Engaging the Bible
Second year	Goshen Core SST 200-300 level courses in major, Bibl 301
Third year	Goshen Core Upper-level courses in major, Bibl 300 Related courses
Fourth year	Balance of Goshen Core Balance of major Course at AMBS Internship Seminar

Planning and advising notes

CORE 120 may not be applied to the Bible and religion major. Students are encouraged to focus their plan of study by selecting electives in the following areas: ministry inquiry, religious studies, theology, biblical studies, philosophy. Suggestions are available from Bible, religion and philosophy department faculty advisers.

Bible and religion majors are strongly encouraged to take at least one course at Associated Mennonite Biblical Seminary (AMBS) in Elkhart, IN. One course per semester

may be taken there as part of a full-time Goshen College registration. For AMBS course listings, see <http://www.ambs.edu/academics/courses>

Youth ministry majors are strongly encouraged to take one of the following: Rel 220, Introduction to World Religions; Rel 317, Islam; Rel 323, Judaism; or Phil 307, Asian Thought.

Minor in Bible and religion

18 credit hours

- Bibl 300, Jesus and the Gospels 3
- Bibl 301, Hebrew Scripture 3
- Elective in Bible 3
- Phil 302, Ethics and Morality 3
- Rel 320, Christian Faith 3
- Elective in religion or philosophy 3

Minor in youth ministry

18 credit hours

- Rel 210, Introduction to Youth Ministry 3
- Rel 374, Contemporary Issues in Youth Ministry 3
- PJCS 210, Transforming Conflict and Violence 3
- Two courses selected from the following: 6
 - Rel 320, Christian Faith
 - Bibl 300, Jesus and the Gospels
 - Bibl 301, Hebrew Scripture
- One course selected from the following: 3
 - Educ 309, Educational Psychology: Secondary
 - Psyc 210, Developmental Psychology
 - Rel 330, Religion and Sexuality
 - Soc 210, Sociology of the Family
 - Soc 260, Human Sexuality

Bible courses

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 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 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 Elementary 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. Representative selections from the major genres of biblical Hebrew literature will be introduced. 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.
- BIBL 209 Field Experience 3**
 A field placement in applied ministry or discipleship at a camp, retreat center, congregation or religious organization.
- 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 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 The Story of the Early Church 3**
 Students will follow the story from the death and resurrection of Jesus Christ to the decisions of the fourth-century Church councils. Attention will be given to the factors that account for the growth of the early church, such as its proclamation of Jesus' reign as a universal Lord, its offer of a happier and more secure life, and its invitation to become children of God. Students will also explore the rise and meaning of its various institutions including creeds, baptism, the Lord's supper, the clergy, and places of worship. Texts will include the Acts of the Apostles and Paul's letters as well as second-century Christian writings and the works of the early Church Fathers. 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 309 Major Book 3

A study of a major biblical book as announced. Possible offerings include: Genesis, Gospel of John, Revelation of John. The course will examine the theology, major themes, literary structure and social world of the book being studied. It will introduce students to various methodological approaches to the book, current scholarship, as well as the place of the book within both the canon and contemporary religious thought. Prerequisite: Bibl 100 or 200.

BIBL 310 Topics in Biblical Studies 3

Lecture, research and discussion oriented around specific biblical studies themes such as 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 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 Senior Seminar 3

(Cross-listed from Rel 410) Advanced work in principles and problems of biblical studies through the examination and assessment of narrative theology and ethics. Constant attention is given to meaningful articulation of faith.

Religion courses

REL 203 Jesus at the Movies 3

How does retelling the story of Jesus in film either enhance or diminish our understanding of the gospel stories? Students will become literate in filmmaking techniques as well as narrative and dialogue and will evaluate the artistic and theological value of a selection of films. We will examine a range of Jesus films and also some Christ films (in which the main character is a self-sacrificing redeemer) and second coming films. A Religious World Perspectives course in the Goshen core.

REL 205 Religion in America 3

Given competing truth claims, how do we learn to appreciate religious diversity, open ourselves to new learning, and yet remain relatively grounded in faith? With a focus on the United States, this course examines religious life in the Americas, with attention to conflicts that have arisen from the first European explorers to the present day. A Religious World Perspectives course in the Goshen core. Prerequisite: Engl 105 or equivalent.

REL 209 Field Experience 3 (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 pastoral 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 220 Introduction to World Religions 3**
 This survey will focus on a particular theme or area of religious experience as a window into the world's major religious traditions. Possible themes include: death, the human condition, or worship and ritual. This course is designed to provide students with a basis for more advanced study of particular traditions or a place to begin making sense of religious diversity or different expressions of spirituality when they encounter them.
- REL 225 Spiritual Formation 1**
 Various topical courses based on student and faculty interest aimed to foster spiritual growth among students for general life application or ministry skill development. Course examples include Prayer Disciplines, Wrestling with the Biblical Text, Leading Small Groups, Preaching, and Preparation for Inquiry (a strong recommendation requirement for participation in Camping, Ministry and Service Inquiry Programs).
- REL 310 Topics: 3**
 Lectures, research and discussion of specific topics in religion such as politics and religion, spirituality, religion and the media.
- REL 312 War Peace & Nonresistance 3**
 (Cross-listed with PJCS 312) A survey course that examines the development of warfare ideologies and religious responses to warfare. Includes examination of just war theory, Anabaptist doctrines on nonresistance, pacifism and nonviolent activism.
- REL 315 Religion in Culture & Society 3**
 (Cross-listed from Soc 315) 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**
 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 exploration and oppression. The course also has a praxis component in which students move outward into the community.
- REL 317 Islam 3**
 An introduction to Islamic religion, culture and civilization. An historical survey will introduce the origins and early development of Islam, its rapid spread and flourishing and its interactions with the Western world. A thorough understanding of the core religious beliefs of Islam will be emphasized, through the examination of primary and secondary texts, rich media resources, guest speakers, and a field trip to a local mosque, with an opportunity to speak with the imam and other members of the community. Some of the contemporary issues facing Muslims around the world and in North America will be discussed.
- REL 318 Anabaptist/Mennonite History 3**
 (Cross-listed from Hist 318) 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.

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 321 History of Mennonites in America 3

(Cross-listed from Hist 321) 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.

REL 322 Worshiping Communities 3

An introduction to the forms, styles, and history of Christian worship. Content includes a survey of the liturgical year and the major traditions of Christian spirituality. In addition, students will reflect on themes ranging from public and private forms of worship to the aesthetics of worship spaces. Students will also have the opportunity to actively reflect on how social realities and political concerns can be resources for discipleship, spiritual growth, and corporate worship.

REL 323 Judaism 3

An introduction to the essential beliefs, texts and religious practices of Judaism. The course will survey biblical and talmudic foundations, sketch historical development in Jewish life, thought and religion, and explore Jewish identity. Central concepts such as God, Law and Israel will illuminate the customs, rituals and values of contemporary Judaism. The class will visit a local synagogue and engage in conversation with the rabbi and members of the Jewish community. Special attention will be devoted to an appreciation of the deep continuities that exist among the "peoples of the book" as well as recognition of the unique contributions each has made to contemporary world culture.

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 Contemporary Iss in Youth Ministry 3

This course considers the challenges of our ever-changing world and explores the pastoral care issues of adolescent youth that result from these dynamics. We will also examine programmatic ways for us to respond in our youth ministry settings that appropriately seeks to strengthen youth in their faith journey. Students will also engage in various prayer exercises and develop a list of practical ministry resources.

REL 402 Christianity & Modern Thought 3

(Cross-listed from Rel 410) 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 senior seminar for Bible and religion majors, and only seniors are allowed in the course. Participation for non-Bible and religion majors 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** 3 (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 Senior 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)

Philosophy courses

- 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. The course draws on both moral philosophy and on Christian ethical reflection, addressing the development of character as well as the patterns and methods for both individual and corporate decision-making.
- PHIL 307 Asian Thought** 3
 The main aim of this course is to introduce the student to the questions, methods, goals and character of Asian philosophies and to instill in him or her a sensitivity to the profundity of thought that informs Asian history and culture.
- PHIL 310 Topics in Philosophy** 3
 Study in specific areas of philosophic thought such as ancient/medieval, logic, modern philosophy, theory of knowledge, theory and problems of reality.
- PHIL 400 Individual Readings in Philosophy** 1
 Students take initiative to develop a plan with a department faculty member. By consent of the faculty member only.

Biological sciences

Associate Professors R. Sensenig (Department Chair), J. Saylor
Assistant Professors A. Ammons, D. Hess, B. Minter, K. Schmidt

Introduction

The biological sciences department offers three majors and one minor:

- [Major in biology](#)
- [Major in environmental science](#)
- [Major in molecular biology/biochemistry](#)
- [Minor in environmental studies](#)

The department of biological sciences is committed to creating a community of learners which reflects Goshen College core values by:

- striving for academic excellence and rigorous mastery of broad knowledge in the biological sciences
- doing science through nurturing skills in research
- promoting good stewardship of biological resources and committing to responsible and ethical practices in scientific inquiry and application
- engaging in interdisciplinary scholarship that contributes scientific methodologies toward addressing current needs and problems in our world, both locally and globally.

The biological science faculty believes that providing our students with research opportunities is vital. Many students assist with professors' research during the school year, participate in the summer Maple Scholars research program, and/or travel to research sites such as Kenya and Florida. In addition to the excellent on-campus facility for research and teaching, Goshen College also offers exceptional locations for field work. Most field biology courses take place at the Merry Lea Environmental Learning Center of Goshen College, a 1,189-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 J. N. Roth Marine Biology Station, located on Long Key, Florida. Additional field courses are available through the Au Sable Institute, a field station with several U.S. locations and international programs.

The department collaborates closely with the Sustainability and Environmental Education Department (SEED), which offers complementary programs in sustainability and agroecology.

For more information visit these websites:

- Biological sciences at www.goshen.edu/bio
- Merry Lea Environmental Learning Center at www.goshen.edu/merrylea
- Sustainability Semester in Residence at www.goshen.edu/merrylea/sustsemester/indexsust.php
- Master's degree in Environmental Education at www.goshen.edu/merrylea/graduate

Career and postgraduate opportunities

All three majors in biological science prepare students for entrance into graduate programs.

Biology

Graduates with a biology major 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.

Molecular biology/biochemistry

Graduates with a molecular biology major are well-prepared 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, behavior genetics, molecular genetics, biotechnology, genetics, molecular medicine, genomics, proteomics, molecular diagnostics, drug discovery and many related areas.

Environmental science & environmental studies

Courses in environmental science are designed to provide knowledge in areas of social structures, available natural resources, market forces, biodiversity status, landscape quality, cultural value, habitat and natural resource sustainability, and policy decisions. Graduates with an environmental science major may work in a wide variety of areas, such as sustainable agriculture, conservation biology, water/air quality analysis, environmental education, recovery of threatened or endangered species, and as consultants for local, regional, or national parties interested in sustainable development. Potential employers include church and community agencies, local, state and federal government, private advocacy, stewardship and land trust organizations.

A minor in environmental studies is an interdisciplinary minor 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.

A master's degree program in environmental education is also available at Goshen College, based at Merry Lea Environmental Learning Center.

Informatics and biology

For students interested in applying computing to biological sciences, Goshen offers a major in informatics, with a cognate in biology. A minor in informatics is also available. See the Informatics section of the course catalog or the web site at www.goshen.edu/info.

Teacher education in life sciences

Teacher certification is available for grades 5-12 in two related areas. Courses needed in addition to biology major requirements are:

Life Sciences - Biol 200 or 201; Biol 203-204; Biol 302 or 303; and Biol 215 or 312.

Life Sciences and Chemistry - Biol 200 or 201; Biol 203-204; Biol 302 or 303; Biol 215 or 312; Chem 200; Chem 303-304; and Chem 310, 312, 415 or 430.

Also requires 30 credits of education courses, including a semester of student-teaching. The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the education department pages and the [Teacher Education Handbook](#) for more details.

Major in biology

42-46 credit hours

- Biol 110, Ecology and Evolution 4
- Biol 120, Cell Biology and Genetics 4
- Biol 130, Organismal Biology 4
- Biol 331, Junior Research Seminar 2
- Biol 409, Internship (or alternate) 0-3
- Biol 410, Biology Senior Seminar 1

- Elective laboratory course 4
 Biol 203, Human Anatomy & Physiology
 Biol 300, Microbial Biology
 Biol 302, Developmental Vertebrate Biology
 Biol 303, Vertebrate Physiology
 Biol 311, Advanced Molecular Genetics
 Biol 341, Advanced Cell Biology
- Elective field biology course 4
 Biol 200, General Zoology
 Biol 201, Botany of Seed Plants
 Biol 304, Marine Biology
 Biol 308, General Entomology
 Biol 324, Advanced Field Ecology
 Biol 345, Forest Resources
 Biol 350, Ornithology
- Additional biology elective course from lists above 4
- Chem 111-112, General Chemistry 8
- Chem 303, Intro to Organic Chemistry 4
- Quantitative course (one of the following) 3-4
 Econ 207, Business Research and Statistics (3)
 Math 360, Biomathematics (3)
 Psyc 402, Statistics and Research Methods I (4)

Planning and advising notes

Students expecting to major in biology normally take General Chemistry, Chem 111-112, in the first year, but in some cases it may be postponed until the second year.

Planning guide

- First year** Goshen Core
 Ecology & Evolution (fall)
 Cell Biology & Genetics (spring)
 Organismal Biology (spring)
 General Chemistry
- Second year** Goshen Core
 Quantitative course
 Biology electives
 Intro to Organic Chemistry
 SST (spring or summer)
- Third year** Goshen Core
 Biology electives
 Junior Research Seminar
 SST (if not in second year)
- Fourth year** Balance of Goshen Core
 Balance of major
 Internship
 Biology Senior Seminar

Major in molecular biology/biochemistry

55-58 credit hours

- Biol 110, Ecology and Evolution 4
- Biol 120, Cell Biology and Genetics 4
- Biol 130, Organismal Biology 4
- One of the following 4
 Biol 311, Advanced Molecular Genetics
 Biol 341, Advanced Cell Biology

- One of the following 4
 Biol 302, Developmental Vertebrate Biology
 Biol 303, Vertebrate Physiology
- Biol 331, Junior Research Seminar 2
- Biol 409, Internship 0-3
- Biol 410, Biology Senior Seminar 1
- Chem 111-112, General Chemistry 8
- Chem 303-304, Organic Chemistry 8
- Chem 430, Biochemistry 4
- Math 211, Calculus I 4
- Phys 203-204, General Physics 8

Planning and advising notes

Recommended elective courses: Additional biology courses; Chem 200, Analytical Chemistry; Chem 310, Thermodynamics; and Chem 312, Quantum Mechanics I.

Planning guide

- First year** Goshen Core
 Ecology & Evolution (fall)
 Cell Biology & Genetics (spring)
 Organismal Biology (spring)
 General Chemistry
- Second year** Goshen Core
 Calculus I
 Organic Chemistry
 Biology choice
 SST (summer)
- Third year** Goshen Core
 Biochemistry
 General Physics
 Junior Research Seminar
 Biology choice
- Fourth year** Balance of Goshen Core
 Balance of major
 Internship
 Biology Senior Seminar

Major in environmental science

53-58 credit hours (Core courses and one track)

Core courses (32-36 credit hours):

- Biol 110, Ecology and Evolution 4
- Biol 120, Cell Biology and Genetics 4
- Biol 130, Organismal Biology 4
- Biol 207, Roots of Environmental Crisis 3
- Biol 324, Advanced Field Ecology 4
- Biol 335, Natural Resources Policy Seminar 1
- Biol 409, Internship 0-3
- Biol 410, Biology Senior Seminar 1
- Chem 111-112, General Chemistry 8
- Statistics course (one of the following) 3-4
 Econ 207, Business Research & Statistics (3)
 Psyc 402, Statistics & Research Methods I (4)

Agroecology track (22 credit hours)

- Biol 201, Botany of Seed Plants 4

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- Biol 308, General Entomology 4
- Biol 331, Junior Research Seminar 2
- Summer program at Merry Lea, four courses simultaneously: 12
Biol 220, Soil Properties and Management
Biol 230, Small Farm Management and Produce Marketing
Biol 316, Vegetable Crops
Biol 318, Agroecology

Ecology track (22 credit hours)

- Biol 331, Junior Research Seminar 2
- Plant course (one of the following) 4
Biol 201, Botany of Seed Plants
Biol 345, Forest Resources
- Animal course (one of the following) 4
Biol 200, General Zoology
Biol 304, Marine Biology
Biol 308, General Entomology
Biol 350, Ornithology
- Chem 303, Intro to Organic Chemistry 4
- Math 211, Calculus I 4
- Phys 203, General Physics I 4

Sustainability track I (on campus) (22 credit hours)

- Biol 331, Junior Research Seminar 2
- Two field courses from the following 8
Biol 200, General Zoology
Biol 201, Botany of Seed Plants
Biol 304, Marine Biology
Biol 308, General Entomology
Biol 345, Forest Resources
Biol 350, Ornithology
- Four courses selected from the following 12
Biol 340, Field Experience in Environmental Education
Econ 209, Environmental Economics
Hist 255, History of Global Poverty
Hist 345, Environmental History
PoSc 210, Public Policy
Soc 351, Sociology of the Environment

Sustainability track II (with semester at Merry Lea) (21 credit hours)

- Econ 209, Environmental Economics 3
- Hist 345, Environmental History 3
- Fall Sustainability Semester at Merry Lea 15
Sust 300, Sustainability and Regeneration (3)
Sust 309, Faith, Ethics and Eco-justice (3)
Sust 313/Biol 313, Landscape Limnology (4)
Sust 320, Environmental Policy & Politics (3)
Sust 330, Environmental Problem-Solving (2)

Planning and advising notes

See SEED department pages for more information about Sustainability track II above.

Students expecting to major in environmental science normally take General Chemistry, Chem 111-112, in the first year, but in some cases it may be postponed until the second year.

Core courses equip all majors to analyze environmental issues from various points of view. When students declare the environmental science major, they will, with their academic adviser, choose a track that reflects their interests and career goals.

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 with specially arranged programs.

Planning guide

First year	Goshen Core Ecology & Evolution (fall) Cell Biology & Genetics (spring) Organismal Biology (spring) General Chemistry
Second & Third years	Goshen Core SST Roots of the Environmental Crisis (spring) Statistics course Natural Resources Policy Seminar Advanced Field Ecology Junior Research Seminar (or Sustainability Semester at Merry Lea) Courses in specified track
Fourth year	Courses in specified track Balance of Goshen Core Internship Senior Seminar

Minor in environmental studies

18 credit hours

- Biol 110, Ecology & Evolution 4
- Biol 207, Roots of the Environmental Crisis 3
- Biol 335, Natural Resource Policy Seminar 1
- One of the following field electives: 4
 - Biol 200, General Zoology
 - Biol 201, Botany of Seed Plants
 - Biol 304, Marine Biology
 - Biol 308, General Entomology
 - Biol 345, Forest Resources
 - Biol 350, Ornithology
- Two courses selected from the following: 6
 - Biol 340, Field Experience in Environmental Education
 - Econ 209, Environmental Economics
 - Hist 255, History of Global Poverty
 - Hist 345, Environmental History
 - PoSc 210, Introduction to Public Policy
 - Soc 351, Sociology of the Environment

Biological science courses

BIOL 110 Ecology and Evolution 4

An introductory course that examines fundamental principles related to the evolution of life on earth and the ecological relationships between living things and their environment. The course also explores the application of ecological and evolutionary principles to

enduring interdisciplinary questions: What does it mean to be human, created in God's image, and charged with restoring ecological systems? Offered every fall. A Natural World Perspectives course in the Goshen Core. Pre or Corequisite: Quantitative literacy.

BIOL 120 Cell Biology and Genetics 4

An introductory course that explores the cell as a complex and dynamic system shaped by its environment and genetic legacy. Genes as units of natural selection, the relationship between gene regulation and cell physiology, common functional pathways of the cell, and the ethics of manipulating the cell for human applications will be emphasized. Both classical and modern genetic technologies will be experienced in the laboratory

BIOL 130 Organismal Biology 4

An introductory course that integrates study of plant and animal forms to provide a broader understanding of the unity and diversity of life on earth. Students will gain insight into the basic principles of structure and function evident in complex life that indicate a common evolutionary history. This course will survey the physiological systems that govern life, with special emphasis on vascular plants and vertebrate animals (including humans).

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: Biol 130 or permission of instructor.

BIOL 201 Botany of Seed Plants 4

An introduction to the fundamental principles of botany and plant sciences, including classification, morphology, anatomy, physiology, and diversity. Three lectures and one three-hour lab. Prerequisite: Biol 130 or permission of instructor.

BIOL 203 Human Anatomy & Physiology 4

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. Prerequisite: one semester of college chemistry.

BIOL 204 Human Anatomy & Physiology 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: Biol 203 and one semester of college chemistry.

BIOL 205 Pollinators in Peril 3

What is causing a rapid decline in global pollinator populations? The answer is of immediate concern because many human crops are pollinated by bee, butterfly, bird, or bat species. Recent bee declines will be used as a model to understand the multiple forces impacting all pollinators. Labs will involve hands-on work with bee hives, in addition to field experiments. A Natural World Perspectives course in the Goshen Core. Pre or Corequisite: Quantitative Literacy.

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. Three lectures, one two-hour lab. Prerequisite: one semester of college chemistry. Not for the biology major.

BIOL 207 Roots of Environmental Crisis 3

What are the roots of our current environmental crisis? Can religious, economic, cultural, political, and/or biological worldviews help us understand the challenges? The course will

analyze our local use of natural resources (both on campus and in Goshen city). From where does our water come? Our energy? Where does our garbage go? Our exhaust? The course will center on giving students opportunities to propose (and implement) restorative solutions. A Natural World Perspectives course in the Goshen Core. Pre or Corequisite: Quantitative Literacy.

BIOL 209 Field Experience 3 (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 that immerses students in exploring the ecology of the Florida Keys ecosystem. Suitable for non-majors. Biology majors should sign up for Biol 304. An off-campus course taught at the J.N. Roth Marine Biology station in Florida. Prerequisite: application process and consent of instructor. Moderate extra cost.

BIOL 220 Properties & Management of Soils 3

A comprehensive introduction to the field of soil science with emphasis on scientific principles and their application to solve practical soil management problems. Topics will include soil formation, soil physical properties, soil organisms and ecology, and practical nutrient management. This course constitutes one of the four courses taught during the summer agroecology program. Permission of the Agroecology Program Director is required.

BIOL 230 Small Farm Mgmt/Produce Marketing 3

This course teaches skills necessary for making a farm or market garden an economic success, including finding land, planning appropriate marketing strategies for selected crops, and managing income and expenses. Community supported agriculture (CSA) and other direct marketing options will be studied and local farmers and entrepreneurs will share from their experience. This course constitutes one of the four courses taught during the summer agroecology program. Permission of the Agroecology Program Director is required.

BIOL 300 Microbial Biology 4

Study of the anatomy, physiology and ecology of microorganisms, particularly bacteria, protists, and viruses. Lab instruction will include techniques involved in isolating, culturing and quantifying microbial organisms found in soil, water, food, and the human body. Three lectures, one three-hour lab. Prerequisites: Biol 110, 120, 130.

BIOL 301 Genetics 4

Introduction to genetics including classical, molecular, behavioral, and population concepts. Genomic, proteomic, and epigenetic concepts will also be covered. Includes discussions of the moral and ethical implications related to genetic principles and techniques. The laboratory will include individual experiments with living model organisms and modern genetic biotechnology. Three lectures and one laboratory/discussion session per week. Prerequisites: Biol 111, 112.

BIOL 302 Developmental Vertebrate Biology 4

Principles of vertebrate development with study of developing systems in chicken and human embryos. Material covered includes the molecular genetics of developmental processes and cancer. Three lectures and one lab per week. Prerequisite: Biol 110, 120 and 130.

BIOL 303 Vertebrate Physiology 4

A concentrated study of the principles of vertebrate physiology. Material covered includes various topics of significance in the biomedical field, such as cellular, nervous, muscular and cardiovascular physiology. Laboratory activities will cover the same topics, with a

special focus on computer based data acquisition. Three lectures and one laboratory session per week. Prerequisites: Biol 110, 120, and 130 or Biol 203, 204.

BIOL 304 Marine Biology 4

An intensive field-based class that explores the marine ecology of the Florida Keys. Includes a comprehensive collaborative field research project. An off-campus course taught at the J. N. Roth Marine Biology station in Florida. Prerequisites: Biol 110, application process and consent of instructors. Moderate extra cost.

BIOL 307 Molecular Cell Biology 4

Examination of the structure and function of cells with emphasis on the molecular organization of eukaryotic cells. Topics include intracellular transport, cell:cell interactions, cell division, cytoskeleton organization, tissue/cell culture and staining, western blots, and proteomics. One lecture, two three-hour labs. Prerequisites: Biol 301 and Chem 111, 112 or consent of instructor.

BIOL 308 General Entomology 4

A general study of insect structure, development, classification and habits. Laboratory sessions particularly directed at identification of insects and their economic roles. Three lectures and one three-hour lab per week. Prerequisite: Biol 110. Biol 200 strongly recommended.

BIOL 309 General Ecology 4

A study of the distribution and abundance of organisms. The course will include studies of the dynamics of natural biological communities and the interaction of these communities with the abiotic environment. An exploration of the major ecological theories needed to understand natural systems with emphasis on engaging students in ecological research. Most field work occurs at the Merry Lea Environmental Learning Center. Prerequisites: Biol 111, 112.

BIOL 311 Advanced Molecular Genetics 4

The study of modern biotechnology, genes, and genomes. Gene expression and cell physiology will be explored. Genetic tools that diagnose human disease and determine levels of gene flow in populations will be utilized. Topics of interest include linkage analysis, cancer genetics, microarrays, genomic imprinting, DNA fingerprinting, and genome sequencing. Labs include DNA cloning, RNA isolation, protein manipulation, ELISA, and blotting. Prerequisite: Biol 120.

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.

BIOL 313 Landscape Limnology 4

This course examines the physical, chemical and biological variables of freshwater lakes, streams and wetlands, which influence living organisms in these aquatic ecosystems. Emphasis on how their interactions contribute to the environmental, economic and social health of watersheds that make up every landscape. Taught as part of Sustainability Semester in Residence.

BIOL 316 Vegetable Crops 3

This course provides an understanding of the role of the environment in plant growth and development and focuses on the basic principles of sustainable vegetable production. Topics will include environmental factors influencing plant growth and crop production, preparing and planting the field, extending the growing season, and handling crops after harvest. Students will practice production techniques on college-operated acreage. This course constitutes one of the four courses taught during the summer agroecology program. Permission of the Agroecology Program Director is required.

- BIOL 318 Agroecology** 3
 Study of sustainable food production, investigating the ecological impacts of manipulating natural systems to produce food, feed, fiber and medical products. Ecological concepts are discussed and their principles applied to sustainable food production that supports community culture and economy. Topics will include the theoretical basis of agroecology, alternative production systems, and ecological management of diseases, insect pests and weeds. This course constitutes one of the four courses taught during the summer agroecology program. Permission of the Agroecology Program Director is required.
- BIOL 320 Human Pathophysiology I** 3
 An introductory study of the biology of diseases. 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: Biol 203, 204 or consent of instructor.
- BIOL 321 Human Pathophysiology II** 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: Biol 203, 204 or consent of instructor.
- BIOL 324 Advanced Field Ecology** 4
 This course applies ecological paradigms toward restoration of degraded and damages systems. Field components at Merry Lea Environmental Learning Center will allow students to gain experience in a variety of restoration techniques relevant to prairie, wetland, and forest habitats. Team-taught by professors with interests in merging theoretical ecology with practical ecological restoration. Prerequisite: Biol 110.
- BIOL 330 Biology 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 331 Junior Research Seminar** 2
 A weekly seminar focusing on scientific inquiry skills such as reviewing the literature, forming research questions, designing experiments, analyzing data, and writing scientific papers. Students will gain approval for a research project to be completed by the end of the senior year, in collaboration with a faculty member. Pre-requisite: junior standing.
- 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.).
- BIOL 340 Field Experience Environmental Educ** 2 (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. Prerequisite: one semester of college-level biology.
- BIOL 341 Advanced Cell Biology** 4
 Explores eukaryotic cell physiology at the molecular level. Intracellular transport, cell communication, the cell cycle, cytoskeleton function, and tissue formation will be addressed. Laboratory experiences will include fluorescent and electron microscopy and cell culture techniques. Prerequisite: Biol 120.

- 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 110.
- 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 110.
- BIOL 375 Topics in Biology:** 4 (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 (1-4)
On-campus participation in a research project. Prerequisite: consent of faculty supervisor.
- BIOL 409 Biology Internship** 3 (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** 1
A weekly seminar focused on completing the capstone senior research project. Topics will include data analysis, research writing, communicating project results to the wider community, and the interdisciplinary nature of biological science. Led by all department faculty members. Prerequisite: Biol 331.

Business

Professors M. Horning (Department Chair), J. Richer, R. Rupp

Associate Professor J. Geiser

Assistant Professor C. Gutierrez

Visiting Professor J. Halteman

Introduction

The business department offers two majors and four minors:

- Major in accounting
- Major in business
- Minor in accounting
- Minor in business
- Minor in entrepreneurship
- Minor in global economics

Adult students interested in an evening program should see the [Division of Adult and External Studies \(DAES\)](#) section for a major in [organizational leadership](#).

We encourage students to complete both a major and minor in the business department. However, a double major is not possible, since there is significant overlap in the courses required for majors in this department.

The department sponsors several [continuing education programs in business](#), including Family Business, Management Development, and ASSETS (training for entrepreneurial start-ups). Participation in the Family Business Program is open to both family business firms and professional firms that serve family businesses. The 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. The ASSETS program is designed to assist entrepreneurs in achieving their dreams of starting or expanding their own business, and is operated in conjunction with ASSETS of Elkhart County, with additional support from the Michiana chapter of the Mennonite Economic Development Associates (MEDA). More information about these programs is available from the business department office, (574) 535-7450.

Visit the business department Web site at www.goshen.edu/business.

Career and postgraduate opportunities

Business within a liberal arts context provides a strong foundation for succeeding in today's complex and multi-disciplinary business environment. As part of a Christ-centered college, the business department at Goshen College models a community of faith and learning by incorporating lessons of ethics and social responsibility in all aspects of the business education process. Students are encouraged to question, research, and explore the impact of every business decision on customers, investors, employees, and the environment.

Students with a degree from the business department are prepared for career opportunities in a broad range of businesses and nonprofit organizations. Many graduates pursue masters and doctoral degrees in all areas of business, accounting, information systems, economics, and law.

Accounting – Accounting graduates have career opportunities in auditing, banking, financial analysis, financial planning, taxation, as chief financial officers and controllers. Graduates with 150 credit hours are qualified to take the Uniform CPA Examination in order to qualify for licensure as a Certified Public Accountant.

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

Economics – A global economics minor can complement any major course of study. Economics courses are designed to provide students with a deeper understanding of economic relationships and allows students to explore those relationships with a focus on international and environmental issues.

Entrepreneurship – An entrepreneurship minor can complement any major course of study. Entrepreneurship courses encourage students to be creative and innovative. Developing skills in entrepreneurship will enable students to identify opportunities and solve problems in a variety of work environments.

Informatics and business

For students interested in applying computing to business, see the Informatics department pages. A major in informatics is available with a business cognate. Students may also complete a minor in informatics.

Teacher education certification

Teacher certification in business is available for grades 5-12. Courses needed in addition to business major requirements are Bus 102, Bus 322, Bus 328, and Econ 306 or Bus 350. Also required are 30 credits of education courses, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or fall of the sophomore year. See the education department pages and the *Teacher Education Handbook* for more details about requirements.

Minimum academic requirement for majors and minors

All business department majors and minors must earn a grade of C- or higher in all courses required for their major and/or minor. Failure to attain this level of achievement requires the student to either repeat the course (for specific requirements) or take an additional course (an option for elective courses) and achieve a grade of C- or higher.

Major in accounting

52-61 credit hours

- Acc 201, Principles of Financial Accounting 3
- Acc 202, Principles of Managerial Accounting 3
- 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
- Acc 434, Federal Income Tax: Corporate 3
- Bus 220, Office Software Productivity 3
- Bus 310, Business Law 3
- Bus 405, Career Planning 1
- One of the following internships: 3-12
 - Bus 409, Business Internship
 - Acc 408, Accounting Internship
- Bus 410, Business Capstone 3
- Econ 203, Principles of Microeconomics 3
- Econ 204, Principles of Macroeconomics 3
- Econ 207, Business Research & Statistics 3
- Math 141, Finite Mathematics 3

Planning guide

- First year** Goshen Core
 - Finite Mathematics
 - Principles of Financial Accounting
 - Principles of Microeconomics
 - Office Software Productivity
- Second year** Goshen Core
 - Principles of Managerial Accounting
 - Principles of Macroeconomics
 - Business Research & Statistics
 - Accounting Information Systems
 - Cost Accounting
 - SST
- Third year** Goshen Core
 - Intermediate Accounting
 - Federal Income Tax: Individual
 - Business Law
 - Business Career Planning
- Fourth year** Balance of Goshen Core
 - Balance of accounting major
 - Internship
 - Business Capstone

Planning and advising notes

It is recommended that Bus 220 and Econ 203, 204 and 207 be taken in the first two years. 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. Additional math courses are encouraged for students anticipating graduate school.

In many states, 150 credit hours of undergraduate or graduate education is required before individuals can take the Uniform CPA Examination. Goshen College offers an option for students desiring to complete 150 hours at Goshen College, combining accounting with business. Detailed information is available from business department advisers. Students can also 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.

Major in business

58 credit hours

- Acc 201, Principles of Financial Accounting 3
- Acc 202, Principles of Managerial Accounting 3
- Bus 140, Essential Business Skills 3
- Bus 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 318, Production/Operations Management 3
- Bus 403, Management Strategy 3
- Bus 405, Career Planning 1
- Bus 409, Business Internship 3
- Bus 410, Business Capstone 3
- Econ 203, Principles of Microeconomics 3
- Econ 204, Principles of Macroeconomics 3

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- Econ 207, Business Research & Statistics 3
- Additional business department courses, at least 6 credit hours
upper level (courses numbered 300 and above) 9
- Math 141, Finite Mathematics 3

Planning guide

First year

Goshen Core
Essential Business Skills
Finite Mathematics
Principles of Financial Accounting
Principles of Microeconomics
Office Software Productivity

Second year

Goshen Core
Principles of Macroeconomics
Principles of Managerial Accounting
Business Research & Statistics
SST (spring or summer, or summer after third year)

Third year

Goshen Core
Management, Marketing, Financial Management, Business Law
Production/Operations Management
Upper-level courses in major
Career Planning
A summer internship between third and fourth year is strongly encouraged

Fourth year

Balance of Goshen Core
Balance of major
Management Strategy
Business Capstone

Planning and advising notes

Acc 201 and 202, Bus 220, Econ 203, 204 and 207 should normally be scheduled in the first two years. SST should be scheduled in the second year or the summer after the third year. Additional math courses are encouraged for students anticipating graduate school.

Minor in accounting

18 credit hours

- Acc 201, Principles of Financial Accounting 3
- Acc 202, Principles of Managerial Accounting 3
- Econ 203, Principles of Microeconomics 3
- Acc 302, Intermediate Accounting 3
- Additional accounting courses 6

Note to business majors: Students must take 12 credit hours in accounting beyond the major, including Acc 302. Courses must be approved by academic adviser.

Minor in business

18 credit hours

- Acc 201, Principles of Financial Accounting 3
- Econ 203, Principles of Microeconomics 3
- Additional business department courses, at least 9 credit hours
upper level (300 and above) 12

Note to accounting majors: Students must take nine credit hours in business and economics beyond the major. Courses must be approved by academic adviser.

Minor in global economics

18 credit hours

- Econ 203, Principles of Microeconomics 3
- Econ 204, Principles of Macroeconomics 3
- Econ 207, Business Research & Statistics 3
- Additional upper level economics courses (courses numbered 300 and above) 9

Planning and advising notes

Students should complete Econ 203, 204 and 207 in the first and second year. Additional mathematics beyond Math 211, Calculus I is encouraged if graduate work in economics is anticipated. Teacher education program is available for students seeking to teach social studies in high school. See history department pages and the *Teacher Education Handbook* for more details.

Note to accounting and business majors: To earn a minor in global economics, students with a business department major must take 12 credit hours of upper level economics courses.

Minor in entrepreneurship

18 credit hours

- Acc 201, Principles of Financial Accounting 3
- Bus 121, Introduction to Entrepreneurship 3
- Bus 215, Entrepreneurial Finance 3
- Bus 315, Principles of Management 3
- Bus 328, Venture Planning 3
- Bus 334, Go To Market 3

Planning and advising notes

Bus 121 is a pre-requisite for Bus 328 and Bus 334. Bus 215 and Acc 201 should also be taken before Bus 328.

Note to accounting and business majors: Students with a business department major must take Bus 121, Bus 315, Bus 328, Bus 334 and complete either Bus 360 or an entrepreneurship internship.

Accounting courses

ACC 201 Principles of Financial Accounting 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 Managerial Accounting 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. Prerequisites: Acc 202, Bus 220 .
- ACC 302 Intermediate Accounting I** 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 202.
- ACC 303 Intermediate Accounting II** 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 302.
- 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. Prerequisite: Acc 201.
- ACC 375 Topics:** 3 (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** 1 (1-4)
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 303.
- ACC 408 Accounting Internship** 12 (6-12)
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 Accounting Internship** 3 (1-3)
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 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.

Business 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 140 Essential Business Skills** 3
 This course, designed for first year students, will introduce a variety of general business skills to benefit students in both their subsequent college courses and their future business career. Topics include business communication skills, personal productivity, working in teams, running effective meetings, problem-solving techniques, and decision-making.
- BUS 215 Entrepreneurial Finance** 3
 Designed to introduce the basics of business finance and accounting to nonfinancial managers or students anticipating 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. Credit from this course may not be counted toward an accounting or business major.
- 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 220 Office Software Productivity** 3
 Advanced skills in commonly-used office-suite software, such as spreadsheets, word processing, presentation graphics and personal databases. 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 2007 Suite on personal computers.
- 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 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 through adequate marketing mixes; the relationship of marketing to other management functions; marketing activities at the domestic and international levels.
- 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 202, Bus 220, Econ 203.

- 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.
 Prerequisites: Bus 220, 316 .
- BUS 322 Organizational Communication** 3
 (Cross-listed from Comm 322) 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.
- 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.
 Prerequisite: Bus 121, 334.
- 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: Acc 201.
- BUS 334 Go To Market** 3
 Extends the basic understanding of the entrepreneurial or new venture process. Discussion topics include-customer needs methodologies, guerrilla marketing, distribution channels, target markets, concept scalability, competitive landscape analysis, and go-to-market strategies. Prerequisites: Bus 121, 220.
- BUS 336 Advertising** 3
 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 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 204 and Acc 201 or consent of instructor.

BUS 360 Java Junction Management 3

Gives 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, and purchasing. The management teams 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: 3

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 1 (1-4)

Special topics for majors and minors.

BUS 402 Applied Entrepreneurship 1

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 220, 315, 316 and 317 or consent of instructor.

BUS 405 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, resumes, developing a job-search strategy, interviewing for jobs, choosing the first job and graduate-school opportunities. This course is available to students from all majors.

BUS 409 Internship in Business 3 (1-3)

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. Students desiring an internship in business must be a major in the business department and must have completed at least 40 hours of major requirements. This course is repeatable. Prerequisite: Bus 405.

BUS 410 Business Capstone 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.

Economics courses

ECON 203 Principles of Microeconomics	3
A general survey of economic relationships and processes in modern society. Analyzes market and price behavior under competitive and monopolistic conditions and reviews the economic activities of government, with emphasis on spending and taxing patterns.	
ECON 204 Principles of Macroeconomics	3
A general survey of economic relationships and processes in modern society. Focuses on macroeconomic topics: national-income accounting, aggregate-income determination, money and banking and international trade. Prerequisite: Econ 203.	
ECON 207 Business Research and Statistics	3
Collection, presentation and analysis of numerical data. Descriptive measures; index numbers; probability, sampling, estimation and hypothesis testing; linear regression and correlation. Prerequisite: Math 141.	
ECON 209 Environmental Economics	3
In this course we consider how economic activity affects the environment and how environmental destruction can, in turn, harm the economy. We apply the concepts of externalities, public goods and open-access resources to topics such as air pollution, climate change and green business practices.	
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 204, or consent of instructor.	
ECON 308 Intro 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 204 or consent of instructor.	
ECON 310 Economics of War and Peace	3
National defense spending is the largest category in the discretionary portion of the federal budget, larger than all the other categories combined. This course examines the benefits and costs of this commitment of public funds. Topics include the armament industry, national security, government financing, terrorism and peace-making.	
ECON 312 Natural Resource Economics	3
In this course we examine how businesses utilize the earth's resources to provide goods and services. We assess whether natural resources are being used efficiently and sustainably, discussing policies and practices to correct market failures. Topics include fossil fuels, renewable energy and sustainable management of forests and fisheries. Prerequisite: Econ 203	
ECON 314 Ecological Economics	3
The emerging field of ecological economics balances the goal of economic efficiency against those of ecological sustainability and social justice. In this course we explore the "triple-bottom-line" (sustainable scale, just distribution and efficient allocation), applying these principles to business, government and individual decision-making. Prerequisite: Econ 203 or 209	
ECON 375 Topics	3 (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	1
Special topics for majors and minors.	

Chemistry

Professors D. Schirch, D. Smith (Department Chair)

Introduction

The chemistry department offers one major and also collaborates with the biology department on the molecular biology/biochemistry major. In addition, 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.

- [Major in chemistry](#)

Visit the chemistry department Web site at www.goshen.edu/chemistry.

Career and postgraduate opportunities

Chemistry graduates are currently working at many levels in business and industry. They also serve as medical doctors, professors and teachers, laboratory chemists, librarians and administrators.

Teacher education certification

Teacher certification is available for grades 5-12 in two areas related to chemistry.

Courses needed in addition to chemistry major requirements are:

Chemistry - 30 credit hours of education courses.

Life Sciences and Chemistry - Biol 110, 120 & 130; Biol 200 or 201; Biol 203 or 303; Biol 300; Biol 301; and Biol 215, 309 or 315; and 30 credit hours of education courses.

The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. For more details see [education department catalog page](#) and the [Teacher Education Handbook](#).

Major in chemistry

51 credit hours

- 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 4
- Chem 409, Chemistry Internship 0-3
- Chem 410, Senior Seminar 3
- Chem 415, Inorganic Chemistry 4
- Math 211-212, Calculus I & II 8
- Phys 203-204, General Physics I & II 8

Planning guide – option A

First year	Goshen Core General Chemistry Calculus I, II Multivariate Calculus recommended (May)
Second year	Goshen Core Organic Chemistry Analytical Chemistry SST (summer)
Third year	Goshen Core General Physics

Quantum Mechanics
 Inorganic Chemistry (May)
Fourth year Balance of Goshen Core
 Biochemistry (recommended)
 Thermodynamics
 Internship
 Senior Seminar

Planning guide – option B

First year Goshen Core
 General Chemistry
 Calculus I, II
 Multivariate Calculus recommended (May)

Second year Goshen Core
 Organic Chemistry
 General Physics
 SST (summer)

Third year Goshen Core
 Analytical Chemistry
 Biochemistry (recommended)
 Thermodynamics
 SST (fall or summer)

Fourth year Balance of Goshen Core
 Quantum Mechanics
 Inorganic Chemistry (May)
 Internship
 Senior Seminar

Planning and advising notes

Fundamental computer competency is expected. Chem 409, Chemistry Internship or an equivalent noncredit experience is required. Two planning guides are given because some courses are offered only in alternate years. Additional recommended courses for chemistry majors: Chem 350, Environmental Chemistry; Chem 420, Organic Analysis; Chem 430, Biochemistry; Chem 450, Introductory Research Problems; Math 213, Multivariate Calculus.

Chemistry courses

CHEM 101 Chemistry & Physics of Life 3

Designed for non-chemistry majors. Chem 101 gives students a condensed foundation of chemistry principles. 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. Lectures and laboratory.

CHEM 102 Chemistry & Physics of Life 4

Designed for non-chemistry majors. 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 101 or consent of the instructor or at least two semesters of high school chemistry with grades of B- or higher.

CHEM 111 General Chemistry 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 112 General Chemistry 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 111.

CHEM 200 Analytical Chemistry 4

Quantitative analysis using traditional and instrumental methods. Lectures and laboratory. Prerequisite: General Chemistry, 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, 102 or 111 or consent of instructor. (Biol 203 and 204 recommended).

CHEM 303 Introduction to Organic Chemistry 4

Covering structure, nomenclature, stereochemistry, and principal reactions for the major functional groups of organic chemistry, this is a one-semester survey course that gives an overview of the field. Laboratory exercises introduce basic purification techniques. This can be a stand-alone course for students majoring in biology and not continuing to medical school, veterinary school, or other graduate programs in biology and chemistry-related fields. For students with graduate school plans, this is the first in a two-course sequence in organic chemistry. Prerequisite: Chem 111-112.

CHEM 304 Intermediate Organic Chemistry 4

Using Chem 303 as a foundation, this course presents additional reactions (with an increased emphasis on mechanisms) and material on stereochemistry, as well as introducing spectroscopy (IR, NMR, GC-MS and UV-Vis). Together, the Chem 303-304 sequence covers all topics traditionally covered in two-semester organic chemistry courses. Laboratory experiments teach techniques for organic syntheses, instruments (GC/MS, FT-IR, FT-NMR), and chemical information retrieval. Prerequisite: Chem 303 with a grade of C or better.

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 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 (1-2)
Projects involving advanced laboratory techniques.

CHEM 409 Chemistry Internship 3 (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 is required.

CHEM 410 Senior Seminar 3
(Cross-listed from Phys 410) 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.

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 430 Biochemistry 4
Introduction to the chemical processes of living organisms. This course (which complements Biol 307) focuses primarily on proteins (including enzymes) and metabolism, with introductions to carbohydrates, lipids, and cell membranes. Students planning to continue on to graduate programs in medicine, biochemistry, or related fields should take both Chem 430 and Biol 307 to get a solid background in the areas of biochemistry and molecular biology. Lectures and laboratory. Prerequisite: Chem 303-304, Organic Chemistry.

CHEM 450 Introduction to Research Problems 1 (1-3)
Laboratory and conference. Prerequisite: consent of instructor.

Communication

Professor D. Stoltzfus (Department Chair)

Associate Professor P. Lehman

Assistant Professors S. Conley, K. Hufford, J. Samuel

Introduction

The communication department offers four majors and four minors. Two additional minors are offered in collaboration with other departments. In addition, secondary education certification is available in journalism.

The four majors prepare students to engage in meaningful service and fulfilling careers in communication fields. The four communication department minors can combine with any major to provide valuable professional skills. The writing minor, offered in collaboration with the English department, may focus on either journalistic or creative writing. The multimedia communication minor is offered in collaboration with art, 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.

Majors

- [broadcasting](#)
- [communication with 3 areas of concentration](#)
- [journalism](#)
- [public relations](#)

Minors

- [broadcasting](#)
- [communication](#)
- [journalism](#)
- [public relations](#)
- [multimedia communication](#)
- [writing](#)

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: The Globe), 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. The Globe 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. Faculty members are especially attuned to contemporary ethical issues in communication fields and attempt to bring the college's Christian orientation to bear on these issues.

Visit the communication department Web site at www.goshen.edu/communication.

Career and postgraduate opportunities

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

Teacher education certification in journalism

Teacher certification is available for grades 5-12 in journalism education. Courses needed in addition to the journalism major are Comm 190, Comm 260, and 30 credits of education courses, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or fall of the sophomore year.

See the education department pages and the *Teacher Education Handbook* for more details about requirements.

Major in broadcasting

42 credit hours

- Comm 190, Introduction to Radio 1
- Comm 195, Introduction to TV News 1
- Comm 200, Communication Practice 2
- Comm 204, Expository Writing 3
- Comm 212, Digital Media Production 3
- Comm 312, Advanced Digital Media Production 3
- Comm 240, Communication Research 3
- Comm 250, Writing for Media 3
- Comm 260, Broadcast Writing 3
- Comm 270, Media Law and Ethics 3
- Comm 290, Radio Operations 1
- Comm 360, Broadcasting for the Public Good 3
- Comm 383, Communication and Society 3
- Comm 409, Internship 4
- Comm 410, Senior Seminar 3
- Additional course(s): 3
 - Comm 294, Advanced DM Methods: Pre-production
 - Comm 296, Advanced DM Methods: Production
 - Comm 298, Advanced DM Methods: Post-production
 - Comm 314, Advanced Digital Media Immersion
 - Comm 324, Principles of Public Relations
 - Comm 326, Creating for the Web
 - Comm 386, Film
 - Comm 412, Special Project
 - Thea 235, Power of Story
 - Thea 320, Expressive Voice
- At least four semesters participation in WGCS and/or GCTV NC

Planning guide for all communication department majors

First year Goshen Core
 Communication Research
 100-299 level courses in major

Second year Goshen Core
 Media Law and Ethics
 Expository Writing
 Other courses in major
 SST

Third year Goshen Core
 Communication and Society
 Courses in major

Fourth year Balance of Goshen Core
 Balance of major
 Internships
 Senior Seminar

Planning and advising notes for all communication department majors

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. The broadcasting, journalism and public relations majors require two

internships: one for three credit hours and a second for one credit hour. A portfolio or its equivalent is required for graduation.

All communication department majors and minors must earn a grade of C- or higher in all courses required for their major and/or minor. Failure to attain this level of achievement requires the student to either repeat the course (for specific requirements) or take an additional course (an option for elective courses) and achieve a grade of C- or higher.

A maximum of 45 credit hours in communication courses may be applied to a degree. Also, no more than 12 credit hours in experiential learning (Comm 200, 209, 409 or 412) may be applied.

Major in communication

38 credit hours (core and one concentration area)

Core courses (20 credit hours):

- Comm 200, Communication Practice 2
- Comm 204, Expository Writing 3
- Comm 240, Communication Research 3
- Comm 270, Media Law and Ethics 3
- Comm 383, Communication and Society 3
- Comm 409, Internship 3
- Comm 410, Senior Seminar 3

Film studies concentration (19 credit hours)

- Comm 212, Digital Media Production 3
- Comm 386, Film 3
- CCCU Film Studies Program 13
- At least four semesters participation in GCTV and/or theater NC

Note: The film studies concentration cannot be completed solely in residence at Goshen College. Requires one full semester at the Council for Christian Colleges and Universities' Los Angeles Film Studies Center, or an approved alternative off-campus program, including Comm 409. Recommended electives: Comm 255, Comm 312, Comm 412, Engl 230, Thea 235, Thea 245, Thea 332, Thea 334, Thea 338.

Generalist concentration (18 credit hours)

- Any communication courses, with adviser's approval 9
- Any upper level (300 and above) communication or related courses, with adviser's approval 9
- At least four semesters participation in communication department productions NC

Multimedia communication concentration (18 credit hours)

- Bus 220, Office Software Productivity 3
- Comm 108, Digital Design 3
- Comm 326, Creating for the Web 3
- Comm 375, Animation 3
- Two courses selected from the following: 6
 - Art 107, Design
 - Art 208, Graphic Design
 - Comm 190, Introduction to Radio
 - Comm 212, Digital Media Production
 - Comm 312, Advanced Digital Media Production
 - Comm 255, Photo Communication
 - Comm 412, Special Project
- At least four semesters participation in WGCS, GCTV, or *The Record* NC

Major in journalism

42 credit hours

- Comm 200, Communication Practice 2
- Comm 204, Expository Writing 3
- Comm 212, Digital Media Production 3
- Comm 240, Communication Research 3
- Comm 250, Writing for Media 3
- Comm 270, Media Law and Ethics 3
- Comm 326, Creating for the Web 3
- Comm 350, Reporting for the Public Good 3
- Comm 383, Communication and Society 3
- Comm 409, Internship 4
- Comm 410, Senior Seminar 3
- Selected from the following courses: 9
 - Comm 108, Digital Design
 - Comm 190, Introduction to Radio
 - Comm 255, Photo Communication
 - Comm 260, Broadcast Writing
 - Comm 290, Radio Operations
 - Comm 308, Feature Writing
 - Comm 312, Advanced Digital Media Production
 - Comm 324, Principles of Public Relations
 - Comm 385, Studies in Communication: Religious Journalism
 - Comm 386, Film
 - Comm 412, Special Project
 - Engl 334, Writing Creative Nonfiction
 - Thea 235, The Power of Story
 - WoSt 375, Women in Text and Image
- At least four semesters participation in GCTV, *Record*, *Maple Leaf*, and/or WGCS NC

Major in public relations

43 credit hours

- Bus 316, Principles of Marketing 3
- Bus 336, Advertising 3
- One of the following courses: 3
 - Comm 108, Digital Design
 - Art 107, Design
- Comm 200, Communication Practice 2
- Comm 204, Expository Writing 3
- Comm 240, Communication Research 3
- Comm 250, Writing for Media 3
- Comm 270, Media Law and Ethics 3
- Comm 322, Organizational Communication 3
- Comm 324, Principles of Public Relations 3
- Comm 383, Communication and Society 3
- Comm 409, Internship 4
- Comm 410, Senior Seminar 3
- Comm 412, Special Project: Events 1
- Selected from the following courses: 3
 - Art 208, Graphic Design
 - Bus 121, Introduction to Entrepreneurship
 - Bus 220, Office Software Productivity
 - Bus 315, Principles of Management

- Bus 319, Leading Nonprofit Organizations
- Bus 338, Sales
- Comm 190, Introduction to Radio
- Comm 255, Photo Communication
- Comm 260, Broadcast Writing
- Comm 308, Feature Writing
- Comm 326, Creating for the Web
- Comm 350, Reporting for the Public Good
- Comm 412, Special Projects
- Thea 235, The Power of Story
- At least four semesters participation in GCTV, *Record*, *Maple Leaf*, and/or WGCS NC

Minor in broadcasting

18 credit hours

- Comm 212, Digital Media Production 3
- Comm 260, Broadcast Writing 3
- Comm 360, Broadcasting for the Public Good 3
- Comm 409, Internship 3
- Courses selected from the following, at least 2 credit hours upper level (300 and above): 6
- Comm 190, Introduction to Radio
- Comm 195, Introduction to TV News
- Comm 204, Expository Writing
- Comm 240, Communication Research
- Comm 250, Writing for Media
- Comm 270, Media Law and Ethics
- Comm 290, Radio Operations
- Comm 312, Advanced Digital Media Production
- Comm 383, Communication and Society

Minor in communication

18 credit hours

- Comm 240, Communication Research 3
- Comm 383, Communication and Society 3
- Concentration courses selected with adviser's approval 12

Planning and advising notes

In the minor concentration, at least 5 credit hours must be upper level (300 and above), with at least 9 credit hours in communication and at least 6 taken at Goshen College.

Minor in journalism

18 credit hours

- Comm 212, Digital Media Production 3
- Comm 250, Writing for Media 3
- Comm 350, Reporting for the Public Good 3
- Comm 409, Internship 3
- Courses selected from the following, at least 2 credit hours upper level (300 and above): 6
- Comm 108, Digital Design
- Comm 190, Introduction to Radio
- Comm 255, Photo Communication
- Comm 260, Broadcast Writing
- Comm 290, Radio Operations
- Comm 308, Feature Writing

- Comm 312, Advanced Digital Media Production
- Comm 326, Creating for the Web
- Comm 385, Studies in Communication: Religious Journalism
- Comm 412, Special Projects

Minor in public relations

18 credit hours

- Bus 316, Principles of Marketing 3
- Comm 250, Writing for Media 3
- Comm 322, Organizational Communication 3
- Comm 324, Principles of Public Relations 3
- Courses selected from the following: 6
 - Bus 319, Leading Nonprofit Organizations
 - Bus 336, Advertising
 - Comm 108, Digital Design
 - Comm 190, Introduction to Radio
 - Comm 200, Communication Practice
 - Comm 212, Digital Media Production
 - Comm 240, Communication Research
 - Comm 255, Photo Communication
 - Comm 260, Broadcast Writing
 - Comm 270, Media Law and Ethics
 - Comm 290, Radio Operations
 - Comm 308, Feature Writing
 - Comm 312, Advanced Digital Media Production
 - Comm 326, Creating for the Web
 - Comm 385: Studies in Communication: Religious Journalism
 - Comm 409, Internship
 - Comm 412, Special Project

Minor in multimedia communication

18 credit hours

- Art 108, Digital Design 3
- Bus 220, Office Software Productivity 3
- Comm 326, Creating for the Web 3
- Art/Comm 375, Animation 3
- Two courses selected from the following, at least 2 credit hours upper level (300 and above) 6
 - Art 107, Design
 - Art 208, 308, 408, Graphic Design I, II and/or III
 - Bus 336, Advertising
 - Comm 212, Digital Media Production
 - Comm 250, Writing for Media
 - Comm 312, Advanced Digital Media Production

Minor in writing

18 credit hours

- Comm/Engl 204, Expository Writing 3
- One of the following individualized courses: 3
 - Comm 412, Special Project
 - Engl 280, Sophomore Portfolio *and* Engl 408, Senior Writing Practicum
- Courses in journalistic and/or creative writing selected from the following 12

- Comm 250, Writing for Media
- Comm 260, Broadcast Writing
- Comm 308, Feature Writing
- Comm 326, Creating for the Web
- Comm 350, Reporting for the Public Good
- Engl 120, Introduction to Creative Writing
- Engl 312, Writing Workshop
- Engl 330, Writing Fiction
- Engl 332, Writing Poetry
- Engl 334, Writing Creative Nonfiction
- Engl 336, Special Topics in Writing
- Thea 350, Playwriting

Planning and advising notes

Students should choose an adviser from the communication or English faculty, depending on their particular field of interest.

Writing minors are encouraged to get involved with communication or English co-curricular activities, including *The Record*, *The Maple Leaf*, *The Correspondent*, Pinch Penny Press, *Broadside*, and *Red Cents*.

Students registering for Comm 412, Special Projects or Engl 408, English Writing Practicum must meet with an adviser and have a proposal approved in the semester prior to registering.

Communication courses

COMM 108 Digital Design 3

(Cross-listed from Art 108) 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.

COMM 190 Introduction to Radio 1

This applied course 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 195 Introduction to TV News 1

Applied learning, involving work assignments on the Correspondent, the campus television news program. Focuses on television news fundamentals including field reporting, videography, directing, producing and newscast studio operations.

COMM 200 Communication Practice 1 (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 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. A two-credit version of this class is offered occasionally; however, communication and theater majors should be sure to take it for three credits.

- COMM 204 Expository Writing** 3
(Cross-listed from Engl 204) Theory and practice of written communication. Assignments in a variety of prose forms aim at developing the student's control of logic, organization, rhetoric, usage, and audience accommodation. Prerequisite: CORE110 or equivalent.
- COMM 206 Communication 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** 3 (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 Digital Media Production** 3
An introduction to digital media with an emphasis on field video production. The primary goal of the course is the development of the necessary video and audio skills and understandings needed to create effective digital media messages. Secondary goals include providing an overview of digital video production tools and techniques and exploring aesthetic and ethical issues of media. Students will take creative responsibility for fundamental media projects.
- 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 new judgments and new values; reporting strategies; research techniques; forms of journalistic writing and Associated Press style.
- COMM 255 Photo Communication** 3
A first course including camera work, digital image workflow and printing. Technical fluency, visual composition, photojournalistic approaches, and expression are components of the course. Students must provide a camera on which f-stop and shutter speed can be controlled.
- 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.
- COMM 270 Media, Law & 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 294 Adv DM Methods:Pre-production	2
Covers the advanced skills involved in the planning, conceptualizing and writing of complex productions. Emphasis will be on proper storytelling techniques for effective communication through the visual medium. Course may provide opportunities to work for and with FiveCore Media clients on projects. Prerequisite: Comm 212.	
COMM 295 TV News Production	1
Applied learning, involving leadership of GC Journal. Focuses on television news producing, directing and newscast studio operations. Prerequisite:Comm 195.	
COMM 296 Adv DM Methods:Production	2
Covers the advanced production skills in filming, framing, audio recording, lighting and directing. Emphasis will be on proper storytelling techniques for effective communication through the visual medium. Course may provide opportunities to work for and with FiveCore Media clients on projects. Prerequisite: Comm 212.	
COMM 298 Adv DM Methods:Post-production	2
Covers advanced post-production editing, motion graphics, audio mastering, color correction and producing skills. Emphasis will be on proper storytelling techniques for effective communication through the visual medium. Course may provide opportunities to work for and with FiveCore Media clients on projects. Prerequisite: Comm 212.	
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 Advanced Digital Media Production	3
Advanced study of digital media production with an emphasis on ?storytelling? through field video production. The primary goal of the course is the development of advanced skills and understandings needed to create effective and professional digital media messages. Secondary goals include providing an overview of digital media production tools and techniques and exploring aesthetic and ethical issues of media. This course places emphasis on the "creative" roles of digital media production personnel such as writers, producers, directors, videographers, and video editors. Students will take creative responsibility for advanced media projects. Prerequisite: Comm 212 or consent of instructor.	
COMM 314 Advanced Digital Media Immersion	3
The course focuses on advanced integration of video and audio elements in program-length productions. Students will work as members of a production team to create professional digital media projects. The primary goal of this course is immersion in a ?real world? production experience. Students may play many roles as a part of the team, including producer, director, writer, videographer and video editor. 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 216.	

- 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 340 Audio Production** 3
 (Cross-listed from Mus 340) An introduction to the recording studio presenting its function in commercial music production. Areas include basic electronics, studio setup and engineering fundamentals. Lecture/lab.
- 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 360 Broadcasting for the Public Good** 3
 This course examines the philosophical, historical, technological and social aspects of broadcast and new global electronic media industries. Students will study aspects of broadcasting and new media economics, management, audience analysis, programming, media effects, government policy and FCC regulations for the public good.
- COMM 375 Animation** 3
 Focuses on digital animation. Students will learn the skills needed to bring characters to life as well as create visual effects using computer software. Issues in the international contemporary visual culture will also be studied. 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.
- 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** 3 (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 resumes. Required of all communication majors.
- COMM 412 Special Project** 1 (1-3)
 Students may conduct research of particular interest or pursue specialized applied projects in communication under faculty supervision. Prerequisite: consent of instructor.

Education

*Professors K. Meyer Reimer (Director of Elementary Education), A. Stalter
Associate Professor C. Bonfiglio (Department Chair, Director of Special Education), K. Gary (Director of Secondary Education)
Adjunct Professors S. Ehst, G. Hurst, C. Metcalfe, C. Padgett
Clinical Field Practitioners J. Pletcher, B. Stahly*

Introduction

Goshen College seeks to graduate teachers who are adept at integrative learning, for intercultural, research-driven practice. Goshen College is authorized by the State of Indiana 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.

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.

School systems in the area cooperate with Goshen College to provide strong and varied student teaching experiences. Pre-service 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. After satisfactorily completing an approved teaching program and the Praxis II exam, students will apply and be recommended for licensure.

Visit the education department Web site at www.goshen.edu/education.

Education programs available:

Elementary education (K-6)

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

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 simultaneously, since Exceptional Needs does not stand alone as a separate program. To complete this program, 12 additional hours (Student Teaching: Exceptional Needs, Special Education Issues, Mild Disabilities I, and Mild Disabilities II) are added to the elementary education program.

All-grade education in English learners, music, physical education or visual arts (K-12)

All-grade education focuses on a major in the content area while including requirements for general and professional education at all developmental levels.

Secondary education (5-12)

Pre-service teachers can be certified to teach 5th 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:

- American Sign Language
- Business
- Chemistry
- English/Language arts
- English Learners (EL)
- Journalism
- Life sciences
- Life science and chemistry
- Mathematics
- Music: vocal and/or instrumental
- Physical education
- Physical education/health
- Physical sciences
- Physics
- Social studies (economics, historical perspectives, geographical perspectives, government and citizenship, psychology, sociology)
- Spanish
- Theater arts
- Visual arts

Special attributes of Goshen's teacher education program

Elementary and exceptional needs dual certification program – Nationally, there is a critical shortage of special education teachers. Completing this dual certification program dramatically increases a candidate's marketability. In addition, all classrooms include students with special needs. We believe that all special education teachers need to know what regular classroom teachers know, and all regular classroom teachers need to know what special education teachers know. The combination of these two licensure content areas will prepare candidates to meet the needs of all students in their classrooms.

English Learners – Schools continue to need teachers who are skilled in working with students who do not speak English.

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 mediation, conflict transformation and systems analysis. 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 – Merry Lea Environmental Learning Center, a 1,150-acre nature conservancy owned by Goshen College, hosts more than 5,000 school children each year for outdoor education. All elementary education majors have the opportunity to work in environmental education as part of their program.

Laboratory kindergarten - Since 1959, a laboratory kindergarten has been operated by the education department in the Church-Chapel Building. Starting in 2008, the laboratory kindergarten became a joint partnership with the Goshen Community Schools, and is considered both a lab kindergarten for Goshen College students and a GCS kindergarten for children who function well within a language rich and experience rich interactive environment. 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 at the kindergarten level.

Curriculum Library, Peace Curriculum Collection and Royer Reading Room - (Children's Literature Collection) in the Harold and Wilma Good Library. This collection of materials provides excellent resources for teaching and research.

Admission to the teacher education program

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

- One of the following:
 - Successful completion of the reading, writing and mathematics sections of the Pre-Professional Skills Test (Praxis I)
 - ACT scores of 24 or higher
 - Math/Reading SAT scores of 1100 or higher
 - A master's degree
- A review of the high school record
- Successful performance in early fieldwork experiences
- Supportive references
- Demonstrated experience with children or youth
- 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 license content area must be passed with a C or higher. Because the field of education is continually changing, education courses taken more than 15 years prior to admission to the program will not be accepted for transfer credit.

Major in elementary education (K-6)

Modified Goshen Core program (71-80 credit hours)

Language arts

Core 110, Academic Voice	3
Core (various), Goshen Seminar	3
Educ 307, Children's and Adolescent Literature	3
Engl 204, Expository Writing (strongly recommended)	3

Science

Phys 100, The Physical World (NW Perspectives course).....	3
Biol 110, Ecology & Evolution (or alternate).....	4
Biol 340, Field Experience in Environmental Education	3

Mathematics

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

History and Social Science

Hist 105, American History I	3
Educ 310, Education Psychology: Elementary (SW Perspectives course).....	3
Hist 240, World Geography	3

Physical education

Core 115, Wellness for Life	1
PhEd 309, Physical Education for Children.....	2
Certification in first aid, CPR and IED	0-1

Humanities

Artistic World perspectives course	3
Educ 330, Fine Arts for Children	3

Bible/religion/philosophy/peace studies

Core 120, Engaging the Bible	3
PJCS 210, Transforming Conflict and Violence (PX perspectives course).....	3
Religious World perspectives course	3

International/intercultural education

Core 100, Identity, Culture & Community 3
 Core 300, Global Issues Seminar 3
 Foreign language competency 0-8
 SST or intercultural study 13

Professional education courses (K-6) (37 credit hours)

- Educ 201, Foundations of Education 3
- Educ 300, Exceptional Learners: Elementary 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
- Educ 344, Adaptation and Assessment for Diverse Learners 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

Additional requirements for Exceptional Needs: Mild Intervention (K-6) (12 credit hours)

- Educ 341, Mild Disabilities I 3
- Educ 343, Mild Disabilities II 3
- Educ 346, Special Education Issues 1
- Educ 415, Student Teaching: Exceptional Needs 5

Planning guide elementary education

First year Identity, Culture & Community
 Academic Voice
 Goshen Seminar
 American History
 Ecology & Evolution
 Wellness for Life
 Engaging the Bible
 Foundations of Education
 Physical World (NW Perspectives)
 Transforming Conflict & Violence (PX Perspectives)
 World Geography

Second year Children’s and Adolescent Literature
 Exceptional Students
 Foreign language
 Expository Writing (*strongly recommended*)
 Artistic World course
 Math Concepts for Elementary Classroom I & II
 Educational Psychology (SW Perspectives)
 Physical Education for Children
 Adaptation and Assessment for Diverse Learners
 SST (spring) or alternate

Third year Religious World course
 Field Experience in Environmental Biology
 Curriculum Studies: Math
 Curriculum Studies: Science
 Curriculum Studies: Social Studies
 Mediation Processes (*strongly recommended*)
 Fine Arts for Children
 Child Development Practicum

Mild Disabilities I (*for exceptional needs certificate*)
 Mild Disabilities II (*for exceptional needs certificate*)
 Literacy I: Developmental
 Literacy II: Diagnostic

Fourth year Global Issues Seminar
 Elementary Education Seminar
 Special Education Issues (*for exceptional needs certificate*)
 Student Teaching (fall)
 Student Teaching: Exceptional Needs (spring)
 Conflict-healthy Groups (*strongly recommended*)

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

Professional education requirements (30 credit hours)

- Educ 201, Foundations of Education 3
- Educ 302, Exceptional Learners: Secondary 3
- Educ 309, Educational Psychology: Secondary 3
- Educ 314, Secondary Curriculum & Instruction: General Methods ... 3
- Educ 315, Secondary Curriculum & Instruction: Content Methods .. 1*
- Educ 321, Middle School Curriculum & Instruction 3
- Educ 401, Child Development Practicum 1**
- Educ 403, Secondary Education Seminar 3
- Educ 405, Student Teaching 12

*For K-12 licensure, a content area methods course in the major department is required instead of Educ 315. All 5-12 licensure candidates take Educ 314 and Educ 315.

**For K-12 only

Planning guide secondary education

First year Identity, Culture & Community
 Wellness for Life
 Academic Voice
 Goshen Seminar
 Engaging the Bible
 Transforming Conflict and Violence (PX Perspectives)
 Other Goshen Core courses
 Introductory courses in major

Second year Goshen Core
 Foundations of Education
 Educational Psychology: Secondary
 Expository Writing (*strongly recommended*)
 Mediation: Process, Skills and Theory (*strongly recommended*)
 Courses in major
 SST (spring) or Latino Studies

Third year Exceptional Learners: Secondary
 Middle School Curriculum & Instruction
 Goshen Core
 Secondary Curriculum & Instruction: General Methods
 Child Development Practicum (K-12 only)
 Courses in major/content area

Fourth year Balance of Goshen Core
 Balance of major and certification requirements
 Student Teaching (fall)
 Education Seminar
 Conflict-healthy Groups (*strongly recommended*)

Certificate in conflict transformation for teachers

9 credit hours

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.

- PJCS 210, Transforming Conflict and Violence 3
- PJCS 325, Mediation: Process, Skills and Theory 3-4
- PJCS 426, Conflict-healthy Groups..... 3

Transition to Teaching (grades K-6 or 5-12)

Transition to Teaching (TtT) is an alternative certification program based on the premise that a candidate already has the content knowledge in the licensing area. Candidates must have completed an undergraduate degree in their field with at least a 3.0 GPA to be eligible for this program, based on Indiana state law. An assessment of content knowledge and skills will be completed for each candidate by the GC licensure adviser before entering the program. Additional course work may be a prerequisite for admission to the program. The 18 credit hours required for secondary and 24 credit hours required for elementary programs are for education coursework only.

Courses listed for two credit hours are taught jointly with three credit courses, with modifications in assignments. TtT students pay for only two credit hours. Field experience is required for most classes.

Additional information about the Secondary Education TtT program is available at www.goshen.edu/education/Transition_to_Teaching.

Elementary education TtT curriculum

24 credit hours

First year fall semester

- Educ 300, Exceptional Learners: Elementary 2
- Educ 301, Curriculum Studies: Math 2
- Educ 303, Literacy I: Developmental..... 3
- Educ 401, Child Development Practicum 1

First year spring semester

- Educ 304, Curriculum Studies: Social Studies 2
- Educ 307, Children's and Adolescent Literature 2
- Educ 308, Curriculum Studies: Science 2
- Educ 310, Educational Psychology: Elementary 2
- Educ 406, Literacy II: Diagnostic..... 2

Second year fall semester

- Educ 410, Transition to Teaching Practicum..... 6

Secondary education TtT curriculum

18 credit hours

For licensure in ASL, Business, English, French, German, Journalism, Mathematics, Science, Social Studies, Spanish or Theater arts. See the education department website for licensure in Music, Physical education or Visual arts.

First year fall semester

- Educ 201, Foundations of Education 2
- Educ 302, Exceptional Learners: Secondary 2

- Educ 321, Middle School Curriculum & Instruction (field experience)..... 3

First year spring semester

- Educ 309, Educational Psychology 2
- Educ 314, Secondary Curriculum & Instruction (field experience) ... 3

Second year fall semester

- Educ 410, Transition to Teaching Practicum..... 6

Education courses

EDUC 201 Foundations of Education 3

Includes both campus and field study of learning environments, classroom management and instructional methods that meet the needs of diverse student populations. The course emphasizes race, gender, ethnicity, socio-economic status, family structures, language and exceptionalities from a social justice, critical perspective in light of the historical, philosophical, and social foundations of education.

EDUC 300 Exceptional Learners: Elementary 3

A study of students with exceptionalities within an academic setting offers practical information on meeting exceptional needs for students. Basic information on identification procedures, characteristics of different categories of special education, instructional methods, materials, adaptations, and accommodations to meet the needs of diverse learners is provided. The professional context and collaborative nature of designing and implementing educational services for exceptional students is explored. This course is tailored to meet exceptional and developmental needs of elementary school learners. Field placement in a diverse classroom setting required.

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 differentiation and modifications for special needs students. Field experiences in diverse classrooms.

EDUC 302 Exceptional Learners: Secondary 3

A study of students with exceptionalities within an academic setting offers practical information on meeting exceptional needs for students. Basic information on identification procedures, characteristics of different categories of special education, instructional methods, materials, adaptations, and accommodations to meet the needs of diverse learners is provided. The professional context and collaborative nature of designing and implementing educational services for exceptional students is explored. This course is tailored to meet exceptional and developmental needs of middle and high school learners. Field placement in a diverse classroom setting required.

EDUC 303 Literacy I:Developmental 3

A study in the development of reading, writing, listening and speaking. Focus on research-based, standards-based, student-centered 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 English language learners and differentiation. Field placement 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 assessment, including connecting curriculum to student's prior learning, abilities and needs. Field experiences in diverse settings.

- EDUC 307 Children's & 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**
 A study of human developmental theories, learning processes and individual preferences within the classroom offers theoretical information regarding the appreciation of student diversity and identity. Successful, research-based teaching practices are provided. Observation, hypothesis testing, and social scientist techniques are utilized to develop reflective teachers both in theoretical knowledge and practice within a field placement. Classroom management, motivation, and behavior analyses are emphasized. This course is tailored to meet the developmental needs of middle and high school learners. Field placement required.
- EDUC 310 Educational Psychology:Elementary 3**
 A study of human developmental theories, learning processes and individual preferences within the classroom offers theoretical information regarding the appreciation of student diversity and identity. Successful, research-based teaching practices are provided. Observation, hypothesis testing, and social scientist techniques are utilized to develop reflective teachers both in theoretical knowledge and practice within a field placement. Classroom management, motivation, and behavior analyses are emphasized. This course is tailored to meet the developmental needs of elementary learners. Field placement required.
- EDUC 314 Sec Curr & Instruct:General Methods 2 ()**
 Includes both campus and field study of learning environments, classroom management, and instructional methods that meet the needs of diverse student populations particularly as they pertain to 9th-12th grades. Class sessions emphasize long-range planning, classroom management, multicultural teaching, instructional strategies and school reform. This course is concurrent with Educ 315 for 5-12 programs and the content area methodology course for K-12 programs.
- EDUC 315 Sec Curr & Instruct:Content Methods 1**
 Subject-specific class sessions concentrate on curriculum and instruction in those subject areas. To be taken concurrently with Educ 314 the year prior to student teaching. Not required for ENL, music, art or physical education content areas.
- EDUC 321 Middle School Curr & Instruction 3**
 Includes both campus and field study of learning environments, classroom management, and instructional methods that meet the needs of diverse student populations particularly as they pertain to 5th - 8th grades.
- EDUC 330 Fine Arts for Children 3**
 A study of drama, art and music as it pertains to the elementary classroom; participatory experiences, integration across the arts and integration of the arts into the classroom.
- EDUC 341 Mild Disabilities I 3**
 The study of assessment, identification, characteristics and instruction of elementary students with learning disabilities and mild cognitive disabilities provides a foundation for accommodating all students with learning challenges, regardless of eligibility for special education. Traditional and contemporary measures for assessment (including Response

to Intervention) are explored and practiced within field placements. Theoretical perspectives surrounding collaboration and consultation are examined and practiced within the classroom and a field placement. Field placement in a diverse setting required. Prerequisite: Educ 300 or 302

EDUC 343 Mild Disabilities II 3

The study of assessment, identification, characteristics and instruction of elementary students with emotional disabilities and autism provides a foundation for accommodating students with difficult behaviors regardless of eligibility for special education. Special Education law and legal procedures/legislative mandates (Functional Behavior Assessment/Behavior Intervention Plans) are explored and practiced within field placements. Field placement in a diverse setting is required. Prerequisite: Educ 300 or 302.

EDUC 344 Adapt & Assess for Diverse Learners 3

A study of multiple forms of informal and formal assessment provides a focus on selection, utilization, and interpretation of data to drive instruction. Scientifically-based interventions and instruction implementation for individuals and groups within diverse populations including general education, English Learners (EL), and special education (SPED) populations are addressed. Communication of information with parents and educator teams is a central focus. Prerequisite: Educ 300 or 302.

EDUC 346 Special Education Issues 1

Issues and debriefing within special education student teaching placements are addressed. To be completed concurrently with EDUC 415. Prerequisites: Educ 300 or 302, Educ 341, 343, and 344.

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. Required for elementary K-6, K-12 art, ENL, music and physical education content areas.

EDUC 402 Student Teaching:Elementary 12

At least 12 weeks of full-day student teaching in elementary schools under the supervision of a licensed elementary teacher and a faculty member from 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 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. Concurrent: Educ 405.

EDUC 405 Student Teaching:Secondary 12

At least 12 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 literacy behaviors closely to be able to support struggling readers and writers and prevent further difficulties in developmentally appropriate ways. Emphasis on strategic, standards-based and student-centered teaching, grounded in the psychosocio-linguistic nature of language. Includes tutoring a struggling reader. Prerequisite: Educ 303.

- EDUC 407 Field Studies** 1 (1-2)
Individual study, research or field experience on a variety of topics.
- EDUC 408 Studies in Education** 1
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 and a variety of approaches to individual reflection on teaching and preparation of the licensure and presentation portfolios.
Concurrent: Educ 402.
- EDUC 410 Transition to Teaching Practicum** 6
Student teaching for those enrolled in the Transition to Teaching program (TtT). Requires at least 12 weeks of full-day student teaching under a supervising teacher. Also includes preparation for licensure and formation of a presentation portfolio.
- EDUC 415 Student Teaching:Exceptional Needs** 5
Student teaching encompasses 200 hours in a mild disability context under the close supervision of a supervising teacher licensed for mild disabilities and a Goshen College faculty member. This experience focuses on assessment, lesson planning, instruction, and intervention. To be completed concurrently with Educ 346. Prerequisite: Educ 402.

English

*Professors B. Martin Birky (Department Chair), A. Hostetler
Associate Professors J. Baldanzi, C. Barnett (Director of TESOL)
Assistant Professor K. Schlabach*

Introduction

The English department offers three majors, three minors and a one-year certificate. Five teacher certification options are also available.

- [Major and minor in English](#)
- Major in English writing and minor in writing
- [Major and minor in teaching English to speakers of other languages \(TESOL\)](#)
- Teacher certification in English and TESOL

Visit the English department website at www.goshen.edu/english for more information.

Students choosing any major in the English department may customize their degrees with a balance of literature, writing and language courses. Literature courses feature diverse literary texts alongside canonical traditions, with a particular concern for issues related to race, class, gender and popular culture. Writing courses develop skills in multiple genres, with specific attention to audience and publication. Through historical and sociological frameworks, language courses teach respect for the power of language as a social and artistic tool.

With a minor, students from any discipline can select literature, language, or writing courses to support their professional goals and personal interests. The English minor helps students become critical thinkers and readers and accomplished communicators. The writing minor, taught in collaboration with the Communication department, provides valuable writing and editing skills for any major. TESOL minors gain an intercultural framework and fundamental skills for teaching English in many different settings, particularly service work.

The English department offers co-curricular opportunities writing, editing, and producing student work. Students serve on *Broadside* and Pinchpenny Press boards, edit a literary arts journal, *Red Cents*, publish the department newsletter, tutor in the Writing Center, or write for the campus newspaper. Each year, students are chosen for the Horswell publishing fellowship, which gives students an internship in publishing, and the Sara Ann Freed scholarship, which honors a student or students who have shown promise in creative writing and publishing. TESOL and English secondary education majors complete field work in local schools or abroad, gaining practical skills for educational or service positions.

Teacher education certification in English and TESOL

In collaboration with the Education department, the English department offers four different teacher education state certification programs that equip students to teach English or English Learners (EL) in public schools and elsewhere:

- **Grades 5-12 certification in English/language arts education:** in addition to, or as part of, the English major, students complete Engl 201 or 307; Engl 319; Comm 200; Comm 206 or Intl 256; Educ 307; a writing course; a film or performance course; and the Secondary Education track in the Education department, including a semester of student teaching.
- **Grades K-6 certification in English learners education (EL):** students complete the normal Elementary Education major and Engl

204, 310, 315, 319, 320 and 325 (unless student teaching is done in EL).

- **Grades 5-12 certification in EL:** students complete the TESOL major and the Secondary Education track in the Education department.
- **Grades K-12 certification in EL:** students complete the TESOL major and the Secondary Education track and take Engl 325 for 2 credits.

The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the Education department pages and the Teacher Education Handbook for more details about requirements.

Honors thesis

Students who wish to complete a major scholarly or creative project as part of their English, English Writing or TESOL major may enroll in Engl 499, English Honors Thesis, a three-credit hour independent study designed for this purpose.

Career and postgraduate opportunities

English is a versatile major that prepares students for a wide range of jobs after graduation. English graduates are employed around the world, in occupations such as teaching, law, library science, publishing, public relations, journalism, and museum studies. Many graduates serve church agencies, the ministry, or nonprofit management or administration. Their superior critical thinking, language, and writing skills have also led to successful careers in business, medicine, web development, and social services. A significant number of TESOL graduates are engaged in teaching English as a second language in the U.S. and abroad, as well as serving in legal and business translation. Learning to read critically and write clearly provides a strong base for graduate schools in literary study and many other fields.

Major in English

39 credit hours

- Engl 201, World Literature 3
- Engl 204, Expository Writing 3
- Engl 300, Critical Theory and Practice 3
- One British Literature course 3
Engl 301, British Literature I *or*
Engl 302, British Literature II
- One American Literature course 3
Engl 303, American Literature I *or*
Engl 309, American Literature II
- Engl 315, The English Language 3
- Engl 409, Senior Practicum 1-2
- Engl 410, English Senior Seminar 2
- Elective courses in English 15
- Related course selected from the following: 3
Aesthetics, Art History, Bible/Religion, Children's and Adolescent Literature, Communication, History, Linguistics, Modern and Classical Languages and Literatures, Music History, Sociology, Peace/Justice/Conflict Studies, Philosophy, TESOL Methods, Theater, Women's Studies

Planning guide

First year Goshen Core
Academic Voice
World Literature

Introduction to Creative Writing
Literature and Popular Culture

Second year Goshen Core

Expository Writing
Critical Theory and Practice
British or American Literature course
Literature of Ethnicity, Gender and Race
SST

Third year Goshen Core

American or British Literature course
The English Language
English electives
Related course

Fourth year Balance of Goshen Core

Balance of major and related courses
Senior Practicum
Senior Seminar

Planning and advising notes

Students earning Advanced Placement (AP), International Baccalaureate (IB), or CLEP credit in English are strongly encouraged to take Engl 204 during the first year. AP Literature or Language test score of 4 or IB SL score of 5 fulfills the Academic Voice requirement.

In the Goshen Core, English majors should take an Artistic World course in disciplines other than literature.

Nine credit hours of the English elective courses in the major must be upper level (300-400 level). Most AP and IB literature and language courses will count as elective credits toward graduation, but not toward the English major.

The related course in the major may not be an applied courses (such as *Record* editing or music lessons or a studio art class) or be used to fulfill requirements of the Goshen Core. The related course may be counted toward another major only if it is required by that major. See Academic policies and requirements.

Students doing student teaching for English/Language Arts Secondary Education must take Engl 319, English Grammar instead of Engl 409, English Practicum.

English majors are encouraged to get involved with communication or English co-curricular activities such as *The Record*, *The Maple Leaf*, Pinchpenny Press, *Broadside*, or *Red Cents*. Comm 200, Communication Practice or Engl 290, English Publication are recommended in the third year.

Students with a second major, in addition to an English major, may choose to take a senior seminar in either major field. Students who elect not to enroll in Engl 410, English Senior Seminar, must complete a senior portfolio for graduation. See the department chair for guidelines.

Major in English writing

40 credit hours

- Engl 120, Creative Writing..... 3
- Engl 201, World Literature..... 3
- Engl 204, Expository Writing 3
- Engl 280, Sophomore Portfolio 1
- Engl 312, Writing Workshop (repeatable to 3 credit hours)..... 1
- Engl 315, The English Language 3
- Engl 319, English Grammar 1

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- Three Writing Courses..... 9
 Comm 308, Feature Writing
 Engl 330, Writing Fiction
 Engl 332, Writing Poetry
 Engl 334, Writing Creative Nonfiction
 Engl 336, Special Topics in Writing
 Thea 334, Playwriting
- Two Literature/Language electives 6
 Engl 210, Introduction to Literature
 Engl 207/307, Literature of Ethnicity, Gender and Race
 Engl 230, Literature and Popular Culture
 Engl 300, Critical Theory and Practice
 Engl 301, 302, 303, 309, British or American Literature
 Engl 305, Genre Studies
 Engl 306, Major Author
 Engl 310, Introduction to Linguistics
- One course in media context or production experience 3
 Art 107, Design
 Comm 108, Digital Design
 Comm 250, Writing for Media
 Comm 255, Photocommunication
 Comm 260, Broadcast Writing
 Comm 326, Creating for the Web
 Comm 350, Reporting for the Public Good
- Engl 408, Senior Writing Practicum..... 2
- Engl 410, English Senior Seminar..... 2
- Related course in the Arts selected from the following: 3
 Art 241, 242, or 343, History of Art
 Art/Mus/Thea 355, Arts in London
 Mus 204, Survey of Music Literature
 Thea 225, Introduction to Theater
 Thea 235, The Power of Story
 Thea 245, Aesthetics
 Thea 387, History of Theater

Planning guide

First year Goshen Core

- Goshen Seminar
- Introduction to Creative Writing
- World Literature
- Expository Writing

Second year Goshen Core

- Writing elective
- Writing Workshop
- Media context/production experience course
- Sophomore portfolio
- SST

Third year Goshen Core

- Writing elective
- Literature elective
- The English Language, English Grammar
- English publishing or communication practice (encouraged)
- Related arts course

Fourth year Balance of Goshen Core
 Balance of major
 Senior Writing Practicum
 Senior Seminar

Planning and advising notes

Students earning AP, IB, or CLEP credit in English are strongly encouraged to take Engl 204 during the first year. AP Literature or Language test scores of 4 or IB SL score of 5 fulfills the Academic Voice requirement. Most AP and IB literature and language courses will count as elective credits toward graduation, but not toward the English writing major.

Students completing the sophomore portfolio should meet with the English writing program adviser in the fall of their sophomore year or as soon as they declare an English Writing major to determine the best semester for enrolling in that course.

English writing majors are encouraged to get involved with Communication or English co-curricular activities such as *The Record*, *The Maple Leaf*, Pinchpenny Press, *Broadside*, or *Red Cents*. Comm 200, Communication Practice or Engl 290, English Publishing are recommended in the third year.

Students with a second major, in addition to an English writing major, may choose to take a senior seminar in either major field. Students who elect not to enroll in Engl 410, English Senior Seminar, must complete a senior portfolio for graduation. See the department chair for guidelines.

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

39-42 credit hours

- Comm 206, Communicating Across Cultures 3
- Educ 303, Literacy I..... 3
- Educ 406, Literacy II..... 3
- One of the following literature courses 3
- Engl 201, World Literature (required if not pursuing teacher licensure in EL)
- Educ 307, Children's and Adolescent Literature (required for EL teacher licensure)
- Engl 204, Expository Writing 3
- Engl 310, Introduction to Linguistics..... 3
- Engl 315, The English Language 3
- Engl 319, English Grammar 1
- Engl 320, Methods of TESOL..... 4
- Engl 325, TESOL Practicum 2-3
- Engl 410, English Senior Seminar..... 2
- Additional foreign language beyond the 102-level 3
- Two intercultural studies courses selected from the following: 6
- Educ 307, Children's and Adolescent Literature (an option here, if not obtaining EL licensure)
- Engl 201, World Literature (an option here, if obtaining EL licensure)
- Engl 207/307, Lit of Ethnicity, Gender, Race
- Hist 101 or 203, World History I or II
- Any intercultural course in the International studies minor list in the International Education section of the catalog. This course may not double count for the International Studies minor.

Planning guide for TESOL major

First year Goshen Core
 Academic Voice
 Goshen Seminar

World Literature
 Language courses for 102-level prerequisite
 Communicating Across Cultures
 Intercultural studies elective

Second year Goshen Core
 Expository Writing
 English Grammar
 Additional foreign language
 SST

Third year Goshen Core
 Introduction to Linguistics
 The English Language
 Education courses
 Intercultural studies courses
 Methods of TESOL
 TESOL Practicum

Fourth year Balance of Goshen Core
 Balance of major and related courses
 English Senior Seminar

Planning and advising notes

Students earning AP, IB, or CLEP credit in English are strongly encouraged to take Engl 204 during the first year. AP Literature or Language test scores of 4 or IB SL score of 5 fulfills the Academic Voice requirement.

For the K-6 and 5-12 EL certifications, students should either do student teaching in EL (instead of Engl 325) or else do a non-EL student teaching placement and then Engl 325 for 2 credits. For K-12 EL certification, students should do EL student teaching with one age group (e.g., elementary students) and then Engl 325 for 2 credits with another age group (e.g. high school students). Non-Teacher Education students should do Engl 325 for 3 credits.

To complete the TESOL major, the minor, or the one-year certificate, students must demonstrate basic competence in some foreign language through the 102 level by testing or by courses. The "additional foreign language" requirement beyond the basic competence may be in the same language or a third language. Also, ASL may count as the basic foreign language or as the additional foreign language, but not as both.

Students with a second major, in addition to a TESOL major, may choose to take a senior seminar in either major field. Students who elect not to enroll in Engl 410, English Senior Seminar, must complete a senior portfolio for graduation. See the department chair for guidelines.

Minor in English

18 credit hours

- Engl 204, Expository Writing 3
- Any courses in the English department..... 15

Note: At least 8 credits must be 300 level or above. Advanced Placement (AP) courses may not count toward this minor.

Minor in writing

18 credit hours

- Comm/Engl 204, Expository Writing 3
- One of the following individualized courses: 3
 Comm 412, Special Project

- Engl 280, Sophomore Portfolio *and* Engl 408, Senior Writing Practicum
- Courses in journalistic and/or creative writing selected from the following 12
 - Comm 250, Writing for Media
 - Comm 260, Broadcast Writing
 - Comm 308, Feature Writing
 - Comm 326, Creating for the Web
 - Comm 350, Reporting for the Public Good
 - Engl 120, Introduction to Creative Writing
 - Engl 312, Writing Workshop
 - Engl 330, Writing Fiction
 - Engl 332, Writing Poetry
 - Engl 334, Writing Creative Nonfiction
 - Engl 336, Special Topics in Writing
 - Thea 350, Playwriting

Planning and advising notes

Students should choose an adviser from the communication or English faculty, depending on their particular field of interest.

Writing minors are encouraged to get involved with communication or English co-curricular activities, including *The Record*, *The Maple Leaf*, *The Correspondent*, Pinch Penny Press, *Broadside*, and *Red Cents*.

Students registering for Comm 412, Special Projects or Engl 408, English Writing Practicum must meet with an adviser and have a proposal approved in the semester prior to registering.

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

20 credit hours

- Engl 310, Introduction to Linguistics..... 3
 - Engl 315, The English Language 3
 - Engl 319, English Grammar 1
 - Engl 320, Methods of TESOL..... 4
 - Engl 325, TESOL Practicum or Student Teaching in EL 3
 - Additional intercultural studies courses 6
- selected from the list of courses for the international studies minor or additional foreign language courses beyond the general education prerequisite.

Planning and advising notes

To complete the minor, students must demonstrate basic competence in some foreign language through the 102 level by testing or by courses. The "additional foreign language" courses may be in the same language or a third language. Also, ASL may count as the basic foreign language or as the additional foreign language, but not as both.

English courses

ENGL 105 Introduction to College Writing 3

Introduction to college-level reading and writing skills. Next course is Engl 110 to fulfill General Education requirements. This course is required for students who have not met the SAT Critical Reading or Writing score of 480 or above, ACT English/ Writing score of 20 or above; or students whose GPA in high school English courses indicate a need for additional development of college-level writing and study skills.

- ENGL 110 Literature and Writing** 3
 Critical reading, thinking, and writing using literary and nonliterary texts focused on themes chosen by individual professors. Instruction in writing argumentative prose and the cross-disciplinary research essay. Prerequisite: Successful completion of Engl 105, SAT Critical Reading or Writing score of 480 or higher, or ACT English/Writing score of 20 or higher.
- 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.
- ENGL 201 World Literature** 3
 Study of literature written in English outside of the United Kingdom and the United States that deals in a significant way with the intersection of cultures, particularly postcolonial literature from Africa, Asia, the Caribbean and Latin America. Prerequisites: CORE 110.
- 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, usage, and audience accommodation. Prerequisite: CORE 110 or equivalent.
- ENGL 207 Lit of Ethnicity, Gender, Race** 3
 Study of literature shaped distinctively by cultural and theoretical concerns related to ethnicity, gender and race. Students may take Engl 207 more than once if different topics. Repeatable. Prerequisites: CORE 110. Specific topics, announced in advance, include the following:
Irish Literature in Ireland. Field studies in the cultural geography of 20th-century Irish authors with particular attention to the way politics, gender, religion, and violence have shaped Irish writing. Conducted during May or summer term at urban and rural locations in the Republic of Ireland.
American Indian Literature. Contemporary fiction and poetry by writers from a variety of American Indian traditions and backgrounds, 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 spanning the broad range of African-American experiences, with an emphasis on the history of race in America as it informs the literary tradition. Literature integrated with music, art and performance.
Latino Literature. Fiction, poetry, and film by various Latino/a writers from diverse contexts, with an emphasis on both the distinctives of Latino literature and students' own position as Americans situated in a historical and cultural matrix.
Mennonite Literature. Recent literature -- mainly poetry and fiction -- by U.S. and Canadian Mennonite writers, studied in relation to Mennonite history, culture and theology.
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 classic and contemporary women's literature by British, American, and World authors.
- 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: CORE 110, or equivalent, SAT Critical Reading or Writing score of at least 650, ACT English/Writing score of at least 30, or permission of instructor.
- ENGL 230 Literature and Popular Culture** 3
 Study of literature in relation to film, television, or other media of popular culture. Specific

topics, announced in advance, may include Arthurian Literature and Film, the Graphic Novel, or Global Images in Film. Repeatable.

ENGL 280 Sophomore Writing Portfolio 1

Guided instruction on portfolio development, including editing and revising skills needed for advanced writing courses. Students should meet with the English writing program adviser in the fall of their sophomore year to determine the best semester to complete this project. Prerequisite: Engl 204 and one additional writing course. Course grade will be Credit/No Credit.

ENGL 290 English Publication 1 (1-2)

Applied work in publication (Pinchpenny Press, Broadside, Red Cents, the department newsletter or blog). Students choosing to publish with Pinchpenny Press must register for this course, select a faculty adviser, and fulfill stated requirements. Repeatable. Prerequisite: Engl 204 and two additional writing courses, and consent of instructor. Course grade will be Credit/No Credit.

ENGL 300 Critical Theory & Practice 3

This course examines critical interpretive 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: CORE 110 and any college-level literature course.

ENGL 301 British Literature I 3

Development of British literature from Beowulf through the medieval period, Renaissance, and 18th century, with special attention to questions of canon, context, and identity. Prerequisite: CORE 110.

ENGL 302 British Literature II 3

Development of British literature from the Romantic era through the Victorian, modern and post-modern periods, with special attention to issues of modernity, industrialization, imperialism, and globalization. Prerequisite: CORE 110.

ENGL 303 American Literature I 3

Development of American literature, culture, and literary identity from colonial times through the 19th century. Prerequisite: CORE 110.

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 the modernists to the present.

History of the Novel. The reading and study of significant works illustrating the development of the novel.

Contemporary Poetry. The reading and study of poetry and poets working since 1945. In addition to critical writing, each student will practice writing poems in an effort to better understand the creation and artistic nature of poetry.

Cultural Studies. The study of a genre of literature in relation to a specific cultural topic. Offerings may include Eugenics and Modernist Prose, or The Idea of Labor and Nineteenth-Century Fiction. Repeatable. Prerequisite: CORE 110.

ENGL 306 Major Author 3

A study of a major author or of two authors in comparison. Shakespeare will be offered in rotation with authors such as Chaucer, Faulkner and Morrison. Repeatable. Prerequisite: CORE 110.

ENGL 307 Lit of Ethnicity, Gender & Race 3

Same as Engl 207, with reading and research assignments that broaden and deepen the student's engagement with the topic. Students may take Engl 307 more than once if different topics. Repeatable. Prerequisite: CORE 110.

ENGL 309 American Literature II	3
Development of American literature from the late 19th century to the present. Study of literature that explores American identities, including European-American, American Indian and African-American. Repeatable. Prerequisite: CORE 110.	
ENGL 310 Introduction to Linguistics	3
Different ways of looking at how language functions as systems of sounds, word structures, grammatical patterns and meaning constructions. Insights useful for language learning, teaching and appreciation of English and language in general.	
ENGL 312 Writing Workshop	1
Intensive one-week workshop in writing, usually conducted by a visiting author during Spring semester. Repeatable. Prerequisite: Any college-level creative writing course or permission of department chair. Course grade will be Credit/No Credit.	
ENGL 315 The English Language	3
The study of the sound system, history, and varieties 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 Grammar	1
A detailed study of the grammar of English. Designed especially for future teachers of ELL or high school English. Prerequisite: Previous or concurrent enrollment in Engl 310 or foreign language competence through the 102 level.	
ENGL 320 Methods of TESOL	4
Primary topics addressed are theories of language learning, general TESOL approaches, methods for the teaching of specific language skills, materials preparation and assessment issues in ELL. A concurrent internship (teaching English to a nonnative speaker) brings reality to the theories. Prerequisite: Engl 310 or foreign language competence through 102-level.	
ENGL 325 TESOL Practicum	3 (2-3)
Supervised teaching in the U.S. or abroad when appropriate supervision can be arranged. Teacher Education students seeking a K-6 or 5-12 ELL certification who do their student teaching in ELL do not need to take this course. Those who don't do student teaching in ELL and those seeking K-12 certification will need to take this course for 2 credits (60 hours of teaching). Non-Teacher Education students should take the course for 3 credits (100 hours of teaching). Prerequisite: Engl 320 and consent of instructor.	
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. Prerequisite: CORE 110, Engl 120 or consent of instructor.	
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 in classic and contemporary poetry. Prerequisite: CORE 110, Engl 120 or consent of instructor.	
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 nonfictional subjects. Students will read and discuss examples of creative nonfiction and prepare two longer essays for a final portfolio. Prerequisite: CORE 110, Engl 120 or consent of instructor.	
ENGL 336 Special Topics in Writing	3
A workshop course in special writing topics by genre (such as Autobiography, the Essay) or theme (such as Writing for Social Justice). Prerequisite: CORE 110, Engl 120 or consent of instructor.	

ENGL 408 English Writing Practicum 2

English Writing majors develop a final writing portfolio under supervision of faculty adviser. Recommended for fall semester of the senior year. Prerequisite: Engl 204, 280, three English writing courses, and permission of instructor. Course grade will be Credit/No Credit.

ENGL 409 English Practicum 2 (1-2)

English majors propose independent projects in research, off-campus field experience, or internship. Prerequisite: Engl 204, 300, and three upper-level literature courses, and permission of instructor. Course grade will be Credit/No Credit.

ENGL 410 English Senior Seminar 2 (1-2)

Weekly meetings of English, TESOL, and English Writing 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. Completion of a portfolio, local service assignment, career services activities, and issues research assignment required.

History and political science

Professors J. B. Shetler (Department Chair), S. Nolt, J. D. Roth (Director of Mennonite Historical Library, Editor of Mennonite Quarterly Review)

Introduction

The history and political science department offers two majors and a minor. Two additional minors in Anabaptist-Mennonite studies and social policy are offered in collaboration with several other departments. In addition, the history department also serves as the advising home for students planning to attend law school.

- Major in history
- Major in history and social research
- Minor in history
- Minor in Anabaptist-Mennonite studies
- Minor in social policy
- Pre-law studies recommendations

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

Visit the history and political science department Web site at www.goshen.edu/history.

Career and postgraduate opportunities

Recent graduates with history majors are successful high school social studies teachers and college history professors. Others are employed in libraries, archives, museums and other public history settings. Still others are in church vocations, law, business, non-profit administration, and international development.

Teacher education certification in social studies

Teacher certification in social studies education is available for grades 5-12. Required are 54 credits in social science, with at least 12 credits each in three areas chosen from economics, history, geography, government, psychology, or sociology. Other requirements of a Goshen College major in history, psychology or sociology must be met as well. In addition, 30 credits of education courses are required, including a fall semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the education department pages and the [Teacher Education Handbook](#) for more details about requirements.

Major in history

42-43 credit hours (core and one concentration area)

Core requirements (30-31 credit hours)

- | | |
|--|-----|
| • Comm/Engl 204, Expository Writing..... | 3 |
| • U.S. and world history courses, at least 10 credit hours upper level (300 and above) | 19 |
| • Hist 409, Internship (or student teaching for education majors).... | 2-3 |
| • Hist 410, History Seminar: Analysis | 3 |
| • Hist 411, History Seminar: Synthesis | 3 |

Social science concentration (12 credit hours)

- Courses selected from at least three of the fields below:
 - Economics
 - Political science
 - Sociology
 - Peace, justice and conflict studies

Humanities concentration (12 credit hours)

- Courses selected from at least three of the fields below:
 Literature
 Philosophy
 Bible or religion
 Art, Music or Theater history

Planning guide

First year Goshen Core
 100 or 200-level history courses

Second year Goshen Core
 Additional history courses
 Courses in concentration
 SST (fall or spring)

Third year Goshen Core
 History Seminar: Analysis
 Upper-level history
 Balance of concentration

Fourth year Balance of Goshen Core
 Balance of major
 History Seminar: Synthesis
 Internship

Planning and advising notes

All history majors are encouraged to acquire proficiency in a foreign language equal to the intermediate (202) level.

Major in history and social research

42-43 credit hours

Core requirements (30-31 credit hours)

- Comm/Engl 204, Expository Writing 3
- U.S. and world history courses, at least 10 credit hours upper level
 (300 and above) 19
- Hist 409, Internship 2-3
- Hist 410, History Seminar: Analysis 3
- Hist 411, History Seminar: Synthesis 3

12 hours chosen from:

- Bus 220, Office Software Productivity 3
- Econ 207, Introduction to Statistics 3
- PoSc 210, Introduction to Public Policy 3
- Soc 200, Principles of Sociology 3
- Soc 391, Methods of Social Research I 3
- Soc 392, Methods of Social Research II 3

Planning and advising notes

Internship and Senior-Seminar work should utilize various research skills. The student's faculty adviser will encourage taking additional elective courses in economics, sociology 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.

Minor in history

18 credit hours

- Hist 100, 101, 102 , 105, 202 or 203 3

- Additional history courses, at least 9 credit hours upper level (300 and above) 15

Minor in Anabaptist-Mennonite studies

18 credit hours

- Core courses selected from the following list: 12
 Engl 207/307, Mennonite Literature
 Hist 318, Anabaptist/Mennonite History
 Hist 321, History of Mennonites in America
 Bibl 321, Biblical Themes of Peace
 Topics course or Independent study: Hist 375 or Soc 351
- Elective courses selected from core courses above or the following list: 6
 Hist 304, Renaissance and Reformation
 Mus 311, Topics in Music Literature (church music)
 Rel 320, Christian Faith
 Soc 334, Race, Class and Ethnic Relations
 Related course taken at Associated Mennonite Biblical Seminary
 Internship with a Mennonite organization or congregation

Planning and advising notes

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.

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.

Pre-law studies

In addition to completing requirements for an undergraduate major of their choice, students interested in attending law school should select elective courses from the following list. A history professor serves as the pre-law adviser.

- Biol 335, Natural Resources Policy Seminar 1
- Bus 310, Business Law 3
- Comm 270, Media Law and Ethics 3
- Econ 203, Principles of Microeconomics 3
- Econ 204, Principles of Macroeconomics 3
- Engl 204, Expository Writing 3
- Hist 205 SW, Immigration & American Identity 3
- Hist 326, Recent American History 3
- Hist 327, American Immigration and Ethnic History 3
- Nurs 309, Health Care Ethics 2
- Phil 200, Introduction to Philosophy 3
- Phil 302, Ethics and Morality 3
- PJCS 210, Transforming Conflict and Violence 3
- PJCS 325, Mediation: Process, Skills, Theory 3-4
- PJCS 347, Restorative Justice 3
- PJCS 350, Dynamics/Theology of Reconciliation 3
- PoSc 200, Introduction to Political Science 3
- PoSc 210, Introduction to Public Policy 3
- PoSc 305, United States Government 3
- Psyc 200, Social Psychology 3

Academic departments and courses : History and political science

- Psyc 306, Abnormal Psychology 3
- Soc 200, Principles of Sociology 3
- Soc 322, Social Policy and Programs 3
- SoWk 350, Human Services: Special studies 3

History courses

- HIST 101 World History I** 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** 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** 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 203 World History II** 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 205 Immigration and American Identity** 3
Immigration has been central to personal and national identity in the United States. It has also been a fiercely contested issue. Why has the movement of people across national borders generated both celebration and scorn? How has immigration produced patterns of inclusion, exclusion, assimilation, and discrimination? This course will include debates and case studies from both the past and the present. A Social World Perspectives course in the Goshen core.
- 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 314 Modern China** 3
Exploration of Chinese history with a view to understanding contemporary political, social, and economic developments. About one-third of the course looks at traditional Chinese society and culture, and the remainder examines developments since 1911 and especially since the establishment of the People's Republic in 1949.
- HIST 315 War/Peace 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 & 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 Slavery, Civil War & Reconstruction 3

Exploration of the central role of slavery in American society and politics, including its role in the Civil War and in Reconstruction. Other themes include the relationship of religion and war, postwar constructions of race and racism, and the memory of the Civil War.

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 Ameri Immigration & 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 economic situations, their community life, some of their outstanding organizations and leaders, their forms of adjustment and resistance and their participation and contributions in U.S. life. Prerequisite: any 100- or 200-level history course or consent of instructor.

HIST 330 Gender in World 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

Academic departments and courses : History and political science

analysis of the problem and its solution. Students will present an in-depth research paper on the historical roots of one conflict.

HIST 340 Religious History of Africa 3

A comparative studies in world history course. Examination of the development and interaction of the three major religious traditions of Africa--African religion, Christianity and Islam-- from earliest times to the present. The course will look at the particularly African forms of Christianity and Islam that were created by converts in various contexts and the social and political implications of religious practice. There will be some attention to the spread of African religious forms within the diaspora.

HIST 344 Latin American Hist: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 3

Study on a selected topic in American or world history. Examples: History of the Southwest; Model United Nations. Students may be invited to help shape the topic.

HIST 400 Advanced Study 1 (1-4)

Special topics for majors and minors.

HIST 409 Internship 2

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

HIST 410 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 Seminar: Synthesis 3

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.

Political science courses

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 United States 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-state 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 America 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.

Informatics

Professor D. Housman (Department Chair)

Associate Professor K. Palmer

Introduction

The business and mathematics departments of Goshen College are collaborating to offer a major and minor in informatics. This major replaces previous majors in computer science and business information systems. Informatics students complete a core of informatics courses and also a group of additional courses in one cognate area. Upper level informatics courses apply technology solutions to problems within the student's cognate area. The four possible cognate areas are media and communication, business, biology, or mathematics.

- [Major in informatics](#)
- [Minor in informatics](#)

The informatics program at Goshen College blends strong technology skills with a traditional liberal arts foundation. Informatics students are problem-solvers who understand the broader context for learning and how it applies in the world beyond technology. Informatics always keeps in mind the needs of people and the best and most appropriate uses for technology.

Career and postgraduate opportunities

With an informatics degree, graduates might customize databases and software to meet the needs of e-business customers. They might create better ways for healthcare providers to manage patient records or work with scientists to create software that enables them to more easily access information from large databases such as the Human Genome.

Major in informatics

59-65 credit hours (Informatics core plus one cognate area below)

Informatics core courses (38 credit hours)

- Bus 220, Office Software Productivity 3
- Comm 326, Creating for the Web 3
- Info 200, Informatics I 3
- Info 230, Programming I 4
- Info 300, Informatics II 3
- Info 330, Programming II 4
- Info 340, Database Design 3
- Info 350, Computer Networking 3
- Info 355, Systems Analysis 3
- Info 405, Project Management 3
- Info 409, Capstone Project 3
- One Statistics/Research methods course below 3
- Comm 240, Communication Research
- Econ 207, Business Research and Statistics
- Math 323, Probability and Statistics
- Psyc 402, Statistics and Research Methods I
- Soc 391, Methods of Social Research

Biology Cognate (27 credit hours)

Faculty contact person: Andrew Ammons

- Biol 110, Ecology and Evolution 4

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- Biol 120, Cell Biology and Genetics 4
- Biol 130, Organismal Biology 4
- One of the following..... 4
Biol 311, Advanced Molecular Genetics
Biol 341, Advanced Cell Biology
- Biol 331, Junior Research Seminar 2
- Biol 410, Senior Seminar 1
- Chem 111-112, General Chemistry 8

Business Cognate (21 credit hours)

Faculty contact person: Carlos Gutierrez

- Bus 215, Entrepreneurship Finance 3
- Bus 315, Principles of Marketing 3
- Bus 318, Production/Operations Management 3
- Bus 403, Management Strategy 3
- Bus 409, Business Internship 3
- Bus 410, Business Capstone Seminar 3
- Econ 203, Principles of Microeconomics 3

Communication and Media Cognate (21 credit hours)

Faculty contact person: Patricia Lehman

- Art 107, Design 3
- Art/Comm 108, Digital Design 3
- Art 208, Graphic Design I 3
- Comm 250, Writing for Media 3
- Comm 375, Animation 3
- Comm 410, Senior Seminar 3
- Info 345, Web Applications 3

Mathematics Cognate (23 credit hours)

Faculty contact person: David Housman

- Math 205, Discrete Mathematics 3
- Math 211, Calculus I 4
- Math 212, Calculus II 4
- Math 301, Linear Algebra 3
- Math 321, Differential Equations 3
- Math 351, Mathematical Modeling 3
- Math 411, Seminar: History 1
- Math 412, Seminar: Connections 1
- Math 413, Seminar: Discoveries 1

Planning guide

First year Goshen Core
Informatics I
Office Software Productivity
Programming I
Creating for the Web
Introductory cognate courses

Second and Goshen Core

Third years Upper level Informatics courses
Cognate area courses
Statistics or research methods
course
SST

- Fourth year** Goshen Core
 Remaining Informatics courses
 Cognate area courses
 Capstone Project
 Senior Seminar (in cognate area)

Minor in informatics

18 credit hours

- Info 200, Informatics I 3
- Info 300, Informatics II 3
- Other Informatics courses (at least 8 credit hours 300-400 level)... 12

Informatics courses

INFO 200 Informatics I 3

Topics in human-computer interaction and human factors, collaborative technologies and group problem solving, ethics, privacy, and ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, futuristic thinking.

INFO 230 Programming I 4 (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, and graphical user interfaces. Includes three lectures and one 75-minute lab each week.

INFO 300 Informatics II 3

Identification of information problems in biology, business, communication, mathematics, media, and other application areas. Survey of some of the previously proposed solutions. Goals include some synthesis of informatics with student cognate areas and an identification of possible capstone projects. Prerequisite: Bus 220, Comm 326, Info 200, 230 or consent of instructor.

INFO 330 Programming II 4

A continuation of Programming I. Emphasis is placed on program specifications, data abstraction, information hiding, encapsulation and object-oriented programming, use of API's, and use of list, stack, queue, and tree data structures. Includes three lectures and one 75-minute lab each week. Prerequisite: Info 230.

INFO 340 Database Design 3

The proper design of databases and their construction through diagramming tools and 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 and in web environments. Prerequisite: Bus 220, Info 230 or consent of instructor.

INFO 345 Web Applications 3

The Internet has developed beyond a low cost means of distributing information to become a software platform enabling sophisticated interaction with content and with other people. This course will bring together the tools and concepts to create web applications: programming, databases, user interface design, regular expressions, and particularly web frameworks. We'll use open-source software (e.g. Django, Python, Javascript/Ajax, Apache, MySQL). Prerequisite: Info 230, 340, Comm 326 or consent of instructor.

INFO 350 Computer Networking 3

Computer interfacing hardware and operating systems, serial and parallel I/O techniques, modems, file transfer, data communications, common computer networking protocols,

and management of telecommunications networks. Prerequisite: Info 230 or consent of instructor.

INFO 355 Systems Analysis 3

A structured approach to solving organizational problems. 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 requirements, documenting processes and data requirements through modeling tools, designing a new system, and implementation issues are covered. Prerequisite: Bus 220, Info 200, 230, 340 or consent of instructor.

INFO 405 Project Management 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; and presentation techniques; effective management of both behavioral and technical aspects of the project. Prerequisite: Info 355.

INFO 409 Capstone Project 3

In this course, Informatics majors apply the techniques they have learned in prior informatics and cognate area course work to a significant project of their own definition. The project may be completed through group effort. The design of the course follows the goals for the capstone experience. Students define the information problem for themselves, determine what techniques to use for the information problem they identify, and integrate human-centered and technical dimensions of information systems. Prerequisite: senior status or consent of instructor.

Interdisciplinary studies

Associate Academic 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.

Interdisciplinary major

47-52 credit hours

Core requirements

- Nine credit hours of core requirements in each of three majors or minors..... 27

Elective courses

- Six additional credit hours in each of the three selected majors or minors..... 18

Senior seminar and internship

- Senior seminar from one of the majors selected above 1-4
- Internship from the same major as the senior seminar 1-3

Courses are selected from three academic departments in which Goshen offers a major or a minor. If the international studies minor is selected as one of the three areas of study, 15 credit hours of courses must be selected from the "SST alternate" list in the International education section of the catalog. 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 (300-499).

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

Professors D. Housman (Department Chair), P. Oakley

Introduction

The mathematics department offers a major and minor.

- [Major in mathematics](#)
- [Minor in mathematics](#)

The study of mathematics is framed within the context of a Christian liberal arts environment that fosters critical and innovative thinking, promotes ethical awareness, views all disciplines as inter-disciplinary, develops an openness to other people and ideas, and prepares persons for a life of continued personal growth, development and learning. Visit the mathematics department Web site at www.goshen.edu/math.

Career and postgraduate opportunities

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

Teacher education requirements

Teacher certification in mathematics is available for grades 5-12. Courses needed in addition to the Mathematics major core requirements are Math 301, Math 302, Math 305, Math 323, Math 351 or Math 360, and a teaching internship with Math 131 or 132. Also required are 30 credits of education courses, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the education department pages and the [Teacher Education Handbook](#) for more details about requirements.

Academic requirements

- Mathematics majors must achieve a grade of C or better in every course counted for the major.
- All students taking mathematics courses must earn a grade of C or better in prerequisite courses.

Major in mathematics

44-50 credit hours

Core Courses (22-25 credit hours)

- Info 230, Programming I 3
- Math 205, Discrete Mathematics 3
- Math 211-212, Calculus I & II 8
- Math 213, Multivariate Calculus 4
- Math 390, Problem Solving Seminar 1
- Math 409, Project/Internship 0-3
- Math 411, Seminar: History 1
- Math 412, Seminar: Connections 1
- Math 413, Seminar: Discoveries 1

Electives in Mathematics (18-21 credit hours) See advising note below.

- Math 301, Linear Algebra
- Math 302, Abstract Algebra
- Math 305, Modern Geometry
- Math 311, Real Analysis
- Math 321, Differential Equations

Math 323, Probability and Statistics
 Math 350, Advanced Game Theory
 Math 351, Mathematical Modeling
 Math 355, Graph Theory
 Math 360, Biomathematics
 Math 375, Special Topics

Science elective (4 credit hours)

Biol 110, Chem 111, or Phys 203/204..... 4

Planning and advising notes

21 credit hours of Math electives are required for most majors; only 18 credit hours are required for those who complete student teaching in math education. Math secondary education majors do a teaching internship with Math 131 or 132.

Planning guide

First year Goshen Core
 Discrete Mathematics
 Calculus I, II
 Multivariate Calculus
 Programming I
 Science elective

Second and Third years Goshen Core
 Upper-level math
 SST

Fourth year Balance of Goshen Core
 Balance of major
 Senior Project/Internship or Student Teaching
 Senior Seminar

Minor in mathematics

19 credit hours

- Math 211-212, Calculus I & II 8
- Elective upper level mathematics courses (Math 205 or any courses 300 and above) 11

Math courses

MATH 105 Quantitative Reasoning 3

Emphasis on the ability to critically interpret mathematical information commonly found in public discourse and positions of responsibility and leadership. Topics will include measurement and units, proportions, estimation, simple functions, graphs and their interpretation, appropriate use of technology (e.g., spreadsheets and calculators), probability, and descriptive statistics. Examples incorporating mathematical arguments will be taken from a wide variety of fields including social science, sports, finance, environmental issues, education, and health. This course can be used to meet the general education mathematics competency requirement and is intended for students who have not met the competency requirement by exam scores or transfer credit.

MATH 131 Math Concepts Elem 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. Recommended background: one year of high school algebra.

MATH 132 Math Concepts Elem 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. Recommended background: one year of high school geometry.

MATH 141 Finite Mathematics 3

Mathematics useful for solving problems from business and social sciences. Topics include linear systems of equations and inequalities, linear programming, compound interest, set theory, elementary counting principles, probability, and statistics. Recommended background: three years of high school algebra and geometry.

MATH 170 Functions, Data, and Models 4

Symbolic, graphical, numerical, and verbal representations of functions to model real-world phenomena and the use of data to fit and verify models. Recommended background: three years of high school algebra and geometry.

MATH 201 Fair Allocation 3

This course examines the fair distribution of resources such as money, goods, voting power, and jobs. Case studies might involve dividing an estate, deciding priority for organ transplant, or creating a fair system of taxation. Allocation methods will be analyzed from mathematical, economic, political, and philosophical perspectives. A Peacemaking Perspectives course in the Goshen core. Prerequisite: Engl 105 or equivalent, quantitative literacy.

MATH 205 Discrete Mathematics 3

An introduction to mathematical thinking and reasoning. Topics include number systems and arithmetic, logic and Boolean algebra, functions and relations, set theory, combinatorics and probability, and elementary graph theory. An emphasis is placed on problem solving and proof techniques. Recommended background: four years of high school mathematics, including some calculus or Math 211.

MATH 211 Calculus I 4

Concepts of calculus emphasizing applications in the natural and social sciences. Topics include differential calculus of one and several variables, integration, mathematical modeling using differential equations. Prerequisites: three and one-half units of high school mathematics including trigonometry or Math 170.

MATH 212 Calculus II 4

A continuation of differential and integral calculus of a single variable from a theoretical perspective. Topics include limit definition of the derivative and integral; exponential, logarithmic, and inverse trigonometric, functions; techniques of integration; differential equations; sequences and series; an introduction to mathematical writing and proof. Prerequisite: Math 211.

MATH 213 Multivariate Calculus 4

Differentiation and integration of functions of two and three variables and an introduction to vector calculus. Topics include optimization, vector fields, line and surface integrals, Green's Theorem. Also includes complex variables and Fourier series. Prerequisite: Math 211.

MATH 250 Game Theory 3

Mathematical models of interactions among players: people, companies, nations, or genes. Concepts include strategy, preferences, equilibrium, efficiency, solutions, and fairness properties. Applications to biology, business, economics, politics, psychology, and theology are explored. Math 250 and Math 350 are taught simultaneously. Math 250 emphasizes modeling and application of techniques. Prerequisite: Math 170.

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 212.

MATH 302 Abstract Algebra 3
 An introduction to algebraic structures such as groups, rings and fields. Prerequisite: Math 211 and either Math 205 or 212.

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 211 and either Math 205 or 212.

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. Prerequisite: Math 211 and either Math 205 or 212.

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 211.

MATH 323 Probability and Statistics 3
 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. Prerequisite: Math 212.

MATH 350 Advanced Game Theory 3
 Math 250 and 350 are taught simultaneously. Math 350 emphasizes derivation and justification for game theory techniques. Prerequisite: Math 211 and either Math 205 or 212.

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: INFO 230, and one of Math 213, 301, 321, or 323.

MATH 355 Graph Theory 3
 An introduction to the concepts and techniques of graph theory with application to diverse areas such as management, computers, circuitry, communications, and social networks. Topics covered include graphs and digraphs, paths and circuits, graph and digraph algorithms, trees, cliques, planarity, duality and colorability. Prerequisite: Math 211 and either Math 205 or 212.

MATH 360 Biomathematics 3
 Mathematical models for understanding biological phenomena such as population growth, drug dosage, epidemics, genetics, and cardiac function. Skills developed include the ability to analyze an unfamiliar problem, determine the type of data needed, select the appropriate mathematical tools to be applied, and evaluate the results. Prerequisites: Biol 111 or 112, Math 211, and a basic understanding of statistics.

MATH 375 Special Topics 3
 Classroom study of selected topics in mathematics. Topics may include: theory of computation, cryptography, complex analysis, numerical analysis, number theory, combinatorics. May be repeated. Offered according to demand. Prerequisite: Upper-level status and consent of instructor.

- 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 205 or 212.
- MATH 409 Senior Project/Internship** 3 (0-3)
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.
- MATH 411 Seminar:History** 1
A brief survey of the history of mathematics. Prerequisite: Junior or Senior standing.
- MATH 412 Seminar:Connections** 1
A study of the interconnections among mathematics, other disciplines, ethics, careers, and society. Prerequisite: Math 205, 212, and two upper level Math courses.
- MATH 413 Seminar:Discoveries** 1
An examination of an open mathematical question and presentation of results in written and oral form. Prerequisites: Math 205, 212, and two upper level Math courses.

Modern and classical languages and literatures (MCLL)

Professor P. Keim

Associate Professor E. D. Rhodes (Department Co-Chair)

Assistant Professors C. Geier (Department Co-Chair, Director of ASL program), D.

Gessinger, M. Sanchez Schirch

Adjunct Professor K. Massanari

Introduction

The MCLL department offers majors and minors in American Sign Language and in Spanish. Both majors have teacher education options. The mission of MCLL is to foster in our students intercultural openness with the ability to function effectively with people of other world views as well as to develop in our students the ability to communicate in a variety of language systems.

- Major in American Sign Language
- Major in Spanish
- Minor in American Sign Language
- Minor in Spanish

In addition to the majors and minors above, French and Arabic courses are also offered, as well as introductory language courses for SST groups: Khmer (Cambodia), Mandarin (China), and Swahili (Tanzania), typically offered the semester just prior to the Study Service Term. Visit the modern and classical languages and literature department Web site at www.goshen.edu/mcll and the American Sign Language Web site at www.goshen.edu/mcll/asl.

Major in American Sign Language

57-69 credit hours (Core and one concentration area)

Core courses (29 credit hours)

- ASL 101-102, Elementary ASL I & II 8
- ASL 104, North American Deaf Culture 3
- ASL 106, Introduction to the Interpreting Profession..... 2
- ASL 201-202, Intermediate ASL I & II 8
- ASL 205, Advanced Fingerspelling and Numbers..... 2
- ASL 305, Linguistics of ASL 3
- ASL 408, Specialized Vocabulary 2
- ASL 410, Senior Seminar 1

Concentration in ASL-English interpreting (28 credit hours)

- ASL 301-302, Interpreting I & II 8
- ASL 304, Certification Overview 1
- ASL 306, ASL Literature 3
- ASL 401, Interpreting III 4
- ASL 407, Topics in Interpreting 2
- ASL 409, Interpreting Internship..... 10

Concentration in ASL teacher certification (40 credit hours)

- Secondary education courses (see education department pages) 30
- Engl 310, Introduction to Linguistics 3
- Engl 320, Methods of TESOL 4
- PJCS 210, Transforming Conflict and Violence 3
- Two semesters immersion in ASL (ASL SST and/or Gallaudet University)

Planning guide

- First year** Goshen Core
 Elementary American Sign Language I and II
 North American Deaf Culture
 Introduction to the Interpreting Profession
- Second year** Goshen Core
 SST (recommended in fall to Peru)
 Intermediate American Sign Language I and II
 Other courses in major
 Recommended electives
- Third year** Courses in major
 Goshen Core
 Recommended electives
- Fourth year** Balance of Goshen Core
 Balance of major courses
 Interpreting Internship or Student teaching
 Senior Integrating Seminar

Planning and advising notes

Students majoring in American Sign Language are required to earn a grade of C or above in each ASL course. Courses may be repeated only once to attempt a higher grade.

Recommended elective courses for ASL-English interpreting majors include: Comm 206, Communicating Across Cultures; Engl 310, Introduction to Linguistics; Engl 315, English Language Problems; Soc 200, Principles of Sociology; Soc 230, Cultural Anthropology; and Soc 334, Race, Class and Ethnic Relations.

For ASL teacher education majors, the course Educ 201 should be taken in May term of the first year or fall semester of the second year. The two-semester study immersion program is usually completed through a semester at Gallaudet University during the junior year and participation in the ASL language related SST semester.

Minor in American Sign Language

21 credit hours

- ASL 101-102, Elementary ASL I & II 8
- ASL 104, North American Deaf Culture 3
- ASL 201-202, Intermediate ASL I & II 8
- ASL 205, Advanced Fingerspelling and Numbers..... 2

Major in Spanish

37-40 credit hours

- Spanish courses 202 level and higher (3 credit hours may be French or German) 21
- Span 300, Hispanic Literature 3
- MCLL 410, Senior Seminar 1
- Related courses selected from the following: 12
 - Art 341-343, Art History I, II & 20th Century
 - Engl 201, World Literature
 - Engl 310, Introduction to Linguistics
 - Engl 320, Methods of TESOL
 - Hist 344, Latin American History
 - PoSc 318, Latin American Politics
 - MCLL 375, Topics
 - Mus 301-302, History of Music I & II
 - Soc 351, Issues: Latino Families in the U.S.

Academic departments and courses : Modern and classical languages and literatures (MCLL)

Soc 336, Latin American Societies and Cultures

Thea 245, Aesthetics

Thea 388, Themes in Drama

- Junior year abroad (or approved alternate) NC
- Internship (may be met by extended residence in Spanish-speaking country) 0-3

Planning guide

First year Goshen Core
Level 202 or higher
Second language (or second year)

Second year Goshen Core
Advanced language courses
Second language
SST (recommended)

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

Fourth year Balance of Goshen Core
Balance of major and related courses
Hispanic Literature
Senior Integrating Seminar

Planning and advising 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 College and participates in either a full junior year with Brethren Colleges Abroad (BCA) or a combination of one semester of BCA/SST or another approved program. (See international education pages.) While SST is not required to complete the major, it is highly recommended. Most required upper level related courses are taken on location through BCA.

Teacher education certification requirements

Teacher certification is available for grades 5-12 in two related areas. Courses needed in addition to the Spanish major core requirements are as follows:

Spanish education - Engl 310, Engl 320, at least 33 credit hours of Spanish language (up to 12 credit hours for level 101-201 may be earned by exam).

Bilingual/bicultural education – Comm 206, Engl 310, Engl 315, Engl 319, Engl 320, Engl 325, Educ 303, Educ 307, Educ 344, Educ 406

Also 30 credits of education courses, including a semester of student teaching. The first education course, Educ 201, should be taken in May term of the first year or fall of the sophomore year. See the education department pages and the [Teacher Education Handbook](#) for more details about requirements.

Minor in Spanish

12 credit hours

- Spanish courses 202 level and higher 12
- One semester of study abroad in a Spanish-speaking country (may be SST) NC

American Sign Language and Interpreting courses

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 some cultural features of the deaf community.

ASL 102 Elementary American Sign Lang 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. Prerequisite: ASL 101 or consent of instructor.	
ASL 103 Elementary American Sign Lang III	4
Emphasis on basic communication skills in the target language and culture. Normally offered only on SST. Prerequisite ASL 102 or equivalent.	
ASL 104 North American Deaf Culture	3
Explores the American deaf community, examining the educational, sociological and cultural features which shape this group of people. Prerequisite: none.	
ASL 106 Intro to Interpreting Profession	2
Introduces students to the professional field of interpreting: code of ethics, employment opportunities, professional organizations, etc. Prerequisite: ASL 102 or consent of instructor.	
ASL 201 Intermediate American Sign Lang 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 Lang II	4
Develops further expressive and receptive language skills. Prerequisite: ASL 201 or consent of instructor.	
ASL 203 Intermediate American Sign Lang III	4
Continuation of grammar practice with emphasis on ASL practice. Normally offered only on SST. Prerequisite:ASL 201 or equivalent.	
ASL 205 Advanced Fingerspelling & Numbering	2
Concentrated instruction and practice in expressive and receptive fingerspelling and the complex numbering system of ASL. Prerequisite: ASL 201 or consent of instructor.	
ASL 206 Deaf Community, Church & 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. Prerequisite: ASL 104.	
ASL 300 Gallaudette Term	14
Gallaudette Term	
ASL 301 Interpreting I	4
Introduces theory and skills of the interpreting process, presenting both consecutive and simultaneous methods. Prerequisite: All 200-level ASL courses or consent of instructor.	
ASL 302 Interpreting II	4
Introduces spontaneous ASL/English interpreting and provides extensive practice utilizing videotapes and audiotapes. Prerequisite: ASL 301 or consent of instructor.	
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. Prerequisite: All 200-level ASL courses or consent of instructor.	
ASL 305 Linguistics of American Sign Lang	3
Investigates the major grammar rules of American Sign Language. Studies specific aspects of phonology, morphology, syntax and semantics. Prerequisite: ASL 205. Corequisite: Engl 310.	

Academic departments and courses : Modern and classical languages and literatures (MCLL)

- ASL 306 American Sign Language 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.
Prerequisite: All 200-level ASL courses or consent of instructor.
- ASL 401 Interpreting III** 4
Continues the development of interpreting skills through role-playing and participating in out-of-class interpreting opportunities. Prerequisite: All 300-level ASL courses or consent of instructor.
- 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.
Prerequisite: All 300-level ASL courses or consent of instructor.
- 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. Prerequisite: ASL 401 or consent of instructor.
- ASL 409 Interpreting Internship** 10
Supervised interpreting experiences through placement in various community settings. Course offered the last 10 weeks of the senior year. Prerequisite: ASL 401, 407;
Co-requisite ASL 408.
- ASL 410 Senior Seminar** 1
Students reflect on ethical dilemmas, problems or conflicts encountered during their 10-week internship (ASL 409) with the goal of learning and growing from the collective discussion and experiences. In addition, students will set goals for themselves related to career, vocation and job procurement and create tools to assist in achieving their goals following graduation. Prerequisite: ASL 401, 407; Concurrent ASL 408.

Spanish courses

- SPAN 101 Elementary Spanish I** 4
Basic skills in understanding, speaking, reading and writing Spanish for beginners; class work includes collaborative learning.
- SPAN 102 Elementary Spanish II** 4
Basic skills in understanding, speaking, reading and writing Spanish for beginners; class work includes collaborative learning. Prerequisite: Span 101 or equivalent on placement test.
- 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 199 Intro Conv Spanish** 2
Intro to Basic Conversational Spanish
- 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, 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 205 Spanish Conversation & 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 300 Hispanic Literature** 3
Taught in Spanish. This course offers an overview of current and classical literature from Spain, Latin America, the Caribbean, and the Spanish-speaking world of North America. Themes, texts, and genres will vary from year to year. Required for Spanish majors; appropriate for returning SST students, CITL students, and others who speak Spanish and want to deepen their knowledge of Hispanic literature. Prerequisite: Span 201.
- SPAN 301 Introduction to Spanish Literature** 3
A survey of the currents in Peninsular literature. Beginnings through Golden-Age writers. Prerequisite: Span 201.
- SPAN 302 Introduction to Spanish Literature** 3
A survey of the currents in Peninsular literature. Late-19th and 20th-century writers. Prerequisite: Span 201.
- SPAN 303 Spanish Composition I** 3
A thorough review of Spanish grammar with exercises in composition. Prerequisite: Span 201.
- SPAN 304 Spanish Composition II** 3
A thorough review of Spanish grammar with exercises in composition. Prerequisite: Span 201.
- SPAN 305 Culture of 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. Prerequisite: Span 201.
- SPAN 309 Spanish-American Novel** 3
A study of selected 20th-century Spanish-American novels representing various types emerging from the Spanish-American scene. Prerequisite: Span 201.
- 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. Prerequisite: Span 201.
- 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. Prerequisite: Span 201.
- SPAN 350 Hispanic Film Studies** 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. Prerequisite: Span 201.
- SPAN 400 Special Projects** 1 (1-4)
Projects vary from studies in literature to advanced practice of language skills. Reserved for Spanish majors.

Arabic courses

Academic departments and courses : Modern and classical languages and literatures (MCLL)

ARAB 101 Elementary Arabic I	4
Introductory course designed to provide students with a basic competency in reading, writing and speaking modern Arabic. Special emphasis will be placed on learning the Arabic writing system, basic elements of grammar, vocabulary building, listening comprehension and pronunciation practice. Essential features of Arab culture and custom will also be introduced and interspersed with language instruction.	
ARAB 102 Elementary Arabic II	4
A continuation of Elementary Arabic I, designed to strengthen facility in reading, writing and speaking modern Arabic. Particular attention will be devoted to vocabulary building, functional knowledge of grammatical principles and conversation practice. Elements of colloquial Arabic language will be introduced along with explorations of Arab culture and history. Prerequisite: Arab 101 or equivalent.	
ARAB 103 Elementary Arabic III	4
Emphasis on basic communication skills in the language and culture. Normally offered only on SST. Prerequisite: Arab 102 or equivalent.	

French courses

FREN 101 Elementary French I	4
Basic skills in understanding, speaking, reading and writing French for beginners.	
FREN 102 Elementary French II	4
Basic skills in understanding, speaking, reading and writing French for beginners. Prerequisite: Fren 101 or equivalent on placement test.	
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	4
Grammar review with reading and discussion French. Normally offered only on SST. Prerequisite: Fren 102 or equivalent.	
FREN 202 Intermediate French II	4
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.	

MCLL courses

MCLL 120 Khmer I	4
Offered in the term prior to Cambodia Study Service Term.	
MCLL 140 Elementary Swahili I	4
Offered in the term prior to Tanzania Study Service Term.	
MCLL 150 Chinese I	4
Offered in the term prior to China Study Service Term.	
MCLL 375 Topics:	3
Study on a selected topic in Modern and Classical Languages and Literatures. Intended to accommodate student interest and/or faculty expertise. Topics may vary from year to year.	
MCLL 400 Special Projects	3
Special Projects:	

MCLL 409 Language Internship 3 (1-4)

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 multi-lingual 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

Professors D. Brubaker, M. Hill (Department Chair)

Associate Professors B. Lapp, S. Soroka

Assistant Professors C. Fashun, S. Hochstetler

Additional adjunct applied music instructors

Introduction

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. The music department offers a major with five possible concentration areas, three minors, two endorsement options and two one-year certificates:

- Major in music
- Minor in music
- Minor in piano pedagogy
- Minor in music in worship

Visit the music department Web site at www.goshen.edu/music.

Career and postgraduate opportunities

Music graduates are currently working in public and private schools, colleges and universities, in private teaching, music technology, professional performance, in church music ministry and in music business. Some are also practicing music therapy, for which an undergraduate degree in music education is recommended. Many music graduates have gone on to earn degrees at our nation's most prestigious graduate schools.

Major in music

43-84 credit hours (Core and one concentration area)

Core courses (23 credit hours):

- Mus 201-202, Music Theory I & II 8
- Mus 204, Survey of Music Literature 3
- Mus 301-302, History of Music I & II 6
- Mus 303, Advanced Music Theory I 3
- Mus 311, Topics in Music Literature 2
- Mus 410, Senior Seminar 1
- Sophomore qualifying recital NC
- Keyboard proficiency NC
- Senior recital, project, or lecture recital NC

Generalist concentration (20-21 credit hours)

- Mus 212, Song Leading 1
- Mus 304, Advanced Music Theory II 3
- One specialty course matching primary area of study: 2-3
 - Mus 208, Introduction to Piano Pedagogy
 - Mus 210, Elementary Music Methods
 - Mus 305, String Methods and Materials
 - Mus 308, Vocal Methods and Pedagogy
- Applied music 14
- Ensemble participation at least seven semesters NC
- Pianists only: accompany sophomore recitals or equivalent, as directed by the applied teacher NC

Music education concentration for K-12 certification (61 credit hours)

- Mus 210, Elementary Music Methods 3
- Mus 304, Advanced Music Theory II 3
- 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
- Professional education courses (see [education department pages](#) for details)..... 30
- Ensemble participation at least seven semesters NC
- Pianists only: accompany sophomore recitals or equivalent as directed by the applied teacher NC

Music and worship concentration (25-26 credit hours)

- One of the following courses: 3
 Mus 208, Introduction to Piano Pedagogy
 Mus 210, Elementary Music Methods
- Mus 212, Song Leading 1
- Mus 312, Conducting 3
- Mus 409, Internship 1-2
- Applied music 8
- Three related courses chosen from the following:..... 9
 Bibl 301, Hebrew Scriptures
 Engl 120, Introduction to Creative Writing
 Psyc 210, Developmental Psychology
 Rel 205-RW, Religion in America
 Rel 210, Introduction to Youth Ministry
 Rel 320, Christian Faith
 Thea 235, The Power of Story
 Thea 245, Aesthetics
- Ensemble participation at least six semesters NC
- Public demonstration of leading chamber ensemble or congregational singing NC
- Pianists only: accompany sophomore recitals or equivalent, as directed by the applied teacher NC

Piano pedagogy concentration (22 credit hours)

- Mus 208, Introduction to Piano Pedagogy 3
- Mus 211, Group Piano Instruction 2
- Mus 304, Advanced Music Theory II 3
- Mus 310, Private Teaching 2
- Mus 412, Piano Literature 2
- Applied music 12
- At least six semesters of ensemble/accompanying NC
- Accompany sophomore recitals or equivalent, as directed by the applied teacher NC

Research and performance endorsement options

Research endorsement requirements:

1. Sophomore qualifying recital (15 min.) or lecture-recital (20 min.) involving live performance and sample of written scholarly work (3,000 words) on a music topic submitted to faculty.

2. Junior project: a lecture or lecture-recital (30 min.) or a presentation at the student research symposium. Paper must be submitted to faculty for approval one month in advance.
3. Senior presentation of a scholarly paper (60 min.), which may or may not include performance. A 9-10,000 word paper must be submitted to faculty one month prior to the public presentation.

Performance endorsement requirements:

1. Sophomore qualifying recital (20-25 min.)
2. Junior recital (30 min.)
3. Senior recital (50-60 min.) A permission performance is required one month prior to the public senior recital date.
4. Specific instrument requirements:
Pianists - learn at least one full concerto (may serve as junior recital) and accompany at least three sophomore recitals or comparable collaborative performances.
Violinists - learn at least one full concerto (may serve as junior recital)
Other instrumentalists - significant sonata repertoire and full concerto or other collaborative chamber project.

Additional requirements

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. In order to pass the keyboard proficiency exam, most students require a sequence of study that begins with the 200-level music theory keyboard skills labs and continues with at least one semester of private applied piano study. Students earning a grade of B or higher in Mus 250 Class Piano automatically meet the requirement. Fulfilling the keyboard proficiency requirement early on in the degree program (by the end of the junior year at the very latest) is strongly recommended.

Departmental recitals. All music majors and minors are expected to perform in the music department weekly recitals as directed by their applied faculty instructor.

Sophomore qualifying recital. All music majors, minors and interdisciplinary majors with a focus in music are required to present 15-20 minutes of music in a 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.

Junior recital/project. Junior recitals/projects are required only for students pursuing the research or performance endorsements. See specific requirements under those headings and on the music department Web site.

Senior recital/lecture-recital/project. For those required to perform or present a senior recital or project, a permission performance is required one month prior to the public senior recital/presentation date. All program notes, translations and written documents must be submitted at the time of the permission for review and approval. Senior recitals are not required for music minors, but may be included (NC) if agreed upon by the student and music department adviser.

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 choir, Voices-n-Harmony, percussion ensemble, small chamber groups).

Planning guide

- First year** Goshen Core
 Music Theory or Foundations of Music Theory
 Applied music
 Survey of Music Literature
- Second year** Goshen Core
 Music Theory (if not taken in first year)
 Specialty Course (see previous list)
 Applied music
 Courses in concentration
 Sophomore recital
 SST
- Third year** Goshen Core
 Advanced Theory
 Applied music
 Courses in concentration
- Fourth year** Balance of Goshen Core
 Balance of major
 History of Music
 Topics in Music
 Senior Seminar
 Recital or paper
- Fifth year** Student teaching in fall for music education majors

Planning and advising notes

Music education students may take any of the following courses whenever offered: Mus 210, Mus 330, Mus 312. Music education students should see the Education department pages for professional education courses required for certification to teach.

Minor in Music

21 credit hours

- Mus 201-202, Music Theory I & II 8
- Mus 204, Survey of Music Literature 3
- Mus 212, Song Leading 1
- Applied music 6
- One of the following courses: 3
 Mus 210, Elementary Music Methods
 Any upper level Music course (300 and above), not ensemble
- Ensemble participation at least six semesters NC
- Sophomore recital or project (may be given in junior or senior year) .. NC

Planning and advising note

Students pursuing a minor in music, especially those receiving music scholarships, are strongly encouraged to complete all requirements by the end of their junior year, particularly the 201-202-204 sequence of courses.

Minor in piano pedagogy

22 credit hours

- Mus 201-202, Music Theory I & II 8
- Mus 204, Survey of Music Literature 3
- Mus 208, Introduction to Piano Pedagogy 3
- Mus 310, Private Teaching 2
- Applied music: piano 6
- Ensemble participation at least four semesters NC

- Sophomore recital or project (may be given in junior or senior year)..
NC

Minor in music in worship

20-21 credit hours

- Mus 201-202, Music Theory I & II 8
- Mus 204, Survey of Music Literature 3
- Mus 212, Song Leading 1
- Mus 311, Topics in Music Literature: Church Music..... 2
- Applied music 4
- One of the following courses: 2-3
Mus 208, Introduction to Piano Pedagogy
Mus 210, Elementary Music Methods
- Ensemble participation at least four semesters..... NC
- Sophomore recital or project (may be given in junior or senior year)..
NC

Music courses

MUS 102 Foundations 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 Music Theory 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 (.5 credit hours each).

MUS 202 Music Theory 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 (.5 credit hours each). Prerequisite: Mus 201.

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 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 209 Music Field Experience 1 (1-3)

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

MUS 210 Elementary Music Methods 3

This course is designed for teaching general music at the elementary level for elementary and music education majors. The course will introduce students to traditional and current methodologies of classroom music instruction. Emphasis on lesson planning, scope and sequence of a K-5 music program, and exploration of diverse repertoire utilizing singing and instruments.

MUS 211 Group Piano Instruction	2
<p>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.</p>	
MUS 212 Song Leading	1
<p>An introductory 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. Nonmajors are welcome.</p>	
MUS 240 Class Voice	2
<p>Breathing, diction and other beginning techniques of voice production learned through exercise and song. Musical and dramatic interpretation studied within a singing performance setting. This course serves as a prerequisite for private applied voice study for students without previous vocal instruction. Exceptions are determined by the voice faculty.</p>	
MUS 250 Class Piano	2
<p>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. Students earning a grade of B or higher in this course will have automatically met their piano proficiency requirement.</p>	
MUS 260 Chamber Music	1
<p>Designed as an avenue to explore the intricacies of small ensemble playing. A pre-approved chamber group receives chamber coaching and general supervision with a music professor. The class is open to vocalists and instrumentalists.</p>	
MUS 261 Jazz Band	0 (0-1)
<p>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.</p>	
MUS 262 Opera Workshop	0 (0-1)
<p>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 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.</p>	
MUS 265 Composition	2
<p>Composition</p>	
MUS 269 Percussion	2
<p>Percussion</p>	
MUS 270 Cello	2
<p>Cello</p>	

MUS 271 Organ	2
Organ	
MUS 272 Piano	2
Piano	
MUS 273 Viola	2
Viola	
MUS 274 Violin	2
Violin	
MUS 275 Voice	2
Voice.	
MUS 277 Flute	2
Flute	
MUS 278 Bassoon	2
Bassoon	
MUS 279 Oboe	2
Oboe	
MUS 281 French Horn	2
French Horn	
MUS 282 Trumpet	2
Trumpet	
MUS 283 Clarinet	2
Clarinet	
MUS 284 String Bass	2
String Bass	
MUS 286 Guitar	2
Guitar	
MUS 287 Saxophone	2
Saxophone	
MUS 288 Harpsichord	2
Harpsichord	
MUS 290 Choir (Chorale)	0 (0-1)
The Chorale is open by audition to all singers. Its members represents a wide variety of academic majors. The choir sings choral treasures from every continent and every period of music history. Often the Chorale joins with the Chamber Choir to perform a major work. Choral also performs concerts in the fall and spring, and at occasional off-campus events.	
MUS 292 Symphony Orchestra	0 (0-1)
The Goshen College Symphony Orchestra presents concerts of major orchestral works from classical to contemporary periods of music each semester. In addition, it collaborates with the choirs for various performances and student winners of the annual Concerto-Aria competition. The orchestra also performs in the department's annual Festival of Carols program and hosts world-renowned guest soloists and composers. The orchestra is open to all students by audition, regardless of major.	
MUS 295 Harp	2
Harp	
MUS 296 Trombone	2
Trombone	

MUS 297 Tuba/Euphonium	2
Tuba/Euphonium	
MUS 298 Chamber Orchestra	0 (0-1)
The Chamber Orchestra performs music from Baroque to contemporary and is comprised of strings, woodwinds, brass, and percussion. Open to all students by audition, regardless of major. The Chamber Orchestra rehearses one time per week and gives 1-2 performances a semester. The Chamber Orchestra is also the orchestra that performs for the spring opera/musical.	
MUS 301 History of Music	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 302 History of Music	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 303 Advanced Music Theory	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 304 Advanced Music Theory	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 303.	
MUS 305 String Methods & 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 & Materials	2
Study of pedagogical materials and teaching techniques appropriate to the woodwind instruments. Class lessons on woodwind instruments.	
MUS 307 Brass Methods & Materials	2
Study of pedagogical materials and teaching techniques appropriate to the brass instruments. Class lessons on brass instruments.	
MUS 308 Vocal Methods & Pedagogy	2
Required of all music-education majors and strongly recommended for all students with a voice concentration. 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 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 311 Topics in Music Literature	2
The study of a major composer, genre or style. Prerequisites: Mus 201-202 and Mus 204 or consent permission of the instructor.	

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 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 hand-on experience to develop important teaching skills prior to student teaching.	
MUS 355 Arts in London	4
(Cross-listed from Thea 355) 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.	
MUS 360 Chamber Music	1
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 362 Opera Workshop	1
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 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.	
MUS 365 Composition	2
Prerequisite: Mus 265	
MUS 369 Percussion	2
Prerequisite: Mus 269	
MUS 370 Cello	2
Prerequisite: Mus 270	
MUS 371 Organ	2
Prerequisite: Mus 271	
MUS 372 Piano	2
Prerequisite: Mus 272	
MUS 373 Viola	2
Prerequisite: Mus 273	
MUS 374 Violin	2
Prerequisite: Mus 274	
MUS 375 Voice	2
Prerequisite: Mus 275	
MUS 377 Flute	2
Prerequisite: Mus 277	

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MUS 378 Bassoon	2
Prerequisite: Mus 278	
MUS 379 Oboe	2
Prerequisite: Mus 279	
MUS 381 French Horn	2
Prerequisite: Mus 281	
MUS 382 Trumpet	2
Prerequisite: Mus 282	
MUS 383 Clarinet	2
Prerequisite: Mus 283	
MUS 384 String Bass	2
Prerequisite: Mus 284	
MUS 386 Guitar	2
Prerequisite: Mus 286	
MUS 387 Saxophone	2
Prerequisite: Mus 287	
MUS 388 Harpsichord	2
Prerequisite: Mus 288	
MUS 390 Choir (Chamber)	0 (0-1)
Chamber Choir is an auditioned group of 20-30 junior and senior 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 or four on-campus and numerous off-campus concerts are presented each season, as well as periodic tours. Prerequisite: Mus 290	
MUS 395 Harp	2
Prerequisite: Mus 295	
MUS 396 Trombone	2
Prerequisite: Mus 296	
MUS 397 Tuba/Euphonium	2
Prerequisite: Mus 297	
MUS 400 Special Projects in Music	1
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	3 (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.	
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 day 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.	

Nursing

Professor B. Srof (Department Chair, Director of Graduate Nursing Program)

Associate Professors V. Kirkton (Director of Undergraduate Nursing Program), T. Buller, C. Davis, J. Hoffman, R. Stoltzfus, S. Wenger, G. Weybright, C. Wood

Assistant Professor J. Emswiler

Introduction

The nursing department offers a bachelor of science degree in nursing and also a master's degree described in a separate Graduate Programs catalog. The 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.

Visit the [nursing department home page at www.goshen.edu/nursing/](http://www.goshen.edu/nursing/).

Upon graduation, each nursing student will:

1. Demonstrate a faith that is active and reflective.
2. Be sensitive and responsive to the spiritual needs of self and others.
3. Examine ethical issues in relation to Christian faith.
4. Utilize knowledge from the humanities, theology, natural and social sciences, nursing theories and intercultural experiences in providing nursing care.
5. Utilize the ability to think actively and strategically in applying selected research findings to improve nursing practice.
6. Utilize the nursing process by employing strategic thinking, decision-making psychomotor and interpersonal skills.
7. Assume leadership that empowers self and others, foster ability to resolve conflicts, function as a change agent and promote accountability.
8. Participate in the present and emerging roles of the professional nurse.
9. Develop a sense of vocational direction.
10. Collaborate and consult with clients and the interdisciplinary team in providing comprehensive health services that reflect a healthy understanding of self and others.
11. Demonstrate ability to provide culturally sensitive care.
12. Demonstrate stewardship of the environment.

Two tracks, one degree.

The nursing program has both a basic and a RN-to-B.S.N. completion track. Students who have just graduated from high school or have completed some college, follow the basic track. Students who have graduated from a three-year diploma or associate degree program in nursing and are registered nurses follow the completion track. It is also possible for registered nurses to fit into the basic track, however the completion track was designed to provide an accelerated option that builds on previous education, nursing practice and life experience. The program outcomes for graduates are the same for students enrolled in either track. At graduation, the bachelor of science in nursing degree is conferred.

Basic track

Admission process

Applicants should be in the upper half of their high school graduating class. The high school program should include foreign language, algebra, chemistry and biology. Physics is also recommended. Applications to the professional nursing program 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. The applicant's readiness for admission to the nursing major is determined by academic performance, references, health record and a security check.

Transfer students from other nursing programs

Students who wish to transfer to the nursing program at Goshen College from another pre-nursing or nursing program will be reviewed on an individual basis. Admission to the nursing program will be based on the academic and clinical performance of the student. The department of nursing may request a reference letter from the previous nursing programs regarding academic and clinical performance.

Academic and professional requirements

General. Admission to Goshen College as outlined in the [Admission Web site](#).

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 2.7 or higher.

Mathematics requirement. Quantitative Literacy may be established in several ways: SAT math score of 550 or ACT math score of 24, college credit in 100-level or higher mathematics (including a score of 4 in AP calculus or 5 in IB mathematics), or a passing score on the Goshen College Quantitative Literacy exam. Students who have SAT math scores below 490 or ACT math scores below 20 must establish Quantitative Literacy by completing Math 105, Quantitative Reasoning before or concurrently with their first science course.

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 2.7 or higher is required for continuation in the nursing major. A grade of C- or below 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 one nursing course. 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 2.7 or higher in all college course work.

Licensure exam

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.

Major in nursing (basic track)

87 credit hours

Modified Goshen Core program for nursing students

The same Goshen Core requirements apply as for students in other majors, with two exceptions.

1. **Perspectives courses.** Natural World, Social World and Peacemaking requirements are met by courses in the nursing major.
2. **Intercultural education.** Nursing students may select an alternate arrangement with four elements:
 - One semester of Spanish language study (at individual student's level)
 - INTL 253, History & Culture of Latinos in the U.S.
 - INTL 257, Arts & Literature of Latinos in the U.S.
 - A clinical placement in a Latino setting during NURS 408, Community Health Nursing

International nursing students will take the three courses designed for international students (See International Education section). All nursing students will also take CORE 300, Global Issues Seminar, along with other students, after completing their intercultural studies requirement.

Supporting courses (41 credit hours)

Complete prior to enrolling in nursing courses:

- Chem 101-102, The Chemistry and Physics of Life 7
- Biol 203-204, Human Anatomy and Physiology 7

Complete prior to or concurrent with 200-level nursing courses:

- Biol 206, Microbiology 3
- Chem 220, Human Nutrition 3
- Psyc 100, General Psychology 3
- Psyc 210, Developmental Psychology 3
- Soc 200, Principles of Sociology 3
- Soc 210, Sociology of the Family 3

Complete prior to or concurrent with 300-level nursing courses:

- Biol 320-321, Human Pathophysiology I & II 6
- Psyc 306, Abnormal Psychology 3

Nursing courses (46 credit hours)

- Nurs 210, Introduction to Professional Nursing 3
- Nurs 211, Concepts and Strategies in Nursing 3
- Nurs 212, Holistic Client Assessment* 3
- Nurs 305, Pharmacology 3
- Nurs 306, Nursing Care of the Adult I* 3
- Nurs 307, Nursing Care of the Adult II* 3
- Nurs 309, Health Care Ethics 2
- Nurs 311, Nursing Care of the Expanding Family* 3
- Nurs 312, Nursing Care of the Child* 3
- Nurs 403, Nursing Research 2
- Nurs 404, Care of the Older Adult* 3
- Nurs 405, Psychiatric/Mental Health Nursing* 3
- Nurs 406, Acute Care Nursing* 3
- Nurs 408, Community Health Nursing* 3

- Nurs 409, Leadership in Nursing* 3
- Nurs 410, Senior Seminar in Nursing 3

*Denotes courses with a clinical component or practice-based project.

Planning and advising notes

Students who had two semesters of high school chemistry with a grade of B- or higher are exempt from Chem 101 but are required to take Chem 102. Psyc 221, Human Behavior may be substituted for Developmental Psychology.

Nursing courses

NURS 210 Intro 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 & 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. Content includes the health history and assessment of functional health patterns, body systems, growth and development, and cultural and spiritual dimensions. Clinical and laboratory experiences are included. Prerequisite: Nurs 210, Prerequisite or Concurrent: Nurs 211.

NURS 305 Pharmacology 3

The nursing process is applied in the administration of medications. Content includes counseling patients on safe and effective medication regimens and the pharmacodynamics and pharmacokinetics of drug categories. Calculation of medication dosages will be required. Legal and ethical considerations of administering medications will be considered within the nurse's scope of practice. Non-nursing students may take the course for 1 or 2 hours. Prerequisites: Nurs 211, 212.

NURS 306 Nursing Care of the Adult I 3

The nursing process is used with adults and families experiencing illness. Content areas include nursing care of adults with fluid and electrolyte and acid/base imbalances, gastrointestinal disorders, musculoskeletal problems, chronic neurological problems, urinary/genital conditions, and autoimmune disorders. Clinical experiences consist of providing holistic nursing care to adults in medical/surgical clinical areas, with emphasis on perioperative nursing. Prerequisite: Nurs 212. Concurrent: Nurs 305, Biol 320

NURS 307 Nursing Care of the Adult II 3

The nursing process is used with adults and families experiencing illness. Content areas include nursing care of adults with fluid and electrolyte and acid/base imbalances, cancer, lower respiratory problems, diabetes, and cardiovascular problems. Clinical experiences consist of providing holistic nursing care to adults in medical/surgical clinical areas. Prerequisite: Nurs 212. Concurrent: Nurs 305, Biol 320.

NURS 309 Healthcare Ethics 2

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 Expanding Family 3

The nursing process and knowledge of normal and selected abnormal conditions experienced during the childbearing cycle are addressed. Selected normal, and deviations to, general women's health issues are also discussed. Clinical experiences occur with the family in the community and hospital. Prerequisite: All 200-level nursing courses. Concurrent: Nurs 305, Biol 320.

NURS 312 Nursing Care of the Child 3

The focus 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. Prerequisite: All 200-level nursing courses. Concurrent: 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 404 Care of the Older Adult 3

Examines health issues encountered during the final four decades of the life span, from active older adult through the end of life. Clinical experiences take place in the homes, long term care facilities, and community settings where older adults reside. Prerequisites: All 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

Focuses on the application of the nursing process to the care of acutely ill adults. Nursing care of individuals experiencing acute conditions of the cardiovascular, respiratory, neurological, and renal systems, and burns is studied. The course content is applied to the care of the acutely ill adults with complex nursing needs in the clinical setting. Prerequisites: All 300-level clinical nursing courses.

NURS 408 Community Health Nursing 3

Applies a synthesis of nursing, social, and public health theories to the assessment and care of aggregates in the community. Practice is collaborative with a focus on promoting and protecting the health of populations. Community health planning for aggregates or populations is done using a variety of agencies and resources in the community. 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

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 Nursing Senior Seminar 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. Preparation for the NCLEX exam,

interviewing, and job search are also included. Pre or co-requisites: All 400-level courses.

R.N. to B.S.N. completion track

Introduction

Registered nurses may choose to take either the basic track or participate in the B.S.N. completion track described below, designed for the working registered nurse. 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.

Structure of the program

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. Study guides are provided to maximize off-campus study and in-class activity time. 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 7 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. Thirteen courses provide 40 credit hours, of which 28 are upper-level nursing credits and 12 are general education credits.

Admission requirements

- An associate degree or diploma in nursing from an accredited program.
- A cumulative grade point average of 2.7 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.

Prerequisites

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

General education: English composition course (3 credit hours)

Supporting courses: Anatomy and physiology course (4 credit hours) and Sociology or psychology course (3 credit hours)

Graduation requirements

1. Completion of 120 credit hours accepted by Goshen College.
2. Completion of the B.S.N. completion track.
3. Cumulative GPA of 2.7 or above in this program.
4. 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. Caring is discussed as a central ethic of nursing practice.

Nurs 332 Holistic Client Assessment*	3
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	4
Basic concepts of nursing research are examined. Focuses on critical analysis of published nursing research as a basis for using research in clinical practice.	
Nurs 334 Communication Skills for Professional Nurses	3
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 Prospectives	3
Draws on the Old and New Testaments, theology, church history, and ethics to explore issues of basic importance to modern professionals: individualism and community, personal faith/values and integrity, truth and religious diversity, and the role of faith and values in personal and corporate decision-making.	
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	3
U.S. history from the period of rapid industrialization and immigration to the present, with an emphasis on social history.	
<i>or</i> Hist 203 World History II	3
History of the world from European expansion to the present, with an emphasis on understanding the foundations of a global society.	
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 220 Humanities: Literature and Art	3
<i>or</i> Hum 223 Humanities: Music and Art	3
<i>or</i> Hum 224 Humanities: Music and Theater	3
<i>or</i> Hum 225 Humanities: Art and Theater	3
Studies the history of artistic expression, provides opportunities for participating in artistic activities, and examines the relationship between the arts and students' own lives.	
Nurs 438 Community Health Nursing*	4
Applies a synthesis of nursing, social, and public health theories to the assessment and care of aggregates in the community. Practice is collaborative, with a focus on promoting and protecting the health of populations. Community health planning for aggregates or populations is done using a variety of agencies and resources in the community. 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
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 bio-ethical issues, student will be introduced to ethical theory and modes of ethical analysis informed by the Christian faith.	

Nurs 447 Issues Seminar 1
Focuses on integration of current issues in the practice of professional nursing. Students articulate their own philosophy of health care and nursing including their faith beliefs, rights of clients and responsibility to deliver quality nursing care.

Nurs 449 Leadership in Nursing* 4
Leadership and management principles are applied to clinical practice. Clinical practice component of course will be arranged with each student.

* Denotes courses with clinical component or practice-based project

Peace, justice and conflict studies (PJCS)

Professor J.C. Liechty (Department Chair, Editor of online Journal of Religion, Conflict, and Peace)

Associate Professors R. Shands Stoltzfus, C. Schrock-Shenk

Introduction

Goshen College offers four academic peace programs. Visit the peace, justice and conflict studies program Web site at www.goshen.edu/peace.

- [Major in peace, justice and conflict studies](#)
- [Minor in conflict transformation studies](#)
- [Minor in peace and justice studies](#)
- [Certificate in conflict transformation for teachers](#)

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 minor in conflict studies is oriented toward students hoping to use conflict transformation skills in a particular career or profession. The minor in peace and justice studies prepares students from a wide variety of academic majors for work in peace and justice organizations and other service agencies in the United States or abroad. The certificate program in conflict transformation, offered in conjunction with the teacher education program, trains education students in conflict transformation skills relevant for the classroom. The PJCS department and its programs are rooted in Anabaptist-Mennonite theology and history. Courses emphasize action-reflection learning in addition to more traditional classroom opportunities. Classes, internships and co-curricular activities equip students with a framework of personal values and skills that will help them make a positive impact wherever they live.

Special resources and activities

PJCS majors undertake a wide variety of paid and voluntary internships in Goshen, across the United States, and around the world. 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 Clubs 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, the Intercollegiate Peace Fellowship and the peace library collection.

Career and postgraduate opportunities

Students are prepared to enter graduate programs in conflict transformation studies or in peace and justice studies – and any other field of scholarship in which critical and creative analysis of difficult issues is a priority. They are also prepared to work in a wide variety of organizations engaged in work around themes of mission, peace, restorative justice, conflict transformation, social justice, and other forms of service. Professional students electing the minor or professional endorsement in conflict transformation studies will be prepared to assist individuals, organizations and communities to deal constructively with conflict in the work environment.

Major in peace, justice and conflict studies

41 credit hours

- Bibl 321, Biblical Themes of Peace 3

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- PJCS 311, Junior Seminar 3
- PJCS 325, Mediation: Process, Skills and Theory 4
- PJCS 409, Internship 1-4
- PJCS 411, Senior Seminar 3
- Choose six courses from the list below: 18
 - PJCS 201, Violence & Nonviolence
 - PJCS 210, Transforming Conflict & Violence
 - PJCS 310, Issues in PJCS
 - PJCS 332, Religion, Conflict & Peace
 - PJCS 347, Restorative Justice
 - PJCS 350, Dynamics/Theology of Reconciliation
 - PJCS 360, Personal Violence & Healing
 - PJCS 370, Designing for Social Change
 - PJCS 425, War & Peace in the Modern World
 - PJCS 426, Conflict-Healthy Groups
- One of the following: 3
 - Econ 203, Principles of Microeconomics
 - Econ 310, Economics of War & Peace
 - Hist 255, History of Global Poverty
- One of the following: 3
 - PoSc 200, Introduction to Political Science
 - PoSc 210, Introduction to Public Policy
 - PoSc 308, International Politics
- One related course: 3
 - Hist 330, Gender in World History
 - Hist 335, History of Ethnic Conflict
 - Rel 316, Liberation Theologies
 - SoWk 355, Contemporary Women's Issues
 - Soc 334, Race, Class & Ethnic Relations

Planning guide

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

First year Goshen Core
 Goshen Seminar: War, Peace & Nonresistance (preferred)
 SST language
 Transforming Conflict and Violence
 Economics or political science course

Second year Goshen Core
 Expository Writing (strongly recommended)
 Violence and Nonviolence
 Mediation
 Political science or economics course

Third year Goshen Core
 Junior Seminar
 Additional courses required for PJCS major

Fourth year Balance of Goshen Core
 Remaining courses required for PJCS major
 Senior Seminar

Planning and advising notes

Students should work with their academic adviser to select some classes designed to help them apply their PJCS major after graduation. Courses that have served PJCS

Academic departments and courses : Peace, justice and conflict studies (PJCS)

majors well in the past, for example, include Soc 322, Social Policy & Programs and SoWk 391, Methods of Social Research.

Minor in conflict transformation studies

19 credit hours

- PJCS 210, Transforming Conflict and Violence 3
- PJCS 325, Mediation: Process, Skills and Theory 3-4
- PJCS 410, Senior Advanced Work 1
- One of the following:..... 3
 - PJCS 347, Restorative Justice
 - PJCS 426, Conflict-Healthy Groups
- Choose three courses: 9
 - Bibl 321, Biblical Themes of Peace
 - PJCS 201, Violence & Nonviolence
 - PJCS 310, Issues in PJCS
 - PJCS 332, Religion, Conflict & Peace
 - PJCS 347, Restorative Justice
 - PJCS 350, Reconciliation
 - PJCS 360, Personal Violence & Healing
 - PJCS 370, Designing for Social Change
 - PJCS 425, War & Peace in the Modern World
 - PJCS 426, Conflict-Healthy Groups

Minor in peace and justice studies

19 credit hours

- PJCS 325, Mediation: Process, Skills and Theory 3-4
- PJCS 410, Senior Advanced Work 1
- Choose five courses: 15
 - Bibl 321, Biblical Themes of Peace
 - PJCS 201, Violence & Nonviolence
 - PJCS 210, Transforming Conflict & Violence
 - PJCS 310, Issues in PJCS
 - PJCS 332, Religion, Conflict & Peace
 - PJCS 347, Restorative Justice
 - PJCS 350, Reconciliation
 - PJCS 360, Personal Violence & Healing
 - PJCS 370, Designing for Social Change
 - PJCS 425, War & Peace in the Modern World
 - PJCS 426, Conflict-Healthy Groups

Certificate in conflict transformation for teachers

9 credit hours

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.

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

PJCS courses

- PJCS 201 Violence and Nonviolence** 3
 A seminar course in which advanced students examine selected problems in violence. The course focuses upon the socio-cultural matrix of an individual's encounters with violence and integrates religious and ethical studies with the social sciences.
- PJCS 209 Field Experience** 1 (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 peacemaking and examine their personal temptations for violence. Because PJCS 210 introduces concepts developed in greater depth in PJCS 325, this course may not be taken concurrently with or following PJCS 325.
- PJCS 310 Issues in PJCS** 3
 Contemporary issues, e.g., militarism, organizational power relationships and conflict transformation, nuclear weaponry, economic sanctions, domestic violence.
- 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 to develop research and writing skills appropriate for PJCS; and to begin work toward a major research project to be completed in Senior Seminar.
- PJCS 325 Mediation:Process, Skills, Theory** 4 (3-4)
 Focuses on the third party role of the mediator. Explores the theoretical basis for mediation, its various applications in North America, and critiques of 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 component, will complete one hour of applied experience.
- PJCS 332 Religion, Conflict and Peace** 3
 Examines 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 also consider implications of these themes for Christian mission.
- PJCS 347 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 350 Dynamics/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 360 Designing for Social Change** 3
 Explores different strategies for achieving change in contexts characterized by high levels of complexity and conflict. Explores the role and significance of the relatively new field of dialogue, deliberation, and civic engagement. Students will draw from their own experiences as well as change initiatives from other parts of the world in order to surface the set of assumptions they hold about how constructive change happens.

Academic departments and courses : Peace, justice and conflict studies (PJCS)

- PJCS 370 Personal Violence and Healing 3**
A seminar course in which advanced students examine selected problems in violence. The course focuses upon the socio-cultural matrix of an individual's encounters with violence and integrates religious and ethical studies with the social sciences.
- PJCS 409 Senior Internship 3 (1-4)**
An approved internship or work experience related to peace, justice, and conflict studies. Examples include supervised activities in shelters for the homeless, work with local, regional, national or international peace, justice and conflict transformation agencies and organizations or work with congregational and denominational peace centers.
- PJCS 410 Senior Advanced Work 1**
A written project in which seniors with a Peace and Justice minor or a Conflict Transformation minor reflect on the relationship between their academic major and what they learned in their PJCS courses.
- PJCS 411 Senior Seminar 3**
Students will complete a major research project on a topic of their choosing. Senior Seminar will also address life-after-college issues such as graduate school, resume preparation and job interviews.
- PJCS 425 War and Peace in the Modern World 3**
Working primarily from an international relations perspective, this course will examine changing patterns of fighting wars and seeking peace.
- PJCS 426 Conflict-Healthy Groups 3**
Using a systems approach, students will explore conflicts in organizations and communities, locating and examining models for assessment, diagnosis, intervention and evaluation. Working with 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.

Physical education

Associate Professors V. Hershberger, J. Lehman (Department Chair)

Introduction

The physical education department offers a major, two minors, and a coaching endorsement. Four different tracks are available in the major: general studies, teacher education (with optional health module), sport management, and fitness leadership. Successful completion of the coaching endorsement requirements certifies the student for coaching through the American Sport Education Program. Visit the physical education Web site at www.goshen.edu/physed.

- Major in physical education
- Minor in physical education
- Minor in health
- Coaching endorsement

The physical education department is committed to fostering personal, intellectual, spiritual and social growth in all students within the context of human movement. The department accomplishes this mission through three curricular components. First, a wellness course serves the Goshen Core curriculum, offering both the acquisition of wellness knowledge and the development of a personalized wellness plan. Second, a major and a minor in physical education prepare graduates for a variety of careers. Third, elective courses in physical activity provide opportunities for students in any major to develop lifetime sport and exercise skills.

Two co-curricular related programs, intramural sports and intercollegiate athletics, provide meaningful and intense opportunities for student growth as well. These programs have a significant impact in the lives of many students who participate as leaders, event staff, athletes and spectators. Additionally, these programs provide numerous occasions each week for members of the campus and larger community to gather in a spirit of recreation.

Career and postgraduate opportunities

Physical education graduates are currently teaching and coaching in public and private elementary, middle and high schools. Successful completion of other programs in this department prepare graduates to work in sport management, retail sales, fitness facilities, athletic programs, municipal recreation, camp settings, boys and girls clubs, and community programs. Some alumni in physical education enter graduate school to obtain an advanced degree.

Major in physical education

53-87 credit hours (Core courses plus one of the tracks below)

Core courses (31 credit hours):

- Biol 130, Organismal Biology 4
- PhEd 102, First Aid and CPR 1
- PhEd 103, Basic Athletic Training 2
- PhEd 250, Introduction to Physical Education 3
- PhEd 310, Sport Management 3
- PhEd 315, Kinesiology 3
- PhEd 317, Exercise Physiology 3
- PhEd 330, Motor Learning 3
- Six sports skills courses (*intercollegiate athletics may count for only 1 credit hour*) 6
- PhEd 410, Senior Seminar 3

General track (24 credit hours)

- PhEd 308, Teaching Sport Skills and Strategies 3
- PhEd 309, Physical Education for Children..... 3
- PhEd 320, Adaptive Physical Activity and Sport 3
- PhEd 345, Theories and Techniques of Coaching 3
- PhEd 400, Exercise Prescription 3
- PhEd 409, Internship 3
- One health-related course 3
 Chem 220, Human Nutrition (*prerequisite Chem 101*)
 PhEd 360, Teaching Health Concepts
 PhEd 415, School and Community Health
 Soc 210, Sociology of the Family
 Soc 260, Human Sexuality
- Additional practica (in addition to internship) 3
 PhEd 269, Sports medicine practicum
 PhEd 351, Event management practicum
 PhEd 352, Personal training practicum
 PhEd 353, Group instruction practicum
 PhEd 354, Facility management practicum
 PhEd 420, Health practicum (*prerequisite or concurrent course required*)

PE teacher education track (PETE) with optional Health module (42 + 14 credit hours)

- PhEd 308, Teaching Sport Skills and Strategies 3
- PhEd 309, Physical Education for Children..... 3
- PhEd 311, Physical Education Teaching Practicum 3
- PhEd 320, Adaptive Physical Activity and Sport 3
- Professional education requirements (*see education department pages*) 30
- Health module 14
 Chem 220, Human Nutrition (*Chem 101 prerequisite*) (3)
 PhEd 360, Teaching Health Concepts (3)
 PhEd 415, School and Community Health (3)
 PhEd 420, Health Practicum (2)
 Soc 260, Human Sexuality (3)

Sport management track (26 credit hours)

- Acc 201, Principles of Financial Accounting 3
- Bus 315, Principles of Management..... 3
- Bus 316, Principles of Marketing..... 3
- PhEd 345, Theory and Techniques of Coaching..... 3
- PhEd 351, Event Management Practicum 1
- PhEd 354, Facility Management Practicum 1
- PhEd 409, Internship 3
- One course selected from the following 3
 PhEd 308, Teaching Sport Skills and Strategies
 PhEd 309, Physical Education for Children
 PhEd 320, Adaptive Physical Activity and Sport
- Two courses selected from the following 6
 Acc 202, Principles of Managerial Accounting
 Bus 121, Introduction to Entrepreneurship
 Bus 306, Human Resource Management
 Bus 319, Leading Non-Profit Organizations
 Bus 322, Organizational Communication
 Bus 336, Advertising

Bus 360, Java Junction Management
 Psyc 200, Social Psychology

Fitness leadership track (22 credit hours)

- Chem 220, Human Nutrition (*Chem 101 prerequisite*) 3
- PhEd 242, Weight Training 1
- PhEd 352, Personal Training Practicum 1
- PhEd 353, Group Instruction Practicum 1
- PhEd 354, Facility Management Practicum 1
- PhEd 400, Exercise Prescription 3
- PhEd 409, Internship 3
- One course selected from the following: 3
 - PhEd 308, Teaching Sport Skills and Strategies
 - PhEd 309, Physical Education for Children
 - PhEd 320, Adaptive Physical Activity and Sport
- Two courses selected from the following: 6
 - Bus 121, Introduction to Entrepreneurship
 - PhEd 360, Teaching Health Concepts
 - PhEd 415, School and Community Health
 - Psyc 200, Social Psychology
 - Psyc 210, Developmental Psychology
 - Psyc 221, Human Behavior
 - Soc 210, Sociology of the Family
 - Soc 260, Human Sexuality

Advising notes

See academic adviser for information about overlap between Goshen Core and major requirements.

Planning guide (PETE track)

SST Must be carefully planned, especially for multi-sport athletes

First year CORE 115, Wellness for Life
 Organismal Biology
 Chemistry and Physics of Life
 *Introduction to Physical Education
 First Aid & CPR
 Basic Athletic Training
 Sports Skills Electives
 Foundations of Education (*May or soph spring*)
 Goshen Core

Second year Foundations of Education (*or first year*)
 *Motor Learning
 Physical Education for Children
 *Sport Management
 Theory and Techniques of Coaching
 *Exercise Physiology
 Sports Skills Electives
 Exceptional Learners
 Educational Psychology
 Goshen Core

Third year Goshen Core
 *Teaching Sports Skills and Strategies
 *Teaching Health Concepts
 Sports Skills Electives
 Human Nutrition

Human Sexuality
 *Adaptive Physical Activity and Sport
 *Kinesiology
 Secondary Curriculum and Instruction
 Middle School Curriculum and Instruction

Fourth year Student teaching in fall (or 5th year, with Health certification)
 Secondary Education Seminar
 Physical Education Senior Seminar
 *School and Community Health
 Health Practicum
 Balance of major courses
 Balance of Goshen Core

*Alternate year classes

Minor in physical education

24 credit hours

- Biol 130, Organismal Biology 4
- PhEd 102, First Aid and CPR 1
- PhEd 103, Basic Athletic Training 2
- PhEd 250, Introduction to Physical Education 3
- PhEd 310, Sport Management 3
- Two courses selected from the following: 6
 - PhEd 315, Kinesiology
 - PhEd 317, Exercise Physiology
 - PhEd 330, Motor Learning
- Sports Skills Classes (in addition to intercollegiate sports) 5

Minor in Health

21 credit hours

- Biol 130, Organismal Biology 4
- Chem 220, Human Nutrition (Chem 101 prerequisite) 3
- PhEd 102, First Aid and CPR 1
- PhEd 103, Basic Athletic Training 2
- PhEd 360, Teaching Health Concepts 3
- PhEd 415, School and Community Health 3
- PhEd 420, Health Practicum 2
- Soc 260, Human Sexuality 3

Advising notes

Recommended elective courses: PhEd 400, Exercise Prescription and Psyc 200, Social Psychology.

Coaching endorsement

9 credit hours

- PhEd 102, First Aid and CPR 1
- PhEd 103, Basic Athletic Training 2
- PhEd 310, Sport Management 3
- PhEd 345, Theory and Techniques of Coaching 3

Physical Education courses

PHED 100 Wellness 1

Designed to promote wellness in body, mind and spirit. Each participant will gain knowledge that informs decision-making related to physical, mental and spiritual health. Students develop and begin implementing a personalized fitness program. Topics

addressed include cardiovascular fitness, muscular endurance and strength, flexibility, body composition, nutrition, stress management, spiritual wellness and lifestyle choices.

PHED 102 First Aid & CPR	1
The course will provide an introduction to first aid, practical experience in basic first aid skills, first aid for specific sport injuries and a practical guide to sport related liability. Successful completion of the course results in certification for one year.	
PHED 103 Basic Athletic Training	2
This course is valuable to anyone who plans to coach or pursue future certification in athletic training. Topics covered include: emergency procedures, evaluation and management of injuries to the foot, ankle, knee, shoulder, elbow and hand. Students learn taping techniques.	
PHED 200 Aerobic Dance	1
Aerobic Dance	
PHED 206 Badminton	1
Badminton	
PHED 210 Canoeing/Backpacking	1
Canoeing/Backpacking	
PHED 214 Cross Country Skiing	1
Cross Country Skiing	
PHED 216 Cycling	1
Cycling	
PHED 218 Golf	1
Golf	
PHED 222 Gymnastics: Tumbling	1
Gymnastics:Tumbling	
PHED 224 International Folk Dance	1
International Folk Dance	
PHED 226 Life Guard Training	2
Prerequisite: Consent of Instructor	
PHED 230 Racquetball	1
Racquetball	
PHED 232 Beginning Swimming	1
Beginning Swimming	
PHED 234 Advanced Swimming	1
Advanced Swimming	
PHED 236 Tennis	1
Tennis	
PHED 240 Water Safety Instruction	2
Water Safety Instruction	
PHED 242 Weight Training	1
Weight Training	
PHED 250 Introduction to Physical Education	3
This course provides an introduction to the field of physical education and includes an overview of the history of physical education and sport. The time line begins with early civilization and continues through modern events including the Olympics. Additionally, a variety of philosophical approaches and their implications are discussed.	

PHED 255 Camping and Recreation	3
Students will have hands-on experience in a wilderness setting. They will learn a variety of skills including: 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 259 Intercollegiate Softball	1
Open only to members of this intercollegiate sports team.	
PHED 260 Intercollegiate Baseball	1
Open only to members of this intercollegiate sports team.	
PHED 261 Intercollegiate Basketball	1
Open only to members of this intercollegiate sports team.	
PHED 262 Intercollegiate Cross Country	1
Open only to members of this intercollegiate sports team.	
PHED 264 Intercollegiate Golf	1
Open only to members of this intercollegiate sports team.	
PHED 265 Intercollegiate Soccer	1
Open only to members of this intercollegiate sports team.	
PHED 266 Intercollegiate Tennis	1
Open only to members of this intercollegiate sports team.	
PHED 267 Intercollegiate Track	1
Open only to members of this intercollegiate sports team.	
PHED 268 Intercollegiate Volleyball	1
Open only to members of this intercollegiate sports team.	
PHED 269 Sports Medicine Practicum	1
For this practicum, the student will work with the Head Athletic Trainer in expanding first aid and CPR proficiencies and will complete basic duties in the training room and with sports teams. The level of responsibility assigned will be individualized based on certifications, knowledge base and experience.	
PHED 308 Teaching Sport Skills & Strategies	3
This is an applied course focusing on skill techniques and strategies in a variety of sports. Content includes theory, best practice in secondary level pedagogy and skill content. There is a 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	3 (2-3)
Philosophy, methods and materials for teaching physical education to children. Some practical experience with children included. While this course is open to any student, there is a clear focus on preparing students to teach elementary physical education.	
PHED 310 Sport Management	2
A focus on administrative practices in the areas of legal responsibility, personnel, finance, public relations, equipment, facilities, intramurals and athletics. Sociological and psychological issues related to leadership roles in physical education and sport are included.	
PHED 311 Physical Educ Teaching Internship	3
This course is designed to make sure teacher licensure students have a significant field experience at the elementary and secondary levels by the completion of their programs. If a student plans to complete the education student teaching experience (Educ 405) at the secondary level, this internship should be completed with an elementary school teacher and vice versa. Prerequisite: PhEd 308 or 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 analysis of sport skill techniques. Prerequisite: Biol 203 or 204.

PHED 317 Exercise Physiology 3
 A study of how the human body adjusts during various kinds of exercise and adapts as a result of a regular exercise program. 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 204.

PHED 320 Adaptive Physical Activity & Sport 3
 This course, required for all physical education teacher licensure and general physical education majors, will examine attitudes, methods, techniques, and special considerations important in addressing physical activity needs and interests of children and adolescents with disabilities. Critical aspects of motor development will be studied early in the semester, followed by adaptive programming and leadership of physical activity in inclusive settings. A concurrent field placement will be a required part of the class.

PHED 330 Motor Learning 3
 This course addresses concepts in the sub-discipline of motor behavior, primarily focusing on motor learning theory and psychological variables in the acquisition of motor skills. In completing this course, students will examine the nature of the learner, the learning process, the skill context, and characteristics of the task to gain information for the design of optimal motor skill learning experiences and practice.

PHED 345 Theory & Techniques of Coaching 3
 The course will present an overview of basic theories and coaching applications, including topics such as philosophy, psychology, ethics, practice and game preparation. This course includes preparation for and an opportunity to take the American Sport Education Program certification exam. ASEP certification is required for coaching in Indiana and other state public school systems.

PHED 351 Event Management Practicum 1
 Student works closely with the director of athletics in event management. Most events will be athletic or intramural events, but others occurring in the RFC may be included. Student outcomes include leadership, communication, and collaboration with a variety of parties. The student is expected to participate as a leader at the event, hosting guests in an appropriate manner, enforcing policy, and overseeing operation so event flows smoothly. Activities may include scheduling workers, supervising and assisting with event set-up and take down, promotion and promotional events, and problem solving. Verification of at least 40 hours of satisfactory level work (or above) must be accumulated in this practical experience along with demonstration of all outcomes listed on the syllabus.

PHED 352 Personal Training Practicum 1
 Students will work with a certified personal trainer to conduct basic fitness screenings and assessments, and then to develop programs with clients based on their goals and interests. The student will phase into full responsibility for conducting personal training sessions with individual clients under the guidance of the expert. Verification of at least 40 hours of satisfactory level work (or above) must be accumulated in this practical experience along with the demonstration of all outcomes listed on the syllabus. Content of this practicum directly associated with PhEd 400 Exercise Prescription.

PHED 353 Group Instruction Practicum 1
 In this practicum experience students will work with a group fitness instructor in leading exercise classes such as aerobic dance, step aerobics, spinning, conditioning, strength

and flexibility classes. Student will study techniques for directing classes and will phase into full responsibility for fitness class. Verification of at least 40 hours of satisfactory level work (or above) must be accumulated in this practical experience along with the demonstration of all outcomes listed on the syllabus. Content of this practicum directly associated with PhEd 400 Exercise Prescription.

PHED 354 Facility Management Practicum 1
 Students work with the director of the Roman-Gingerich Recreation and Fitness Center in management aspects of this facility. Content is based in sport management (PhEd 310) areas of facility design, maintenance and administration. Responsibilities include scheduling of rooms, communication and customer service activities with clients (community and student), financial transaction, problem-solving, and policy enforcement among others. The outcomes are related to giving leadership and direction at a level above a "front desk" worker. Verification of at least 40 hours of satisfactory level work (or above) must be accumulated in this practical experience along with the demonstration of all outcomes listed on the syllabus.

PHED 360 Teaching Health Concepts 3
 The majority of the class will focus on content knowledge development on identified health concepts and the pedagogical aspects of teaching health. Students will be required to develop lesson plans linked to K-12 health standards and will practice specific methods of teaching health in the classroom. There will be an emphasis on making topics engaging and meaningful for students at various developmental levels.

PHED 400 Exercise Prescription 3
 Students will learn how to conduct basic health screenings, risk stratification and practical fitness appraisals for the purpose of developing appropriate fitness programs for individuals. The emphasis will be on working with a client to assist him/her in the achievement of fitness goals, exercise compliance, and health behavior change. Special exercise considerations, recommendations and contraindications for a variety of populations (overweight/obese, pediatric, elderly, pregnancy, diabetes, etc.) will be examined so students can develop appropriate programs and understand safety concerns. Issues of liability in exercise settings will be addressed.

PHED 409 Internship 2 (2-3)
 A practical experience related to the student's interest and ability. Generally occurs in an off-campus setting. For non-teaching majors only.

PHED 410 Senior Seminar 3
 An introduction to descriptive and inferential statistics and test analysis in physical education. Research methods in physical education; selection of a research problem, collection of data, basic analysis, written and oral presentation of findings. Course includes the consideration of professional and ethical issues in physical education. Students will finalize resumes and practice interviewing skills as well. Required for all senior physical education majors.

PHED 415 School and Community Health 3
 An overview of community health issues and agencies. Also, components of a Coordinated School Health Program (CSHP) including comprehensive school health education, physical education, school health services, nutrition services, counseling and social services, healthy school environment, school-site health promotion for staff, family and community involvement.

PHED 420 Health Practicum 2
 Students will work with several different units identified in the Coordinated School Health Program and to practice teaching health in a public school setting. Cooperating staff/teachers in the school will include a health educator and as many of the following as feasible: school nurse, guidance counselor, director of food services, diabetic educator, and person on campus responsible for health/safety. Prerequisite: PhEd 360 or 415.

Physics and pre-engineering

Professor J. R. Buschert (Department Chair, Director of Maple Scholars)

Associate Professor P. Meyer Reimer

Introduction

The physics department prepares responsible physicists, engineers and teachers for academic, research and industrial positions. Student involvement in active research 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. Visit the physics department Web site at www.goshen.edu/physics.

A major in physics is offered with two tracks, standard and biophysics. The department also offers a 3-2 pre-engineering program described below. Certification for secondary education in physics or physical sciences

- [Major in physics](#)
- [Engineering 3-2 program](#)
- [Secondary education certification](#)

Career and postgraduate 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, as background for a management career in technology and engineering industries. Study of physics also provides the training and experience for careers in biophysics, neurosciences and many careers beyond the standard boundaries of science and engineering.

Goshen physics majors who have chosen to pursue a graduate degree have an excellent graduate school admission rate. 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, and Vanderbilt University.

Biophysics track

Biophysics applies the principles of physics and chemistry and the methods of mathematical analysis and computer modeling to understand how biological systems work on the molecular level. Biophysics offers career opportunities in teaching and research at universities and medical centers or research and development at pharmaceutical, biotechnology, nanotechnology and other biologically-oriented high-tech companies. The biophysics track described below is appropriate preparation for graduate study in biophysics and neuroscience. The department has an ongoing research program studying the fusion of vesicles with membranes, which is a step in neurotransmission.

Engineering 3-2 program

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. 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, [chemistry](#) or informatics from Goshen and a bachelor of science degree from the engineering school.

Goshen College has program agreements with University of Notre Dame (South Bend, Ind.), Case School of Engineering of the Case Western Reserve University (Cleveland, Ohio) and the University of Illinois (Urbana/Champaign). Admission to the engineering school is granted to a student with a 3.0 overall grade point average and at least a 3.0 in science, informatics 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, chemistry or informatics 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 general education requirements in communication, religion, humanities and other fields. The Study-Service Term (SST) or alternative is also required.

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.

Teacher education certification

Teacher certification is available for grades 5-12 in two related areas. Courses needed in addition to the standard track physics major are:

Physics – Phys 208, Phys 210

Physical Science - Chem 200, Chem 303, Phys 210

Also required are 30 credits of education courses, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the education department pages and the [Teacher Education Handbook](#) for more details about requirements.

Major in physics

50-55 credit hours

Core requirements (32 credit hours)

- Chem 111-112, General Chemistry 8
- Math 211-212, Calculus I & II 8
- Phys 101, Research Seminar 1
- Phys 203-204, General Physics 8
- Phys 310, Thermodynamics 4
- Phys 410, Senior Seminar 3

Standard track (18 credit hours)

- Math 213, Multivariate Calculus 4
- Math 321, Differential Equations 3
- Phys 302, Analytical Mechanics 3
- Phys 303, Classical Field Theory 3
- Phys 313, Quantum Theory 3
- Physics electives 2

Biophysics track (23 credit hours)

- Biol 110, Ecology & Evolution 4
- Biol 120, Cell Biology & Genetics 4
- Biol 130, Organismal Biology 4
- Chem 303, Organic Chemistry 4
- Phys 304, Electronics 4

- Phys 314, Statistical Mechanics 3

Planning guide for engineering 3-2 track

First year Goshen Core
 Calculus I & II
 Multivariate Calculus
 General Physics
 Research Seminar
 Programming I*

Second year Goshen Core
 General Chemistry
 Differential Equations
 Thermodynamics
 Quantum Theory
 SST (summer)

Third year Goshen Core
 Modern Physics*
 Electronics*
 Analytical Mechanics
 Optics and Holography*
 Classical Field Theory

Planning and advising notes

*Note that the three-year engineering plan above includes some courses required for engineering, but not required for the standard physics major.

Physics department advisers will assist each student in creating a suitable four-year plan. Students in a four-year program should choose SST units freely, anticipating that course schedule adjustments can be made to accommodate the choice.

Special resources and opportunities

Goshen College offers multiple opportunities for undergraduate research in physics, both during the school year and also during the Maple Scholars program in summer. Working on a research project with a faculty member allows the student to encounter the real world beyond the classroom. Student authors present papers at the annual National Conference on Undergraduate Research and at professional conferences.

The physics department research center 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.

There is no explicit internship requirement in physics, but internships have been arranged for interested students. Most students are involved in some form of research, frequently undertaking summer NSF-funded Research Experiences for Undergraduates (REUs) at major universities. A thesis may be undertaken in consultation with the research faculty adviser. Thesis abstracts are integral parts of graduate and professional school applications.

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

Physics courses

PHYS 100 The Physical World 3

An introduction to physical science for nonmajors. The course focuses on energy?both as a unifying principle in physics, as well as the implications for society of how it?s used and generated.

PHYS 101 Research Seminar	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.	
PHYS 102 Research Seminar	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.	
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 General Physics	4
A calculus and vector treatment of basic physics including mechanics, sound, electricity, magnetism and light. Required of physics majors and recommended for majors in the physical sciences. Lectures and laboratory. Prerequisite or Concurrent: Math 211-212.	
PHYS 204 General Physics	4
A calculus and vector treatment of basic physics including mechanics, sound, electricity, magnetism and light. Required of physics majors and recommended for majors in the physical sciences. Lectures and laboratory. Prerequisite or Concurrent: Math 211-212, Phys 203.	
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. Prerequisite: Phys 203-204 or consent of instructor.	
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. Prerequisite: Phys 203 or high school physics, Mus 102 or equivalent ability or consent of instructor.	
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.	
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, Math 211, 212, or consent of instructor.	
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, Math 211, 212, or consent of instructor.	

- 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. Prerequisite: Phys 203-204 or consent of instructor.
- PHYS 305 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: Phys 203-204.
- 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.
- PHYS 312 Quantum Mechanics** 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 Theory** 3
 A study of the quantum theory in the vector formalism of Dirac. Schrodinger and Heisenberg representations are considered. Applications to scattering, atomic physics and magnetism. Prerequisites: Phys 203-204, Math 213 or consent of instructor.
- 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.
- 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, preparation and presentation of papers in a student-led seminar. Prerequisite: Senior standing
- PHYS 421 Advanced Topics in Physics** 2 (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.

Psychology

Professor J. Reese (Department Chair)

Assistant Professors C. Noria, L. Rohrer

Introduction

The psychology department offers a major, minor and secondary social studies teacher certification.

- [Major in psychology](#)
- [Minor in psychology](#)
- [Secondary teacher-education certification](#)

Visit the psychology department Web site at www.goshen.edu/psych.

Career and postgraduate 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. Many complete graduate degrees and engage in research or in professions such as teaching, law, or ministry.

Teacher education certification in social studies

Teacher certification in social studies education is available for grades 5-12. Required are 54 credits in social science, with at least 12 credits each in three areas chosen from economics, historical perspectives, geographical perspectives, government, psychology, or sociology. Other requirements of a Goshen College major in history, psychology or sociology must be met as well. In addition, 30 credits of education courses are required, including a fall semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the education department pages and the [Teacher Education Handbook](#) for more details about requirements.

Major in psychology

41-43 credit hours

- Psyc 100, General Psychology 3
- One of the following:..... 3
 - Psyc 200, Social Psychology
 - Psyc 308, Personality Theory
- One of the following:..... 3
 - Psyc 302, Experimental Psychology
 - Psyc 303, Biological Psychology
- One of the following:..... 3
 - Psyc 319, Cognitive Psychology
 - Psyc 320, Psychological Assessment
- Psyc 402-403, Statistics and Methods 6
- Psyc 409, Senior Internship 2
- Psyc 410, Senior Seminar in Psychology 2
- Additional psychology classes 12
- Related courses selected from the following: 6
 - Biol 120, Cell Biology & Genetics (4)
 - Biol 130, Organismal Biology (4)
 - Biol 203, Human Anatomy & Physiology I (4)
 - Biol 204, Human Anatomy & Physiology II (3)
 - Math 141, Finite Mathematics (3)

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- Math 250, Game Theory (3)
- PJCS 201, Violence & Nonviolence (3)
- Soc 200, Principles of Sociology (3)
- Soc 210, Sociology of the Family (3)
- SoWk 221, Human Behavior (3)
- WoSt 200, Introduction to Women's Studies (3)
- WoSt 345, Women's Concerns (3)

Planning guide

- First year** Goshen Core
General Psychology
Related courses
- Second year** Goshen Core
Social Psychology or Developmental Psychology
Other psychology courses
Related courses
SST
- Third year** Goshen Core
Upper-level courses in major
Related courses
- Fourth year** Balance of Goshen Core
Statistics and Methods
Balance of major and related courses
Senior Seminar
Internship

Minor in psychology

18 credit hours

- Five or more credit hours selected from the following: 5
 Psyc 302, Experimental Psychology
 Psyc 303, Biological Psychology
 Psyc 308, Personality Theory
 Psyc 320, Psychological Assessment
 Psyc 402, Statistics and Methods in Psychology
 Psyc 410, Senior Seminar in Psychology
- 13 credit hours in any psychology courses, at least 7 credit hours
 upper-level (300 and above) 13

Psychology 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 201 Heroic Acts and Heinous Crimes 3

Why do some people give their lives for another while others kill with little thought? Are the causes internal (personality, psychopathology, spiritual) or external (social standing, socioeconomic status, injustice)? Is it nature or nurture? This course will survey research in social psychology, examine cultural considerations, and explore relevant biblical

passages. A Social World Perspectives course in the Goshen Core. Pre or Corequisite: Quantitative Literacy.

- 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. Prerequisite: Psyc 100 or consent of instructor.
- PSYC 211 Multicultural Psychology** 3
 A study of both the influences of culture on human behavior and universal characteristics that all individuals share regardless of culture. This course seeks to examine how an individual's cultural background influences behavior, thoughts, and relationships. Biological, sociocultural, ecological and psychological perspectives will be examined.
- PSYC 217 Multicultural Psychology** 3
 A study of both the influences of culture on human behavior as well as universal characteristics all individuals share regardless of culture. This course seeks to examine how an individual's cultural background influences behavior and thoughts and relationships. Biological, sociocultural, ecological and psychological perspectives will be examined.
- PSYC 218 Theories Counseling & Psychotherapy** 3
 A study of the primary theories of counseling/psychotherapy and the contemporary issues that have changed the field. Significant emphasis will be placed on understanding the research on efficacy/effectiveness, exploring the current realities of delivering psychotherapy, and the ethics relevant to psychotherapy. Specific techniques will also be examined.
- 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 Biological Psychology** 4
 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.
- 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 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.

PSYC 309 Educational Psychology:Secondary	3
(Cross-listed from Educ 309) 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.	
PSYC 310 Educational Psychology:Elementary	3
(Cross-listed from Educ 310) 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.	
PSYC 314 Psychology of Religion	3
An exploration of the interaction of psychological dynamics and religious behavior. Includes study of belief systems, faith, behavior change, conversion, life styles, personality and religious persuasion.	
PSYC 316 Introduction to Clinical Psychology	3
A study of the major issues facing someone entering the professional world of delivering psychological services to others. Critical thinking about the most recent diagnosis and treatment modalities will be emphasized. Other topics include ethics, psychopharmacology, counseling, health psychology, psychobiology and community psychology. Prerequisite: Psyc 100.	
PSYC 317 Leadership Education	1
A learning experience in leadership that integrates theory and practice. Philosophy and theory of leadership will be integrated with each student's specific campus leadership responsibility. The course is repeatable as the student assumes additional campus leadership. Enrollment is by consent of the instructor.	
PSYC 319 Cognitive Psychology	3
A study of how people understand and interpret the world. Primary topics include learning, memory, decision-making, sensation/perception, and intelligence. Prerequisite: Psyc 100.	
PSYC 320 Psychological Assessment	3
A study of psychological testing theory, test administration and test interpretation. The course will survey intellectual, aptitude, achievement, interest, personality and neurological assessment. Students will be given direct experience with tests from each of these categories. Prerequisite: Psyc 100.	
PSYC 400 Advanced Projects in Psychology	1 (1-3)
Independent reading or research for psychology majors. Requires extensive reading or research on a topic of the student's choice. Consultation with instructor required.	
PSYC 402 Statistics & Research Methods I	4
A study of research methods and data analysis in psychology. Involves research on a specific problem. Prerequisite: senior standing and consent of instructor.	
PSYC 403 Statistics & Research Methods II	2
Overview of multivariate statistics. Further analysis of the problem studied in Psyc 402, culminating in a written thesis and oral presentation. Prerequisite: Psyc 402.	
PSYC 409 Senior Internship	2
Internship offers opportunity to observe and participate in a supervised field learning experience in which psychological theories and concepts are employed and issues pertaining to psychology as a career can be addressed. Prerequisites: senior standing; minimum of 12 hours of upper-level psychology or consent of instructor.	
PSYC 410 Senior Seminar in Psychology	2
A focus on integrative issues concerning psychology and Christian faith. Questions	

Academic departments and courses : Psychology

related to psychology as a profession will also be addressed. Prerequisites: senior standing; minimum of 12 hours of upper-level psychology or consent of instructor.

Sociology, social work, and anthropology

Professors J. Liechty (Department Chair. Director of Social Work), T. Meyers, R. Peterson-Veatch

Associate Professors C. Jarvis, G. Pérez, R. Shands Stoltzfus

Assistant Professor D. H. Lind

Introduction

The sociology, social work and anthropology department offers two majors and two minors:

- [Major in sociology](#)
- [Major in social work](#)
- [Minor in sociology](#)
- [Minor in social policy](#)

Visit the department's Web site at www.goshen.edu/sowk

Career and postgraduate opportunities

The sociology major and minor provide a knowledge base and skills in social analysis with a variety of practical applications. The social policy minor is a collaborative cross-disciplinary program for students who want to work for social change within the public sector or nonprofit organizations. In this minor, 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.

Past graduates in sociology have entered positions in high school teaching, foreign and domestic community development and professional and voluntary social services (not requiring professional 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.

Social work professional program

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, families and groups 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.

Admission to the social work professional program

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.

Social studies education

Teacher certification in social studies education is available for grades 5-12. Required are 54 credits in social science, with at least 12 credits each in three areas chosen from economics, historical perspectives, geographical perspectives, government, psychology, or sociology. Other requirements of a Goshen College major in history, psychology or sociology must be met as well. In addition, 30 credits of education courses are required, including a fall semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the education department pages and the *Teacher Education Handbook* for more details about requirements.

Major in sociology

40 credit hours

Core courses (19 credit hours):

- Soc 200, Principles of Sociology 3
- Soc 310, Social Theory 3
- Soc 334, Race, Class and Ethnic Relations 3
- Soc 391-392, Methods of Social Research 6
- Soc 409, Field Experience in Sociology/Anthropology 3
- Soc 410, Senior Seminar 1

Elective and related courses (21 credit hours):

- Elective courses in sociology, at least 6 credit hours upper level (300 and above) 12
- Econ 203, Principles of Microeconomics 3
- Any history course 3
- Any political science course 3

Planning guide

First year Goshen Core
SST language prerequisite
Principles of Sociology
Lower level sociology electives

Second year Courses in disciplines related to Sociology
Lower level sociology electives
Goshen Core courses
SST

Third year Methods of Social Research sequence
Race, Class & Ethnic Relations
Social Theory

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Goshen Core courses
Upper level sociology electives

Fourth year Senior Seminar
Upper level sociology electives
Internship
Balance of Goshen Core courses

Major in social work

53 credit hours

- Psyc 306, Abnormal Psychology 3
- Soc 200, Principles of Sociology 3
- Soc 210, Sociology of the Family 3
- Soc 334, Race, Class and Ethnic Relations 3
- Soc 391, Methods of Social Research 3
- 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 409, Field Instruction 10
- SoWk 410, Social Work Senior Seminar 2
- SoWk 425, Social Work Practice Theory II 3
- One of the following courses: 3
- Soc 301, Community Development
- Soc 392, Methods of Social Research II
- SoWk 345, Women's Concerns
- SoWk 350, Human Services: Child Welfare
- SoWk 350, Human Services: Services to Families

Planning guide

First year Goshen Core
Principles of Sociology
General Psychology
Sociology of the Family

Second year Goshen Core
Human Behavior
Introduction to Social Work
Social Service Field Experience
SST (spring or summer)
Expository Writing (strongly recommended)

Third year Goshen Core
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 Goshen Core
Social Work Practice Theory II
Field Instruction
Senior Seminar

Planning and advising notes

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. 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.

Psyc 100, General Psychology is a pre-requisite for Psyc 306, Abnormal Psychology. Courses in human biology, statistics and expository writing are typically required for admission into Master of Social Work (MSW) programs.

Academic requirements

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 who are denied admission or dismissed from the program, and believe relevant policies were unfairly administered, have the right to initiate the Goshen College grievance procedure.

Minor in sociology

18 credit hours

- Soc 200, Principles of Sociology 3
- Soc 310, Social Theory 3
- Soc 391, Methods of Social Research 3
- Three courses in sociology (at least one upper level, 300 or above) 9

Planning and advising notes

The minor in sociology is not available to students majoring in social work. For elective sociology courses in the minor, courses taught from within the sociology department (not cross-listed from other departments) are strongly preferred.

Minor in social policy

18 credit hours

Core courses (9 credit hours):

- One of the following courses: 3
SoWk 322, Social Welfare Policy and Program I
PoSc 210, Introduction to Public Policy
- One of the following courses: 3
Econ 203, Principles of Microeconomics
Hist 225, History of Global Poverty
Phil 302, Ethics and Morality
Psyc 200, Social Psychology
Soc 200, Principles of Sociology
Soc 230, Cultural Anthropology
- SoWk 321, Social Service Field Experience (or alt internship) 3

Skills and methodology courses (9 credit hours):

- Three of the following, with no more than two courses from any one department: 9
Bus 121, Introduction to Entrepreneurship
Bus 215, Entrepreneurial Finance

- Bus 319, Leading Nonprofit Organizations
- Comm 212, Digital Media Production I
- Comm 250, Writing for Media
- Comm 324, Principles of Public Relations
- PJCS 325, Mediation: Process, Skills and Theory
- PJCS 426, Conflict-Healthy Groups
- Soc 301, Community Development
- Soc 391, Methods of Social Research

Planning and advising notes

To obtain a minor in social policy, students must consult with their major adviser and submit a proposal of their goals and rationale for their course choices in the minor to the Social Policy Review Committee for approval. At least nine credit hours in this minor must be upper level (300 level and above) 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.

In the social policy internship, students will gain practical experience in their specific areas of interest. Most will complete an internship through the existing course, SoWk 321, which combines 40 hours in an agency and policy setting with weekly class sessions. 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 the Chicago Center.

Sociology courses

SOC 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.

SOC 205 Introduction to Women's Studies 3

(Cross-listed from WoSt 200) Introduction to major areas of feminist thought (historical and contemporary) that shaped the field of Women's Studies. Course objectives focus on increasing students' understandings of the social systemic factors (i.e., sociological factors) that influence women's lived experience. Readings, small group discussions, and service learning/activism projects enable students to apply feminist theory concerning women and gender in an interdisciplinary context. This course serves as an introductory survey course for women's studies and a topical exploration for sociology.

SOC 207 Business Research and Statistics 3

(Cross-listed from Econ 207) 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.

SOC 210 Sociology of the 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.

SOC 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

Academic departments and courses : Sociology, social work, and anthropology

by anyone wishing to relate competently to persons whose linguistic, social and cultural backgrounds differ from one's own.

SOC 260 Human Sexuality 3

Biographical, 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.

SOC 301 Community Development 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 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. Specific foci within the course may vary according to professor's interests and expertise.

SOC 302 Urban Diversity 3

Student is exposed to issues affecting the lives of an ethnically and religiously diverse urban populace - racism, sexism, classism - and helped to develop new ways of conceptualizing and interpreting the contemporary urban scene. Reading, research and writing are integrated with the student's first-hand involvement in issues under study. Available through the Chicago Center or WCSC in Washington, D.C.

SOC 310 Social Theory 3

A seminar for sociology majors and minors, open to other students with the permission of the instructor. Students will examine the assumptions, purposes, and orientations of sociology by critically engaging selected works by the classical figures of social theory (e.g. Durkheim, Marx, Simmel, Tocqueville, and Weber) as well as writing by contemporary representatives of the classical perspectives. Prerequisite: Soc 200 and junior standing.

SOC 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 Sociology/Anthropology, the course has a cross-cultural, comparative focus on ritual and belief. Students complete an ethnographic study of a local religious group or phenomenon.

SOC 322 Social Policy and Programs 3

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: SoWk 221, 224, 321 or consent of instructor.

SOC 334 Race, Class & 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: Soc 200.

SOC 336 Latin American Societies & 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.

SOC 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.

SOC 345 Women's Concerns 3

(Cross-listed with SoWk 345) This 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; (c) considers women to be persons of worth and value with the right of self-determination ; and (d) assists in understanding, contextually, women's requests for help and appropriate intervention strategies. Class participation and small group discussions are important components of course learning.

SOC 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, social inequality, food and the environment, and Latino families in the U.S. The seminar topic varies from year to year.

SOC 391 Methods of Social Research 3

Introduces the principles and methods of quantitative and qualitative research in sociology and social work, including descriptive and inferential statistics. Prerequisites: Junior standing or consent of instructor.

SOC 392 Methods of Social Research 3

A research internship, consisting of original research on a specific problem, data analysis and presentation of findings in oral and written-thesis formats. Prerequisite: Soc 391.

SOC 400 Advanced Readings 1

This independent study provides the opportunity for Sociology majors and minors to pursue more individualized, self-guided study and research in a topic of interest, and strengthen their skills and knowledge in an area of sociology or anthropology where they have not been able to do course work. Prerequisite: Soc 200, upper level standing, and consent of instructor.

SOC 409 Field Experience in Soc/Anthro 3 (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 advisor and supervised by a preceptor in the contracting host organization. Forty hours of internship experience will be expected for each hour of credit earned. Prerequisites: Soc 200, upper level standing, and instructor approval.

SOC 410 Senior Seminar 1

Weekly meetings of sociology majors and faculty to guide the research, writing, and revising of a capstone paper. Topics such as vocation, career planning and graduate study will also be engaged.

Social work courses

Academic departments and courses : Sociology, social work, and anthropology

- 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.
- 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.
- 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, 224 or consent of instructor. Students furnish their own transportation for field placement.
- SOWK 322 Social Welfare Policy & Program I** 3
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: SoWk 221, 224 or consent of instructor.
- SOWK 323 Social Welfare Policy & Program II** 4
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. Taken concurrently with SoWk 325.
- 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, 224. Taken concurrently with SoWk 323.
- SOWK 345 Women's Concerns** 3
This 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; (c) considers women to be persons of worth and value with the right of self-determination ; and (d) assists in understanding, contextually, women's requests for help and appropriate intervention strategies. Class participation and small group discussions are important components of course learning.
- SOWK 350 Human Services:Special Studies** 3
An in-depth seminar on a selected field of service, program or policy issue. Particular emphasis is given to concepts of exploitation and social/economic justice. Check the course offering list to see current options.

- SOWK 391 Methods of Social Research** 3
(Cross-listed from Soc 391) The principles and methods of quantitative and qualitative research in sociology and social work, including descriptive and inferential statistics. Prerequisites: Soc 200, 210, 221, SoWk 224.
- SOWK 409 Field Instruction** 10
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. Field Instruction must be applied for during the spring of the year preceding enrollment. Usually taken over two semesters; may be taken for 10 credits during the spring semester by approval of program director. Prerequisites: SoWk 323, 325 and consent of program director. Students furnish their own transportation for field placement.
- SOWK 410 Social Work Senior Seminar** 2
Taken during the second semester of Field Instruction or concurrent with one semester block field placement. A weekly seminar that offers the integration of learnings from all social work and required related courses. The final exam takes the form of a written paper and oral examination through which students demonstrate their integration of learning and skill competencies.
- SOWK 425 Social Work Practice Theory II** 3
Expansion of learnings from Social Work Practice Theory I and Social Welfare Policy and Program II and application to social work practice with individuals, families and social systems of varying size. This course is taught concurrently with the first semester of field instruction, which provides the opportunity to integrate theory with skill development. Prerequisites: SoWk 323, 325, and admission to the program.

Sustainability and Environmental Education (SEED)

L. Gascho, Department Chair

D. Ostergren, Director of M.S. in Environmental Education

L. Yoder, Director of Sustainability Semester in Residence

D. Hess, Director of Ecological Field Station

Associate professor J. Schramm

Assistant professors B. Minter, J. Schrock, P. Steury, L. Zinn

Introduction

The sustainability and environmental education department (SEED) offers two undergraduate experiences in sustainability: a fall Sustainability Semester in Residence and an Agroecology Summer Intensive. These two immersion experiences provide the core of two minors in Sustainability and Agroecology.

SEED also offers a master's degree in environmental education described in a separate graduate programs catalog. The courses offered by SEED take place at Merry Lea Environmental Learning Center of Goshen College, a 1,189-acre natural area 30 miles from the main campus. This preserve contains prairies, grasslands, upland forests, lowland forests, lakes, ponds and senescent bogs. SEED faculty offices are in facilities at Merry Lea.

The mission of the department is to provide:

- a setting for interdisciplinary practice by engaging the constructs of education, science, faith, human ecology, and economics
- student-centered learning experiences in ecological systems at Merry Lea
- training in environmental education--including pedagogy, issues and practice
- learning opportunities in sustainability--including buildings, food systems, social dynamics--all integrated with ecological system.

SEED collaborates with the biological sciences and education departments in curricular development and course delivery. It also works with other academic departments to achieve the interdisciplinary goals above.

For more information, please visit the Merry Lea web site at www.goshen.edu/merrylea.

For Sustainability Semester in Residence: www.goshen.edu/merrylea/sustsemester/indexsust.php

For the Master's degree in Environmental Education: www.goshen.edu/merrylea/graduate

Career and postgraduate opportunities

Participants in the sustainability program develop skills and knowledge applicable in many careers that require a problem-solving approach. Interdisciplinary aspects of the program equip students for further study and jobs in nonprofit agencies, K-12 education, business, community development, social justice, green and sustainable industry, and water quality.

Sustainability Semester in Residence

15 credit hours

- SUST 300, Sustainability and Regeneration 3
- SUST 309, Faith, Ethics and Eco-justice 3
- SUST 313, Landscape Limnology 4

- SUST 320, Environmental Policy and Politics 3
- SUST 330, Environmental Problem Solving 2

Program description

The Sustainability Semester in Residence is an undergraduate immersion program offered by SEED. This is a fall semester program focused on sustainability and regeneration. A cohort of students spends the semester in full-time residence at Merry Lea’s Rieth Village, where they are immersed in the issues they are studying. Students closely evaluate day-to-day decisions and make sustainable living choices concerning both personal lifestyle and community life. They study ecosystems and their functions at Merry Lea and in the surrounding region.

The Sustainability Semester in Residence (SSR) is a problem-based learning experience in which students engage in solving real issues of local concern. The learning community provides an opportunity for students and faculty with a wide range of backgrounds and expertise to contribute to the process of understanding these problems and looking for solutions. Students interact with people from the local community who are faced with real environmental issues and learn the complexity of and interdisciplinary nature of possible solutions.

Planning and advising notes

The SSR program is designed to be part of a student’s third year of college, but there is some flexibility to fit with student schedules. There are no specific prerequisite courses for this program. Participants are selected through a competitive application process. Applications may be obtained through the offices at Merry Lea. Permission of the Sustainability Semester in Residence director is required to enroll.

Minor in Sustainability

18 credit hours

- Sustainability Semester in Residence 15
- One of the following courses: 3
 - Biol 309, General Ecology
 - Econ 209, Environmental Economics
 - Hist 345, Environmental History

Minor in Agroecology

18-20 credit hours

- Agroecology Summer Intensive (*See Biological Sciences pages for program and course descriptions*) 12
 - Biol 230, Small Farm Management and Produce Marketing
 - Biol 316, Vegetable Crops
 - Biol 318, Agroecology
 - Biol 320, Soil Properties and Management
- Two of the following courses: 6-8
 - Biol 201, Botany of Seed Plants (4)
 - Biol 308, General Entomology (4)
 - Biol 309, General Ecology (4)
 - Bus 316, Principles of Marketing (3)
 - Soc 301, Community Development (3)

Sustainability courses

SUST 300 Sustainability and Regeneration 3

An interdisciplinary course that integrates the theory and practice of sustainable living. It will examine the interaction between human social systems and natural ecological systems in buildings, transportation, food, land use, and energy generation at a global scale, a national scale, and a personal scale within the learning community at Rieth

Academic departments and courses : Sustainability and Environmental Education (SEED)

Village. Students will examine the conflicts and issues that have resulted from personal and societal choices and seek regenerative responses to these consequences.

SUST 309 Faith, Ethics and Eco-justice 3

A survey of biblical literature and beliefs related to creation care and environmental stewardship will be the foundation of this course. Students will interact with the writings of theologians and ethicists who have grappled with the interconnectedness of God, humans and the rest of the created order. The course will utilize peacemaking and eco-justice principles as a life-giving way to respond to environmental issues.

SUST 313 Landscape Limnology 4

This course examines the physical, chemical and biological variables of freshwater lakes, streams and wetlands, which influence living organisms in these aquatic ecosystems. Emphasis on how their interactions contribute to the environmental, economic and social health of watersheds that make up every landscape.

SUST 320 Environmental Policy and Politics 3

Explores the environmental policy-making process with specific attention to water and land management policy in the Elkhart River watershed. Investigates the differences between, as well as the overlap of, local, state and federal water policy. Analyzes how the intersection of socioeconomic forces with scientific data shapes policy development and implementation. Includes a critical and normative analysis of current policy with an assessment of the future role of students in creating and implementing policy.

SUST 330 Environmental Problem Solving 2

Each student will complete a research project based on a complex environmental issue from the local context and propose responses that promote sustainability. The project will include relevant literature, data collection, analysis of data, and written and oral presentations of findings. Students will demonstrate the intersection of landscape dynamics with faith, policy, and sustainability concepts.

Theater

Professor D. L. Caskey (Department Chair)

Assistant Professors T. Izlar, A. Moeggenborg (Umble Center technical director)

Introduction

The theater department offers a flexible minor in theater and also a major with five concentration options, including a secondary education program in theater arts.

- [Major in theater](#)
- [Minor in theater](#)
- [Theater arts education](#)

The theater program at Goshen College has a strong liberal arts emphasis grounded in aesthetic communication and performance theory. Students explore historical, philosophical and artistic movements and the specialized areas of theater design, acting, literature, playwriting, voice and artistic movements. Courses in other academic areas such as art, music, communication, English and foreign languages can augment theater knowledge and skills.

The John S. Umble Center is the home for most theater productions. Two major productions and numerous one-acts are offered during the academic year. Musical theater performances are produced during May term in alternate years. The department also holds a biennial peace playwriting contest and produces the winning play. Visit the theater department Web site at www.goshen.edu/theater.

Career and postgraduate opportunities

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

Theater arts education

A secondary teacher education program is available in theater arts for grades 5-12. Students should elect the theater education concentration described below. The program requires 30 credits of education courses, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the education department pages and the [Teacher Education Handbook](#) for more details about requirements.

Major in theater

41-72 credit hours (core and one concentration area)

Core courses (23 credit hours)

- Comm 204, Expository Writing 3
- Comm 240, Communication Research 3
- Thea 200, Theater Practice 2
- Thea 225, Introduction to Theater 3
- Thea 235, The Power of Story 3
- Thea 387, History of Theater 3
- Thea 409, Internship 3
- Thea 410, Senior Seminar 3

Acting/Performance concentration (18 credit hours)

- Thea 245, Aesthetics 3
- Thea 334, Acting 3

Academic departments and courses : Theater

- Thea 338, Directing 3
- Courses selected from the following, at least 3 credit hours upper level (300 and above) 9
 - Engl 306, Major Author: Shakespeare
 - Mus 240, Class Voice
 - Mus 262, 362, Opera Workshop
 - Thea 275, Acting Lessons
 - Thea 320, The Expressive Voice
 - Thea 350, Playwriting
 - Thea 355, Arts in London
 - Thea 388, Themes in Drama
 - Thea 412, Special Project
- At least six semesters participation in theater productions NC

Design/Technical concentration (18 credit hours)

- Thea 245, Aesthetics 3
- Thea 332, Design for Theater 3
- Thea 338, Directing 3
- Courses selected from the following, at least 3 credit hours upper level (300 and above) 9
 - Art 107, Design
 - Art 242, History of Art II
 - Comm 212, Broadcast Media Production I
 - Comm 375, Multimedia Concepts
 - Thea 355, Arts in London
 - Thea 388, Themes in Drama
 - Thea 412, Special Project
- At least six semesters participation in theater productions NC

Theater arts education concentration (49 credit hours)

- Thea 245, Aesthetics 3
- Thea 332, Design for Theater 3
- Thea 334, Acting 3
- Thea 338, Directing 3
- Thea 350, Playwriting 3
- One of the following: 3
 - Thea 388, Themes in Drama
 - Educ 340, Learning Disorders
- Thea 412, Special Project 1
- Secondary education courses 30

Film studies concentration (19 credit hours)

Same as [communication major](#) concentration in film studies, described in the communication section of the catalog.

Generalist concentration (18 credit hours)

- Nine credit hours of any theater courses, with adviser's approval ... 9
- Nine credit hours of upper level (300 and above) theater or related courses, with adviser's approval 9
- At least six semesters participation in theater productions NC

Planning guide

First year Goshen Core
Introduction to Theater
Communication Research
The Power of Story

- Second year** Goshen Core
Expository Writing
History of Theater
Theater Practice
Courses in major
SST
- Third year** Goshen Core
Theater Practice
Upper-level courses in major
- Fourth year** Balance of Goshen Core
Balance of major
Senior Seminar
Internship

Planning and advising notes

Transfer students must have a minimum of nine hours of theater courses at Goshen College. The Thea 409/Internship should be in the student's area of concentration. A senior recital and a portfolio or its equivalent are required for graduation.

Minor in theater

18 credit hours

- Thea 225, Introduction to Theater 3
- One of the following:..... 3
Thea 387, History of Theater
Thea 388, Themes in Drama
- One of the following:..... 3
Thea 235, The Power of Story
Thea 334, Acting
- Concentration in theater and related courses 9
- At least four semesters participation in theater productions..... NC

Planning and advising notes

Concentration courses are selected in consultation with theater minor adviser. At least eight credit hours in the minor should be upper-level credit (300 and above). At least six credit hours must be taken at Goshen College. A faculty-approved and supervised theater recital (or its equivalent) is encouraged, but not required for theater minors.

Theater courses

THEA 200 Theater Practice 1 (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 3 (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 examines the elements of theater. It will include script analysis of selected plays, acting exercises, 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 narrative texts for various audiences. Course activities/ assignments will explore the power and role of story in conternporary culture by analyzing and participating in various storytelling methods. 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 may register for private instruction in acting and will develop individualized goals and address personal challenges. The focus is often 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

Various spoken materials such as scripts, poetic verse, and narratives are used to explore and develop effective vocal skills to communicate expressive meaning. Breath, resonance, articulation, diction and expressive vocal range are explored over the course of the semester. Prerequisite: Comm 202 or 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 3 (1-3)

Students will examine the theory and practice of playwriting. Typically, students write a one-act play as the course requirement. Class will meet regularly as a seminar. Prerequisite: Engl 110 or Engl 210 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, 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 (1-4)

A concentrated study of selected themes in drama. Themes might include a major playwright, advanced acting, musical theater, creative drama, improvisational or ensemble acting, religious drama or theater and multiculturalism. Prerequisite: Thea 225 or 235 or Engl 110, or 204 or 210 or consent of instructor.

THEA 409 Internship 3 (1-3)

An off-campus internship in a professional or non-profit 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 resumes. Creation of a portfolio. Required of all theater majors.

THEA 412 Special Project 1 (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

Professors B. Martin Birky (Director), J. Brant, J. M. Liechty, K. Graber Miller, A. Hostetler, J. B. Shetler
Associate Professor R. Shands Stoltzfus
Assistant Professors D. H. Lind, G. Pérez

Introduction

The women's studies program offers one flexible, interdisciplinary minor:

- **Minor in women's studies**

The women's studies minor can be combined with any major or incorporated into an interdisciplinary studies major. Visit the women's studies program Web site at www.goshen.edu/wost.

Within the community of faith and learning at Goshen College, the women's studies program examines women's experience in a gendered and global society. Courses foster the study and cultivation of feminist scholarship and practice in students' personal and professional preparation. This interdisciplinary program draws on courses from a variety of disciplines and women's resources in the campus community in addition to a core of courses offered by the women's studies program. Courses listed or cross-listed in this program 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.
- Identify and analyze the many systems that shape women's lives and choices.
- Examine feminist genres, research methods, structures, analytical tools, aesthetics, criticism, contemporary issues and pedagogy.

Minor in women's studies

18 credit hours

- Any WoSt or cross-listed courses, selected in consultation with adviser 18

Planning and advising notes

WoSt 200, Introduction to Women's Studies is strongly recommended for all students selecting this minor.

Women's studies courses

WOST 200 Introduction to Women's Studies 3

Introduction to major areas of feminist thought (historical and contemporary) that shaped the field of Women's Studies. Course objectives focus on increasing students' understandings of the social systemic factors (i.e., sociological factors) that influence women's lived experience. Readings, small group discussions, and service learning/activism projects enable students to apply feminist theory concerning women and gender in an interdisciplinary context. This course serves as an introductory survey course for women's studies and a topical exploration for sociology.

WOST 201 Gender in Global Context 3

How do economic development policies impact the basic rights and qualities of life for men and women in different cultural contexts? This course will examine ways that different cultures construct gender roles and how these diverse constructs affect

economic development issues in a global context. A Social World Perspectives course in the Goshen core. Pre or Corequisite: Quantitative Literacy.

WOST 207 Women in Literature 3
 (Cross-listed from Engl 207/307) Topics and issues in women's literature. Recent courses include Women and Nature, Feminist Literacy Theory, and Gender and the Literary Canon.

WOST 210 Sociology of the Family 3
 (Cross-listed from Soc 210) The course combines institutional and functional approaches in the study of courtship, mate selection, marriage, family roles and relationships, family disorganization and social trends affecting the family in contemporary society and culture.

WOST 221 Human Behavior 3
 (Cross-listed from SoWk 221) 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.

WOST 275 Women in Text and Image 3
 (Cross-listed from Wost 375) 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 307 Women in Literature 3
 (Cross-listed from Engl 207/307) Topics and issues in women's literature. Recent courses include Women and Nature, Feminist Literacy Theory, and Gender and the Literary Canon.

WOST 316 Liberation Theologies 3
 (Cross-listed from Rel 316) Liberation Theologies focuses on three contemporary theologies of liberation (Latin Merican 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 exploration and oppression. The course also has a praxis component in which students move outward into the community.

WOST 322 Social Problems 3
 (Cross-listed from SoWk 322) 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 203, 204, SoWk 221, 224, 321 or consent of instructor.

WOST 324 Women in the Bible 3
 (Cross-listed from Bibl 324) 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.

WOST 325 Topics	3
Special topics courses in different disciplines that focus on specific issues related to women and/or gender.	
WOST 328 Spiritual Writings of Women	3
(Cross-listed from Rel 328) 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.	
WOST 330 Gender in World History	3
(Cross-listed from Hist 330) 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.	
WOST 335 Religion and Sexuality	3
(Cross-listed from Rel 330) 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.	
WOST 345 Women's Concerns	3
(Cross-listed with SoWk 345) This 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; (c) considers women to be persons of worth and value with the right of self-determination ; and (d) assists in understanding, contextually, women's requests for help and appropriate intervention strategies. Class participation and small group discussions are important components of course learning.	
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 370 Personal Violence and Healing	3
A seminar course in which advanced students examine selected problems in violence. The course focuses upon the socio-cultural matrix of an individual's encounters with violence and integrates religious and ethical studies with the social sciences.	
WOST 375 Women in Text and Image	3
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 400 Advanced Readings	1 (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.

Division of adult and external studies (DAES)

M. Moretto, Director of DAES

Introduction

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. Two different majors are available:

- [Organizational leadership](#)
- [B.S.N. completion](#)

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. Visit the DAES Web site at www.goshen.edu/daes.

The bachelor of science in nursing program is 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.

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 the Goshen College nursing department pages.

Admission information

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, around 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 course 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 to the 40 credit hours earned in the core courses, students may earn up to 20 additional credit hours by Credit for Prior Learning. Students may transfer up to 20 credits from their military service. These must be lower or higher level credits, not vocational credits. Credits can also be obtained using DANTES and CLEP tests. Goshen College is a test center for both exam programs.

Major in organizational leadership

40 credit hours

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 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 are 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 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 Organization..... 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 & Serving Multicultural 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 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 403 Leadership Theory & 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 410 Ethical Issues in Leadership and Organization 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)

OLP 412 Leading & 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, 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 450 Leadership Project I..... 1

This capstone project integrates 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.

OLP 451 Leadership Project II..... 3

Continuation of the capstone project begun in OLP 450. Includes formal presentation of findings.

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 catalog page](#).

Directories

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Rafael Barahona
Director of Hispanic pastoral leadership education

Violeta Ajquejay
Associate director for Hispanic pastoral leadership education

Rachel Nussbaum Eby
Director of communications

Lisa J. Heinz
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Rick Stiffney, chair
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Edwardsburg, Mich.

Administrative faculty

President's Council

James E. Brennehan, Ph.D.

President

B.A., Goshen College, 1977; M.Div., Fuller Theological Seminary, 1982; M.A., 1991, Ph.D., 1994, Claremont Graduate University. GC, 2006-.

William J. Born, M.A.

Vice President for Student Life

B.A., Tabor College, 1989; M.A., Emporia State University, 1997. GC, 2002-.

James K. Caskey, B.A.

Vice President for Institutional Advancement

B.A., Goshen College, 1984. GC, 1997-.

James L. Histand, C.P.A., M.B.A.

Vice President for Finance, Associate Professor of Accounting

B.A., Goshen College, 1978; M.B.A., Temple University, 1982. GC, 1990-.

Anita K. Stalter, Ph.D.

Vice President for Academic Affairs, Academic Dean, Professor of Education B.S., Eastern Mennonite College, 1979; M.Ed., James Madison University, 1982; Ph.D., Michigan State University, 1996. GC, 1987-.

Other administrative faculty

Richard R. Aguirre, B.A.

Director of Public Relations

B.A., California State University-Fresno, 1980. GC, 2006-.

Allison Bailey, B.S.

Men's and Women's Golf Coach

B.S., Trine University, 2008. GC, 2011-.

Norm Bakhit, M.A.

Director of Human Resources

B.S. Grace College, 1986. M.A. Grace Theological Seminary, 1988. GC, 2011-

Liliana Ballge, M.S.

Assistant Director of Financial Aid

B.S. 2005, M.S. 2007, Indiana University. GC, 2007-.

Scott Barge, Ed.D.

Director of Assessment and Institutional Research

B.A., Goshen College, 1999; M.Ed.,

2006, Ed.D., 2011, Harvard University. GC, 2011-.

Joe Bean, B.S.

Director of Printing and Mailing Services

B.S., Goshen College, 2001. GC, 2008-.

Jodi S. Hochstedler Beyeler, B.A.

Associate Director of Public Relations, Director of News and Communication

B.A., Goshen College, 2000. GC, 2003-.

Anne Meyer Byler, M.S.L.S.

Reference and Instruction Librarian

B.A., Goshen College, 1981; M.S.L.S., University of Illinois, 1987. GC, 2003-.

Gary Chupp, B.S.

Men's Basketball Coach, Assistant Athletic Director

B.S., Eastern Mennonite University, 1992. GC, 2007-.

Chad Coleman, B.S.

Resident Director, Director of Residential Life, Intramurals Coordinator

B.S., Indiana University, 1996. GC, 2002-.

Tim Demant, M.H.K.

Athletic Director

B.A. Trinity Western University, 1995; M.H.K. University of British Columbia, 1998. GC, 2008-.

Fabio dos Santos, B.A.

Women's Soccer Coach

B.A., University of Sao Paulo, 1997. GC, 2011-.

Luke A. Gascho, Ed.D.

Director of Merry Lea Environmental Learning Center

B.S., Eastern Mennonite University, 1974; M.A., Grace Theological Seminary, 1983; Ed.D., Nova Southeastern University, 1998. GC, 1997-.

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Sustainability Officer, Utilities Manager

B.S., Goshen College, 2001. GC, 1985-.

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Director of Conferences and Events

B.A., Simpson University, 2006. GC, 2007-.

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Sports Information Director, Golf Coach
B.A., Simpson College, 2003. GC, 2008-

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Resident Director
B.A., Taylor University, 2000; M.A.,
Western Theological Seminary, 2002.
GC, 2010-

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B.A., Goshen College, 1989. GC, 2001-

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B.S., Eastern Mennonite University,
1990. GC, 1999-

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B.A., Grace College, 1991. GC, 2009-

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B.A. Goshen College, 1975. M.A.
University of Notre Dame, 1981. GC
1984-2000, 2011-

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B.A. Lewis and Clark College, 1983.
M.Div. Associated Mennonite Biblical
Seminary, 1990. GC 2012-

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Director*
B.S., Bethel College (IN), 2010. GC
2011-

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Technical Services Librarian
B.A., Warren Wilson College, 2000;
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University at Indianapolis, 2002. GC,
2004-

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Associate Professor of Agroecology*
B.A., Millersville State College, 1976;
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University. GC, 2005-

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B.A., Southeastern College, 1989;
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GC, 2008-

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B.S., 1972, M.S. 1976, Butler University.
GC, 2005-

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B.A., Goshen College, 2004. GC, 2005-

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B.A., Goshen College, 1977. M.P.H.,
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2008-

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Director of Admissions
B.A., Goshen College, 1988. M.A., 1995.
Ph.D. 2000, Michigan State University.
GC, 2011-.

Jameson P. Lingl

Coordinator of Young Alumni and Phonathon
B.A. in progress. GC, 2012-.

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Indiana Law Enforcement Academy,
1977. GC, 2012-.

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Director of Academic Resource and Writing Center
B.A., Goshen College, 1969; M.S.,
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GC, 2005-.

Lee Mast

Head Softball Coach
GC, 2006-.

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Assistant Director of Multicultural Affairs
B.A., St. Mary's University, 2002. M.T.S.,
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2010-.

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Controller
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Registrar
B.A., Goshen College, 1971; M.S.A., The
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Women's Basketball Coach
B.A., 1997; Professional Teaching
Certificate, 2010, Michigan State
University. GC, 2011-.

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GC, 1995-.

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1991-.

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B.F.A., Kansas City Art Institute, 1976.
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Director of Annual and Planned Giving
B.A., Goshen College, 1978; M.A.E., Ball
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B.A., Indiana University, 1993; M.S.,
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Director of Graduate Program in Environmental Education
B.S., 1982, M.Ed. 1992, University of
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West Virginia University. GC, 2008-.

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B.A., Earlham College, 1988, M.A. 1995,

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B.A., Goshen College, 2011. GC, 2011-.

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B.A., Bluffton University, 1993; M.B.A., Indiana University at South Bend, 2007. GC, 1999-.

Savino Rivera

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B.A., Goshen College, 1983; M.Div., Chicago Theological Seminary, 1990. GC, 2002-.

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Director of Facilities

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Kristyn C. Sleseman, M.A.

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B.A., Central Christian College, 1993; M.A., Geneva College, 2006. GC, 2006-.

Joseph A. Springer, M.A.

Curator, Mennonite Historical Library

B.A., Goshen College, 1980; M.S., 1982, M.A., 1983, Catholic University. GC, 1986-.

Paul D. Steury, M.S.

Merry Lea K-12 Education Coordinator

B.A., Goshen College, 1988; M.S., Indiana University, 1997. GC, 1999-.

Rosalyn R. Troiano, D.M.A.

Community School of the Arts String Program Director

B.M., Case-Western Reserve University, 1981; M.M., 1984, D.M.A., 2000, University of Rochester. GC, 2004-.

William A. Velez Villaman, B.A.

Assistant Director of E-Recruitment

B.A., Goshen College, 2006. GC, 2006-.

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Mennonite Historical Library Assistant Librarian

B.A., Wheaton College (IL), 1974; M.A. 1975, M.A. 1979, University of Chicago. GC, 2008-.

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Academic Counselor

B.A., Goshen College, 1981; M.A. University of California, Santa Barbara, 1985. GC, 2007-.

Brian C. Wiebe, M.M.

Music Center Executive Director

B.A., Bethel College, 1985; M.M., Northwestern University, 1987. GC, 2002-.

Anita Yoder, B.A.

Director of Career Services

B.A., Eastern Mennonite College, 1978. GC, 1999-.

M. Douglas Yoder, M.A.

Track and Field Coach, Cross Country Coach

B.A., Goshen College, 1977; M.A., Ball State University, 1984. GC, 2004-.

Patricia A. Yoder, M.A.

Admission Counselor

B.A., Goshen College, 1980; M.A., University of Iowa, 1984. GC, 2001-.

Robert E. Yoder, D.Min.

Campus Pastor, Director of Youth Ministry

B.A., Eastern Mennonite University, 1994; M.Div., Associated Mennonite Biblical Seminary, 2001; D.Min. Western Theological Seminary, 2007. GC, 2003-.

Lisa Zinn, M.E.S.

Merry Lea Environmental Science Educator, Director of Sustainability Semester

B.A., Houghton College, 1992; M.E.S., Miami University, 2002; GC, 2003-.

Academic governance: schools structure

Vice President for Academic Affairs & Academic Dean - Anita Stalter

Associate Academic Dean & Director of Curriculum and Faculty Development- Ross Peterson Veatch

Associate Dean of International Education and Interdisciplinary Studies - Tom Meyers

School of Society and Religion

- **Bible, Religion and Philosophy**.. Keith Graber Miller/Jo-Ann Brant, chairs
- **History & Political Science**Jan Bender Shetler, chair
- **Peace, Justice & Conflict Studies** Joseph Liechty, director
- **Sociology, Social Work & Anthropology**..... Jeanne Liechty, chair
- *Social Work* Jeanne Liechty, director
- **Women's Studies**..... Beth Martin Birky, director

School of Humanities: Arts, Languages, Literature

- **Art** Merrill Krabill, chair
- **English**..... Beth Martin Birky, chair
- *TESOL*..... Carl E. Barnett, director
- **Modern and Classical Languages and Literatures** E. Dean Rhodes/Colleen Geier, chairs
- **Music** Mathew Hill, chair
- **Theater**..... Douglas Liechty Caskey, chair

School of Nursing and Science

- **Biological Sciences**..... Ryan Sensenig, chair
- **Sustainability & Environmental Education** Luke Gascho, chair
- **Chemistry**..... Dan Smith, chair
- **Mathematics and Informatics** David Housman, chair
- **Nursing**..... Brenda Srof, chair
- *Undergraduate nursing program* Vicky Kirkton, director
- **Physics** John Ross Buschert, chair
- **Psychology** Julie Reese, chair

School of Professional Studies

- **Business**..... Michelle Horning, chair
- **Communication** Duane Stoltzfus, chair
- **Education** Christine Bonfiglio, chair
- *Secondary Student Teaching* Kevin Gary, director
- *Elementary Student Teaching* Kathryn Meyer Reimer, director
- **International Education**..... Tom Meyers, director
- **Physical Education**..... Jewel Lehman, chair

Teaching faculty

Andrew Ammons, Ph.D.

Assistant Professor of Biology
B.A., Berea College, 2003; Ph.D., Purdue University, 2007. GC, 2009-.

Jessica Baldanzi, Ph.D.

Associate Professor of English
B.A., Northwestern University, 1992;

M.A., 1997, Ph.D., 2003, Indiana University. GC, 2006-.

Carl E. Barnett Jr., M.A.

International Student Adviser, Associate Professor of English, Director of TESOL
B.A., Duke University, 1975; Dip.C.S.,

Regent College, 1980; M.A., George Mason University, 1988. GC, 1988-.

Beth Martin Birky, Ph.D.

Professor of English, 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-.

Christine Bonfiglio, Ph.D.

Associate Professor of Special Education

B.A., Indiana University South Bend, 1986; M.A., 2002, Ph.D., 2003, Western Michigan University. GC, 2006-.

Jo-Ann A. Brant, Ph.D.

Professor of Bible, Religion and Philosophy, 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-.

Tracy Marble Buller, M.S.

Associate Professor of Nursing

B.S., Ball State University, 1985; M.S. Indiana Wesleyan University, 1991. GC, 1993-2007, 2009-.

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-.

Melissa Chupp, B.A.

Adjunct Professor of Education

B.A., Bethel College (KS), 1999; ESL Endorsement, 2004; M.Ed., 2008, Wichita State University. GC, 2010-.

Seth Conley, B.S.

Assistant Professor of Communication

B.S., Indiana Wesleyan University, 2003; graduate program in progress at Ball State University. GC, 2009-.

Carolyn Davis, Ph.D.

Associate Professor of Nursing

B.S. George Mason University, 1990; M.S., 1997; Pediatrics Nurse Practitioner, 1999; Ph.D., 2011, University of Texas Health Science Center. GC, 2011-.

Suzanne Ehst, M.A.

Adjunct Professor of Education

B.A. Eastern Mennonite University, 1997; M.A. Goddard College, 2004. GC, 2004-.

Jan O. Emswiler, M.P.H.

Assistant Professor of Nursing

B.A. Eastern Mennonite University, 1998; M.P.H. Tulane University, 2004. GC, 2010-.

Christopher Fashun, M.M.

Assistant Professor of Music

B.M., St. Olaf College, 1996; M.M., University of Wisconsin, 2003; D.M.A. (A.B.D.), University of Iowa. GC, 2010-.

Kevin Gary, Ph.D.

Director and Associate Professor of Secondary Education

B.A., 1992, M.A., 1997, University of Notre Dame; M.Ed., 2001, Ph.D., Loyola University, 2005. GC, 2006-.

Colleen Geier, M.S. Ed.

Director and Assistant Professor of ASL Interpreting

B.A., 1982, M.S. Ed., 1994, SUNY College Brockport. GC, 2010-.

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Associate Professor of Business

B.A., Goshen College, 1982; M.S., American Graduate School of International Management, 1991. GC, 2008-.

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Assistant Professor of American Sign Language

B.A., Indiana University South Bend, 2008; M.A. in progress. GC, 2008-.

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B.A., Goshen College, 1997; M.F.A., East Carolina University, 2007. GC, 2009-.

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Professor of Bible, Religion and Philosophy

B.A., Franklin College, 1981; M.Div., Goshen Biblical Seminary, 1988; Ph.D.,

Emory University, 1994. GC, 1987-89, 1993-.

Carlos Gutierrez, M.A.

Assistant Professor of Business
B.A., 2000, M.A., 2004, Fresno Pacific University. GC, 2005-.

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Visiting Professor of Economics
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B.S.N., Goshen College, 1972; M.A., University of Iowa, 1979; M.H.S., Wichita State University, 1988. GC, 2005-.

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Studies, 2011. GC, 1994-.

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2004-.

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2010. GC, 2010-.

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1990-.

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