

Goshen College
Undergraduate Course Catalog 2014-15

Catalog

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Academic calendars 2014-15

Traditional Calendar

Fall semester: August 26-December 12

Monday, August 25, 6:30 p.m.	Classes begin (<i>Chem 111 lab C only</i>)
Tuesday, Sept. 2, 5 p.m.	End of drop/add period (courses and grade plans)
Monday-Friday, Oct. 13-17	Midterm break
Friday, Oct. 31, 5 p.m.	Last day to withdraw with a "W"
Thursday-Wednesday, Oct. 30-Nov. 14	Academic advising period
Thursday-Friday, Nov. 27-28	Thanksgiving break
Monday, Dec. 8	Last day of class
Tuesday, Dec. 9	Reading day (no classes)
Wednesday-Friday, Dec. 10-12	Final Exams

Spring semester: January 7-April 23

Wednesday, Jan. 7, 8 a.m.	Classes begin
Tuesday, Jan. 14, 5 p.m.	End of drop/add period (courses and grade plans)
Monday, Jan. 19	Martin Luther King Jr. Study Day (evening classes meet)
Monday-Friday, Feb. 23-27	Midterm break
Friday, March 20, 5 p.m.	Last day to withdraw with a "W"
Thursday-Friday, March 19-April 6	Academic advising period
Friday, April 17	Last day of class
Friday, April 3	Good Friday holiday
Monday, April 20	Reading day (no classes)
Tuesday-Thursday, April 21-23	Final Exams
Sunday, April 26	Baccalaureate, Commencement

May term: April 29 - May 20

Wednesday, April 29, 9 a.m.	May term classes begin
Thursday, April 30, 5 p.m.	End of drop/add period (courses and grade plans)
Wednesdays, May 6 & 13	No class for 3-credit classes
Monday, May 11, 5 p.m.	Last day to withdraw with a "W"
Wednesday, May 20	Last day of May term classes

Year-Round Calendar: Six 7-week sessions*

Session I	August 25- October 10
Session II	October 20 - December 12
Session III	January 6 - February 23
Session IV	March 2 - April 17
Session V	April 28 - June 12
Session VI	June 15 - July 31

*For Non-traditional programs and online courses. See online calendar for more details.

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Vision, mission and values of the college

Vision

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 Christ centered core values: global citizenship, compassionate peacemaking, servant leadership and passionate learning..

Mission

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

Core values

At Goshen College we intend to create a community of faith and learning built on five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking and global citizenship. Our academic program and co-curricular programs prepare graduates 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 all of life's choices.

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, processes and methodologies 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.
- a commitment to diversity in all of its forms, both conceptually and in practice.

A life of GLOBAL CITIZENSHIP with

- an intercultural openness with the ability to function effectively with people of other world views.
- 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. The college motto since 1904 is "Culture for Service."

Around 50 percent of students and 70 percent of faculty members are Mennonite affiliated. Other students come from approximately 40 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 full time 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.

Accreditation

Goshen College is accredited by the Higher Learning Commission [www.hlcommission.org] and is classified as a Baccalaureate-Arts & Sciences college by the Carnegie Foundation.

Goshen College is authorized by the Indiana Office of Educator Licensing and Development and accredited by the National Council for Accreditation of Teacher Education [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 by the Commission on Collegiate Nursing Education [www.aacn.nche.edu/ccne-accreditation/].

The social work program is accredited by the Council on Social Work Education [www.cswe.org/].

Alumnae of Goshen College are admitted to membership in the American Association of University Women. Goshen College is authorized by name by the State of Indiana. Goshen College is registered with the Regents of the University of the State of New York.

Student consumer information

Goshen College maintains a student consumer information web page, which provides links to all information required by federal or state authorities for "student right-to-know" regulations. See www.goshen.edu/about/leadership/student-consumer-information

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 of Goshen College 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.

Goshen College now purchases all electricity from renewable energy sources such as wind and solar power. In student-initiated projects, solar energy warms water for the Gingerich Recreation-Fitness Center, waste food from the cafeteria is composted, and waste cooking oil is transformed into biodiesel fuel for campus vehicles. In addition, native landscaping covers large areas of the campus, requiring less irrigation and mowing to maintain. Goshen College recently earned a silver rating from the Sustainability Tracking, Assessment and Rating System (STARS) report, which recognizes colleges and universities for their commitment to sustainable practices on campus.

Student life

Visit the Student Life department website at goshen.edu/campuslife.

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. bongs, 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 and nicotine products 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 and paraphernalia (e.g. pipes, hookas, electronic cigarettes, etc) 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/mission). 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 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. All full time students enrolled at GC must live in campus housing unless they meet any of the following 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 managing and 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.

- *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 fully furnished and is configured with a kitchen, living area, one or two baths and two-four bedrooms. The fourth floor features a loft area for additional lounge space. Laundry and individual apartment storage spaces are available to students in the basement.

Apartments offer increased independence and flexibility within the proximity of campus. Students live in self selected groups and select apartments through an online application form that is available in late March.

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 (Taizé worship, Discipleship Hour, Hymn Club, Unity, etc.), and Sunday morning involvement in local congregations. 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 seek to foster a vibrant Christian community of hospitality and dialogue through peer support and regular programmed opportunities.

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 and Prayer Room**– rooms for individual reflection and small group meetings in the basement of Coffman Hall and in the Church-Chapel building.
- **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, kinesiology department, counseling 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 climbing wall.

Athletics

Goshen College holds memberships in the National Association of Intercollegiate Athletics and the Crossroads League. Goshen men compete in baseball, basketball, cross country, 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 includes one-night tournaments in a wide variety of sports, as well as longer sports seasons of four to six weeks. Sports include soccer (indoor/outdoor), basketball, volleyball (indoor/sand), ultimate frisbee, kickball and more.

Career guidance and employment preparation: Career Services

The Career Services office offers 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 coaching, résumé and cover letter preparation, practice interviews, job search skills, job and internship listings, and alumni connections. They also maintain an extensive 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 seven medical doctors and a nurse practitioner, 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 students' 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

The Commuter Student Lounge is located at the south end of the Union building. The lounge has a kitchenette, work tables, study rooms, lockers and WiFi. The commuter student club meets regularly to discuss special interests and concerns of students who live off campus.

Orientation and first-year learning communities

Orientation activities are offered for all new students. Fall orientation includes special activities for intercultural 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 specially designed Goshen Core courses in both fall and spring semester. In the fall semester course Identity, Culture and Community, the focus is on the college experience: understanding the Goshen Core curriculum, personal identity, and cultural markers within the broader campus community. The spring semester Learning Community focus is on the academic major and career, informed by Christian faith and service. Students create electronic portfolios to document their learning and their co-curricular and leadership involvement throughout the college experience.

Student activities

Assistant Directors of Residence Life oversee the Campus Activities Council (CAC) and collaborates with other departments to hold social and recreation events on campus. CAC sponsors a variety of events that include, but are not limited to: Kick-Off (bi-annual talent competition), Hour Afters, movies on the lawn, cosmic bowling, themed dances, and various other late-night activities.

Student government and clubs

The student body is represented by the Student Senate. A five-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:

- 8 Ball Society

- Arab and Middle East Club
- ASL Club
- Black Student Union
- Campus Activities Council
- Campus Ministries Team
- Climbing Club
- Community Garden Club
- Comuter Club
- Eco-Pax
- Enactus
- Extempore
- GC Coffee Club
- GC Nursing Students Association
- GC Players
- GC Service Club
- Goshen Student Women's Association (GSWA)
- Hymn Club
- International Student Club
- Knitting Club
- Latino Student Union
- Pax
- Ping Pong Club
- Poetry Club
- Pre-Medical Club
- PRSSA (Public Relations Student Society of America)
- Salsa Club
- Sidestage
- Soccer Club
- Social Reform Club
- Social Work Action Association
- Student Art
- Student Senate
- Swing Dance Club
- Tutors and Mentors Club
- Yoga Club

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 The Chieftains, Wailin Jennys, the Julliard String Quartet, Sweet Honey in the Rock, and Garrison Keillor.

Music activities

Students interested in music are invited to audition for music department ensembles, including Chamber Choir, Men's Chorus, Women's World Choir, Orchestra, Lavender Jazz, and the All-School Band. The choirs perform several on-campus concerts each year, and one choir tours each year during spring semester mid-term break. Parables, a student worship team, presents music and drama programs at churches and camps throughout the year. The orchestra performs 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 and again in 2013 by the Intercollegiate Broadcasting System. Also in 2013, The Globe was named the best radio station of any type in the state of Indiana. 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 radio school of the year and the Indiana TV school of the year in

2013, competing against all colleges and universities in the state, 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 the campus with high quality, innovative technology services that are constantly evolving and improving. Our iPad one-to-one program is one of the first in the world to be tied to our general education program (GC Core). The campus has a modern 802.11n WiFi infrastructure in all residential and academic buildings and 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 and Mac OS X operating systems. All major 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. The campus participates in Google Apps for Education, providing access to 30 GB network storage, document collaboration, YouTube for Education and a variety of other web services. Students can copy and print using their GC ID and supplied print credit. They also have access to color and large format printing if needed. 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. An annual customer satisfaction survey identifies priorities for ongoing improvement. For more information about technology at GC, see the ITS web page at 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 students living on campus receive an assigned key or combination to a campus mailbox, located in the Union building. Full and part-time students living off-campus also have this option. 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 online each academic year. Vehicles must be covered by liability and property damage insurance. Auto registration is available for faculty and staff 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 office. Indoor winter bicycle storage is available for students in the basement of Howell House.

Admissions

First year students

Enrollment 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, and they are important factors in the admission decision.

Requirements for Admission

For admission, first-year applicants must provide a completed application for admission, \$25 application fee, high school transcript, SAT I or ACT scores, and a personal essay. The admission director reserves the right to ask for additional supporting materials.

All students, both full time and part time, must provide all the application materials and supporting documents outlined above 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, beginning September 1 of the year prior to matriculation. 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 December 1 for spring semester entry.

High school preparation

Graduation from an accredited high school is required. Students from a non-accredited school will be considered on a case-by-case basis. 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 Nursing program need to have one unit of high-school chemistry with a grade of "C" or higher, or its college equivalent.

Applicants who did not complete 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.

All first-year applicants must provide a final and official transcript showing that they have graduated from high school. Registration for second semester classes will be withdrawn until a final high school transcript is received.

College credit earned during high school

Students entering with dual enrollment or other college-level credit are required to submit official transcripts from the college or university granting the college credit prior to the first semester of enrollment at Goshen College. Students who completed Advanced Placement (AP) exams or International Baccalaureate (IB) courses, must have scores submitted by August 1 (for first-time enrollment in fall semester) or December 1 (for first-time enrollment in spring semester).

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 and a personal essay are also required for admission.

SAT I or ACT test score requirements for athletes

All applicants who want to play intercollegiate sports are required 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 are encouraged to apply for admission. Goshen College takes a holistic approach to admission decisions and will consider the merit of each applicant's academic record on an individual basis. Additional materials may be requested so that we can learn as much as we need to make our admission decision. Applicants who are denied admission may appeal the decision to the Admission Board.

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.

Transfer students

Requirements for admission

Transfer student applicants must complete the application for admission. They must also submit a \$25 application fee (occasionally waived), high school transcript (if fewer than 24 semester college credits have been earned), all college transcript(s) (including official documentation for Advanced Placement or International Baccalaureate 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 2.00 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. Credit may be granted for post-secondary work from non-accredited institutions by examination and/or departmental evaluation of course syllabi and other course information. Up to 12 hours of credit may 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 the Goshen Core are determined by the registrar.

All transfer applicants must provide a final transcript from each college attended. Registration for second semester classes will be withdrawn until a final college transcript is received. For AP or IB credit earned in high school to be accepted by Goshen College, official score reports must be sent prior to enrollment.

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 2014, Goshen College accepts the associate of arts and associate of science degrees as meeting Goshen Core requirements, except for international education. All other competencies and prerequisites must be met on the same basis as any other Goshen College student before a bachelor's 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); college personnel reference (for transfer students); 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.

Re-admitted students

Students who leave Goshen College for one or two consecutive semesters, 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 (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.

Students in Non-traditional undergraduate programs

Admission criteria and requirements for undergraduate adult programs (Organizational Leadership, R.N. to B.S.N., Bachelor of Science in Business Administration, and Bachelor of Science in Social Work) are detailed in the Office of Graduate and Continuing Studies section of this catalog.

Non-degree seeking students

A transfer application is required, as is a college reference. Non-degree seeking students can enroll full time or part time at Goshen College. Non-degree seeking students applying for the Merry Lea Sustainability Semester must also submit an official transcript from their current school. Degree-seeking students will have priority for limited enrollment courses.

Student consumer information

Goshen College maintains a student consumer information web page, which provides links to all information required by federal or state authorities for "student right-to-know" regulations. See www.goshen.edu/about/leadership/student-consumer-information

Financial aid

Purpose and philosophy

The Student Financial Aid office (SFA) at Goshen College is designed to assist students and families in financing a college education. Our awarding policies recognize past achievements while also taking into consideration a family's financial need. While financial aid is meant to supplement, not replace, family resources for college, the SFA office staff is committed to providing excellent customer service in helping our families to understand the financial aid process.

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 or the accounting department website for details about expenses for the current 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 2013-2014, Goshen College administered more than \$20.7 million in financial aid.

Types of financial aid available for the traditional program

- **Scholarships and Achievement Awards** - Merit aid awarded in recognition of outstanding achievement in academics, athletics, music, or other leadership areas. Descriptions below.
- **Grants** - Grants are gift aid awarded to students, usually based upon demonstrated need. Grants come from Goshen College and from federal and state governments.
- **Loans** - The Federal Direct Subsidized Stafford Loan, the Federal Perkins Loan, and the Federal Nursing Loan do not accrue interest while the student is enrolled half-time or more. The Federal Direct Unsubsidized Stafford Loan, the Federal Parent PLUS Loan, the Federal Graduate PLUS Loans, and private or alternative loans, do accrue interest during the time of enrollment in college.
- **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 for traditional programs

1. Federal Pell Grant
2. Academic Scholarships
3. Federal Supplemental Educational Opportunity Grant (SEOG)
4. State grants
5. College scholarships and discounts
6. Church Aid and Goshen College Church Aid Matching Grant

7. Goshen College Grant
8. Endowed Scholarships
9. Federal TEACH Grant
10. Federal Direct Subsidized Loan
11. Federal College Work-Study
12. Federal Perkins Loan, Federal Nursing Student Loan to meet remaining need
13. Unsubsidized Federal Direct Stafford Loan
14. Federal Direct Parent Loan (PLUS) to families who desire it.

Financial aid package order of assembly for continuing studies programs

1. Federal Pell Grant
2. State Grants
3. Outside Scholarship (including employer reimbursement)
4. Federal Direct Subsidized Loan
5. Unsubsidized Federal Direct Stafford Loan

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, the Federal Direct Stafford Student Loan, the Federal Direct Parent Loan for Undergraduate Students (PLUS), the Federal Direct Graduate PLUS Loan, 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.

Institutional aid programs for students in the traditional program

Goshen College President's Leadership Award (PLA)

A limited number of awards will be given 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 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 2014-2015 is \$19,000. (The President's Leadership Award replaces a Menno Simons or Yoder, Grebel or Kratz 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 Scholarships (for first-year students entering in fall 2014)

These scholarships reward achievement in high school. Eligibility for the Menno Simons, Yoder Honors, Grebel Honors, Kratz Honors and Goshen Achievement Award 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 Yoder and Grebel, 2.80 for Kratz, and 2.50 for Goshen Achievement Awards).

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|-----------------------------------|----------|
| • Menno Simons Scholarship | \$14,000 |
| • Yoder Honors Scholarship | \$12,000 |
| • Grebel Honors Scholarship | \$10,000 |
| • Kratz Honors Scholarship | \$8,000 |
| • Goshen Achievement Award | \$6,000 |

Goshen College Transfer Academic Scholarships

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

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| • Transfer High Honors Scholarship | \$8,000 |
| • Transfer Honors Scholarship | \$6,000 |
| • Hesston Honors Scholarship | \$4,000 |
| • Transfer Academic Scholarship | \$3,500 |

Students from Hesston (Kan.) College who are not eligible for the High Honors or Honors scholarship above, but who still show good academic performance, are eligible for the Hesston Honors Scholarship. Renewals are based on maintaining a 3.20 GPA for the Transfer High Honors and 3.00 for the other transfer scholarships.

Stoltzfus Diverse Leader 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

The Goshen College Music Department offers two types of music scholarships to first-year and transfer students who are majoring or minoring in music at Goshen College: three Excellence Awards of up to \$10,000 annually and multiple Achievement Awards of up to \$6,000 annually. All instruments and voice parts are encouraged to apply, including students with interests in composition. Go to the Music Department website for more information and an application.

Center for Intercultural and International Education (CIEE) 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 2012-2013, the Financial Aid office administered over 150 endowed and restricted scholarship funds and awarded nearly \$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 or Lord's Trust)

Scholarships are available for students in any major who are preparing for missionary service. The application for first time recipients is available in the Admission Office. Renewal applications are available in the Student 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 March 1, providing the amount of aid commitment and the name of each recipient. The match is pro-rated for part-time enrollment.

Tuition discounts

Related Mennonite institution discounts

Dependents of a faculty or staff member from schools of the Mennonite Secondary Education Council, Mennonite Elementary Education Council, Anabaptist 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, Hesston College, Tabor College, and Fresno Pacific University. 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 total awards from the lists below.

Academic scholarship (limit of one):

- President's Leadership Award
- Menno Simons, Yoder, Grebel, or Kratz Honors
- Goshen Achievement
- Transfer High Honors, Transfer Honors, Hesston Honors, or Academic Honors

Additional awards:

- Athletic Awards
- Gorsline Business, Communication or Theater Scholarships
- Swallen or Lord's Trust Scholarships
- Music Department Scholarships (Music Excellence or Achievement Awards)
- Tuition Discount Benefit

Per college policies, the total gift aid from Goshen College sources cannot exceed the cost of tuition. Aid from all sources cannot exceed the combined cost of attendance.

Grounds for termination of financial aid

Financial: Accounts from previous enrollment must be paid in full to retain financial aid assistance. Federal aid received for one year cannot be used to pay an outstanding bill from the previous year.

Behavioral: Financial aid recipients must agree to maintain support of the community life standards of Goshen College. Federal aid is terminated upon conviction of possession or sale of illegal drugs.

Withdrawal of enrollment: 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.

Academic: Financial aid recipients must maintain Satisfactory Academic Progress, explained below.

Satisfactory Academic Progress

Financial aid recipients must show sufficient academic progress toward completing degree objectives within a reasonable time period (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 a minimum GPA of 1.50 in the first year (12-29 credit hours earned)
- have a minimum GPA of 2.00 after earning 30 or more credit hours
- maintain a minimum pace of 67 percent: pass at least 67 percent of credit hours attempted (including transfer credits accepted from other schools)
- complete at least 12 credit hours in each full-time semester

Any student not meeting these standards for GPA, pace, or hours completed is placed on financial aid warning for the next semester. While on financial aid warning, the student will be expected to either increase GPA to the required level or complete sufficient credit hours to have at least 24 hours in the two previous consecutive semesters (including May term) and ensure their cumulative pace is above 67 percent. If these conditions are not met by the end of the semester, the student is subject to financial aid disqualification.

A short appeal period is provided during which 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 academic plan will include specific criteria 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 or professors.

For students who do not appeal or for whom the appeal is not granted, disqualification will ensue. 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 the student's expense, with no financial aid. Further eligibility for financial aid is dependent on maintaining satisfactory academic progress. 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 attempted credit hours for programs that require 120 hours for completion.

Repeating a course

For financial aid purposes, a student may repeat a failed course as many times as needed until passed. A previously passed course may only be repeated once if the student wishes to receive financial aid for that course. This includes courses where a higher grade is required for the major.

An integrated, complementary process for academic warning, probation and disqualification follows similar guidelines. See the academic policies and requirements section of this catalog for further details.

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.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 Financial Aid Office typically begins awarding incoming students in 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 have previously received a bachelor's degree will not be eligible for financial assistance.

Students in non-traditional programs

Students in all non-traditional programs at Goshen College, through the Office of Graduate and Continuing Studies, are eligible for federal, state and veteran's benefits. Goshen College aid is limited to tuition discounts for employees and spouses.

Financial information

Expenses and fees for 2014-15

Traditional Undergraduate Program

	Fall	Spring	May Term	Total
Full-time tuition (12-16 hours)	\$14,850	\$14,850	Inc ¹	\$29,700
Room (residence halls) ²	\$2,600	\$2,600	Inc ¹	\$5,200
Board (full board) ³	\$2,250	\$2,250	Inc ¹	\$4,500
Totals	\$19,700	\$19,700		\$39,400
Fall or Spring SST				\$19,700
Summer SST (full time student both fall and spring semesters)				\$15,780
Summer SST (full time student fall OR spring semester) \$17,740				
Summer SST (not registered as a full time student either semester)				\$19,700

There will be an extra cost for Peru and China SST units.

¹No 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	\$2,940	\$520	\$460	\$3,920
May Term (if attended full-time either fall or spring, but not both)	\$1,470	\$260	\$230	\$1,960

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

Kratz, Miller, Yoder residence halls - \$2,600/semester

Kulp junior/senior floors - \$2,525/semester

All small group housing - \$2,850/semester

Individual apartment complex units - \$3,100/semester

³Other meal plan options –

14 meals per week at \$2,135/semester, 80 meals per semester at \$1,185/semester, 45 meals per semester at \$685/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. Note that laundry and HD cable TV/internet access costs are already incurred in room fees.

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)

\$1235

Extra hours above 16 (per credit hour).....

\$740

Full- and part-time:

Independent study, per credit hour (tutoring)

\$1,235

Independent study, per credit hour (readings)

\$740

Summer session: (each 3-4 credit hour course)

\$2,195

Summer online courses: (per credit hour)

\$360

Other surcharges and special fees

Applied music surcharge (students enrolled for six or more hours)	\$370
Applied drama surcharge	\$200
Audit fee, per hour	\$220
Credit by examination per hour	\$190
Credit for experience per hour	\$210
Credit through Voluntary Service per hour	\$190
Early enrollment tuition, per credit hour.....	\$160
Dual enrollment tuition, per credit hour	\$75
Examination out of schedule	\$40
Late arrival for check-in	\$65
Late payment (payment received after due date).....	\$75
Yearbook	\$40
Transcripts of credit (<i>Transcripts are released only after all accounts are paid in full</i>)	\$6

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

Standard payment plans

Final payment due dates

- Fall Term - August 7, 2014
- Spring Term - December 4, 2014
- May Term & Summer SST- April 28, 2015 (first day of classes)
- Summer Session V- April 28, 2015 (first day of classes)
- Summer Session VI- June 15, 2015 (first day of classes)

Plan #1 Payment in full: Any payment not received by the due date is subject to the \$75 late payment penalty. For more information on payment methods, including online payments, visit www.goshen.edu/accounting.

Plan #2 Nelnet Payment Plan (0% interest): Contracts may be arranged with Nelnet 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. For additional information, please contact the accounting office or visit www.goshen.edu/accounting.

In special situations, an individualized payment plan can be arranged directly with the college for a \$100 fee. Outstanding balances after 30 days are subject to 12% annual interest charges. To avoid a \$75 late payment fee, enroll in one of the payment plans by the final payment due date. Your payment confirms your course registration. In order to guarantee your seat in class, full payment of any balances due must be completed by the due dates listed above. All applications for Financial Aid must be submitted **two weeks prior** to the payment due date.

Only one paper copy of the semester tuition bill will be mailed to the student's home address. Additional updates on charges for changes in course registration, meals and housing will be available for viewing on MyGC under student account information. The student is responsible to provide updated account information to any person(s) making payments on the student's account.

Tuition, fees, expenses and payment due dates can be found on links from the accounting office web page (www.goshen.edu/accounting). 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 current school year.

Note: Interest of 12% annually (1% per month) will be levied against charges unpaid 30 days after statements are issued. At our discretion, delinquent accounts will be sent to a collection agency any time after the account is past due. All collection costs assessed are the responsibility of the student and added to the balance due.

Office of Graduate and Continuing Studies

Bachelor of Science - Business administration (per credit hour)\$430

Bachelor of Science - Social work (per credit hour)\$415

Degree completion programs

Organizational leadership

Comprehensive fee\$17,200

(tuition, books, fees for entire program) (\$430/credit hour) (40 credits)

R.N. to B.S.N. completion

Comprehensive fee\$16,600

(tuition, books, fees for entire program) (\$415/credit hour) (40 credits)

Other surcharges and special fees for degree completion programs

Application Fee\$35

Audit Fee\$100

Restart Fee\$110

Extended Payment Set-up Fee \$\$100

Credit for Prior Learning, per credit hour \$\$85

Credit by Exam, per credit hour\$150

Exam Fees:

CELP\$120

DANTES\$110

Transition to Teaching program

Elementary education\$12,000

Secondary education\$9,000

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 the Student Life Office. The associate dean of students will direct the withdrawal process including official notification of the academic adviser, registrar, resident director (if residence-hall student), food services contract, accounting office and student financial aid office. Students who only reduce their hours of enrollment must contact their academic adviser and the registrar.

Involuntary withdrawal: The registrar's office establishes the last date of attendance for students who stop attending classes without following withdrawal procedures. The registrar's office contacts professors, the student's adviser and residence life personnel to document the last date of attendance.

Final settlement of financial aspects of the withdrawal process can take several weeks. A day-by-day refund schedule is posted in the accounting office and at www.goshen.edu/ financialaid/refund. The refund percentage for the rest of the semester follows the federal regulations for refunding financial aid. There is no refund after the last day to withdraw with a "W" which is when 60 percent of the semester is completed.

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.

Withdrawal and refund policy for reservists called to active duty

Any student called to active duty in the U.S. military may withdraw from courses up until the last day of the semester. If the withdrawal comes during the first nine weeks of the semester, normal withdrawal and refund policies take effect. If departure comes after the ninth week, the student has the option of withdrawal "W" or incomplete "I" grades in registered courses. 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.

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.

A Bachelor of Science degree in Organizational Leadership is designed for adult students who have completed two or more years of college. Non-traditional programs leading to a B.S. degree in Business Administration or B.S. degree in Social Work are offered as well. Classes are held in the evening and online and accommodate adult needs in both content and learning style. See more details in the Office of Graduate and Continuing Studies section of this catalog and also online.

Four graduate degrees are offered:

- Master of Science in Nursing, Family Practitioner
- Master of Arts in Environmental Education
- Master of Arts in Intercultural Leadership
- Master of Business Administration

The M.B.A. program is offered in collaboration with Bluffton University and Eastern Mennonite University. A separate graduate course catalog is available online and also from the Office of Graduate and Continuing Studies. See goshen.edu/catalog/.

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 35 credit hours to 61 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.

40 majors available

- Accounting
- American Sign Language
- Art
- Bible and religion
- Biology
- Broadcasting
- Business
- Business administration
- Chemistry
- Communication
- Computer science
- Elementary education
- Elementary education/special education
- Elementary education/English learners
- English
- English writing
- Environmental science
- Exercise science
- History
- History and social research
- Informatics
- Information technology
- Interdisciplinary studies
- Journalism
- Marketing
- 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

47 minors available

- Accounting
- Agroecology
- American Sign Language
- Anabaptist-Mennonite studies
- Art
- Bible and religion
- Broadcasting
- Business
- Communication
- Computer science
- Conflict transformation studies
- English
- Entrepreneurship
- Environmental studies
- Exercise science
- Global economics
- Graphic design
- Health
- History
- Informatics

- Information technology
- International studies
- Journalism
- Marketing
- Mathematics
- Multimedia communication
- Music
- Music in worship
- Peace and justice studies
- Philosophy
- Physical education
- Piano pedagogy
- Political studies
- Pre-law
- Psychology
- Public relations
- Recreation and sport
- Social policy
- Sociology
- Spanish
- Sport management
- Sustainability
- (TESOL) Teaching English to speakers of other languages
- Theological studies & Christian ministries
- Theater
- Women's and gender studies
- Writing

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. The accounting major 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.

- Business education(5-12)
- Elementary education.....(K-6)
- Elementary education/Exceptional Needs: Mild Intervention(K-6)
- Elementary education/English Learners.....(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 & 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 and Case Western Reserve University. 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 or the physics department web site at goshen.edu/physics.

Pre-professional programs that require a graduate degree

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. Minors in pre-law and political studies are described in the History and Political Science catalog section. No specific major is required for law school. Good options include business, English, environmental science, history, PJCS, and social work. 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 Anabaptist Mennonite Biblical Seminary (AMBS), Elkhart, Ind.; 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, English, history, sociology or psychology. They are also encouraged to complete a minor in theological studies and Christian ministries, 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

Academic Information : Key to course numbers

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, elementary/special education and elementary/English learners education majors, which require 124 credit hours.

2. Goshen Core

Pre-2012 general education:

Students using a pre-2012 catalog for their general education catalog year may choose a major or minor in a 2012 or later catalog without having to change their general education plan.

2012 and following:

All Goshen Core 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 who wish to use courses from another institution to meet Core requirements must petition the Goshen Core Curriculum Committee and have their transfer course approved ahead of time. Petition forms are available from the associate academic dean. 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 in the major. At least six upper-level credit hours in the major must be 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 or 2.70.

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 degree completion programs through the Office of Graduate and Continuing 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 website.

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 internships** - A maximum of 12 credit hours of experience-based internship credit can be counted for the bachelor degree.

Seven-year window to complete graduation requirements

Students have seven years 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. The time period is adjusted proportionally for transfer students. Students who do not finish their degree program within seven years will be subject to the graduation requirements currently in force. 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.

Application for graduation required

Candidates for degrees must apply for graduation no later than the beginning of the semester in which the degree is to be awarded. Application forms are available online.

One commencement ceremony is held each year in spring. May, August and December graduates are eligible to participate.

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 published 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 March and April. New students participate in special orientation/registration days scheduled in 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 enrolling students. In-person Final Check-in is required the Monday after New Student Days. Classes begin the next day on the first Tuesday 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 online and classes begin on the first Wednesday of spring semester.

Academic advising

First-semester first-year students are assigned to Core 100 Identity, Culture and Community (ICC) professors as their academic advisers. Those who are ready to declare a major at the mid-point of the first semester are then assigned to advisers in their academic departments. All others will remain with their ICC professor as adviser until they declare majors.

During academic advising periods 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 and online materials and attending departmental meetings. Questions about the advising program should be addressed to the registrar.

Competency and 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 competency and 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 six 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 sixth 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 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 requires approval from the professor and 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 normally 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 and online 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, payable at the time of registration, 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 one of two special rates: (1) Tutorial, which assumes equal amount of professor contact hours as when the course is normally offered, or (2) Readings, which assumes about one-fifth the normal contact hours. Payment must be made at the time of registration.

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 registrar must approve

this proposal, then the student registers for the course and pays the usual fee for independent study at the point of registration.

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 three programs – College Level Examination Program (CLEP) and DANTES Program, both administered by Educational Testing Services, Princeton, N.J., and examinations created and administered by Goshen College instructors. Any student may take these examinations and credit may be earned unless it duplicates previous college credit. CLEP and DANTES tests are administered at least monthly at several hundred centers in the United States, including Goshen College. In all cases, special registration and payment is required prior to the testing. Credit policies for CLEP examinations are posted at www.goshen.edu/registrar. Credit earned through testing that is intended to meet major and minor requirements is subject to the normal credit by examination fee, in addition to normal CLEP or DANTES fees. Contact the registrar for details.

Credit for prior learning

The Graduate and Continuing Studies department offers undergraduate adult degree completion students the opportunity to submit a portfolio documenting collegiate level learning for evaluation by a faculty member for possible granting of credit for prior learning. No more than 30 credit hours may be earned in this manner. Degree completion students should contact the Graduate and Continuing Studies office for more information.

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. Courses may be repeated multiple times in an attempt to earn a higher grade. The previous attempt(s) will be specially marked on the transcript and only the final attempt will count in the grade point average (GPA) and in the total credit calculation. If the grade on the final attempt is W, then the previous grade will be used in these calculations. Federal financial aid will cover only one repeat of a course previously passed. See the student financial aid office for details.

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 a degree completion or accelerated bachelor's program offered by the Office of Graduate and Continuing Studies. To qualify for graduation honors, degree completion students 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.

Goshen College has partnered with Parchment Exchange to provide a secure, electronic way to request and send transcripts. Transcripts can be sent in either electronic or hardcopy format. The fee is \$6 per copy. 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

A unit of academic credit is awarded to a student after successfully completing an approved academic course, or by demonstrating competency or proficiency, or by fulfilling learning outcomes equivalent to those provided by an approved academic course.

Historically, a unit of academic credit is the measure of the total time commitment an average student is expected to devote to learning per week of study. Generally, one unit of credit represents a total of three hours per week of in-class and out-of-class work (a Carnegie Unit of Credit). In this context, an hour is defined as 50 minutes. Goshen College guidelines for the academic calendar require a 3-credit lecture class to meet for a minimum of 2,100 minutes, including the final examination period. Non-traditional delivery methods require determining a unit of undergraduate credit with alternate means not based on time. Courses with non-traditional delivery methods shall assess students' demonstration of competency or proficiency or fulfillment of learning outcomes to insure that learning outcomes are equivalent to traditionally delivered courses.

Regardless of the method of determining a unit of academic credit, the quality of student learning must be the primary concern of all Goshen College faculty members. Quality of learning requires continuous evaluation and assessment of student learning outcomes. Quality of learning also requires regular student attendance and/or participation to justify awarding a unit of academic credit.

The following standards for a unit of academic credit may only be modified by an academic department when necessary to fulfill requirements of an accreditation agency. These standards should be treated as a minimum requirement for a unit of academic credit:

1. For traditional delivery methods (fall or spring semester of 14 weeks), one unit of academic credit equals one of the following:
 - 1 hour of lecture or seminar and two hours of study per week
 - 2 hours of laboratory, studio, or similar activities and one hour of study per week
 - 3 hours of laboratory, studio, or similar activities per week
 - 3 hours of supervised independent study per week
 - 40 or more total hours of supervised clinical or fieldwork experiences

For traditional delivery methods other than fall or spring semesters, such as May term and 7-week sessions, total hours shall equal the above guidelines.

2. For synchronous delivery methods in 5-week cohort-based adult degree-completion courses, one unit of academic credit equals 1.5 hours of lecture or student/faculty interaction and 3 hours of study per week.
3. For asynchronous delivery methods, such as online courses, one unit of academic credit shall be determined by demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of credit.
4. For internships, student teaching, clinical practice, community-based learning and similar educational activities which are not under the direct supervision by a Goshen College faculty member, one unit of academic credit is commensurate with the hours involved and quality of the learning experience.

Academic credit is awarded when the student fulfills the objectives and/or obtains the required competencies as set by the academic department.

5. For supervised research, communication and theater practice, private music lessons, and similar activities, the amount of effort required for one unit of academic credit is determined by the supervising faculty and/or department.
6. For the study-service term and travel courses, instruction and student work for the purposes of credit hour computation includes some or all of the following:
 - Course meetings before, during and after the dates of travel
 - Language instruction and testing
 - Viewing and reading assigned texts
 - Lectures and discussion led by the instructor and guest speakers
 - Museum, clinic, business, government, church, natural world and other site visits
 - Cultural excursions, performances, and lessons
 - Service-learning projects
 - Home-stays with significant intercultural learning
 - Student journaling for recording observations, reflection, and synthesis
 - Collaborative and independent projects
 - Oral presentations
 - Electronic portfolio postings of selected work

Consistent with on-campus class expectations in #1 above, a 3-credit travel course requires a total of 105 hours of learning activities and a 14-credit study-service term requires a total of 490 hours of learning activities.

7. Special credit may be awarded to degree-seeking Goshen College students who possess, by previous education or experience, a background in a discipline represented by a Goshen College program. The categories under which students are awarded credit are (1) credit by experience, (2) credit by examination, and (3) credit for prior learning.

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 academic warning for the next semester. While on academic 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.

A short appeal period is provided, during which the student can file a written appeal with the Appeals Committee, who takes final action. If the appeal is approved, the student is placed on academic 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 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.

An integrated, complementary process for financial aid warning, probation and suspension follows similar guidelines. Students may need to submit related appeal letters to the student financial aid office. See the financial aid section of this catalog for further details.

Academic grievance policy

This policy seeks to provide a fair and expeditious process that allows for both informal and formal resolution of conflicts. Students of Goshen College who believe that policy has not been followed with respect to academic matters may initiate the academic grievance procedure. Academic matters are those concerned with instructional activities, grading procedures or other incidents related to academic affairs. Students should be aware that clear evidence is needed to contest a grade. Belief that a subject or test was too difficult is not grounds for a complaint. A student must have evidence that specific policy was violated or that he or she was treated in a prejudicial or capricious manner. This policy does not limit Goshen College's right to change rules, policies, or practices.

Informal resolution

1. A Goshen College student must first contact the faculty member who allegedly violated his/her rights to determine if there can be an informal resolution. The contact should be made by the student within ten business days (Monday-Friday, excluding observed holidays) of when the alleged violation occurred. The student must provide written documentation to the faculty member which includes:
 - A statement concerning the nature of the complaint
 - Any evidence on which the complaint is based
 - The outcome that the student seeks.
2. The faculty member will respond in writing within ten business days to the student's written document. The student and faculty member will then meet to determine if an informal resolution can be reached.

Formal resolution

1. If the student is not satisfied with the outcome of the meeting in #2 above, the student may contact, within five business days, the Department Chair in which the alleged violation of the student's right has occurred to appeal the outcome. If the faculty member is the Department Chair, the student may proceed to the designated Associate Academic Dean (Step 4).
2. The student must present a written appeal to the Department Chair. The Department Chair and student will meet within five business days after the student's written appeal has been received by the Department Chair. The Department Chair will respond in writing to the student's written appeal within five business days after the meeting. This response will go to both the student and the faculty member.
3. If the outcome of this meeting is not satisfactory to the student, he/she may appeal to the designated Associate Academic Dean within five business days after receiving the Department Chair's response in writing. All written documentation up to this point will be sent to the Associate Academic Dean.
4. Within five business days of receiving the documentation, the Associate Academic Dean will meet with the student and the faculty member to attempt

- to arrive at a mutually satisfactory settlement of the disagreement. If the dispute is not resolved to the student's satisfaction, the student may initiate an academic grievance hearing in writing to the Associate Academic Dean.
5. Within five business days of receiving a written request for an academic grievance hearing, the Associate Academic Dean will lead an Academic Response Team composed of three neutral faculty members and one student. The Associate Academic Dean will appoint one faculty member from the teaching faculty at large and one faculty member each from lists of three faculty submitted by the student and the faculty member who is involved in the grievance, none of whom shall be members of the academic department of the faculty member who is being disputed. The student will be appointed by the Student Senate.
 6. The Academic Response Team will review written statements and information supplied by the student and faculty member. Both the student and the faculty member have the right to make a personal appearance before the Academic Response Team. The team may make such further investigation as is deemed appropriate and may seek assistance or information from other personnel. All discussions and submitted written documents will be treated as strictly confidential.
 7. After this review, the Academic Response Team will make a decision regarding the complaint within five business days. This is considered to be the final step in the academic grievance procedure. The Academic Response Team will issue their decision to the grievant, the faculty member and the Department Chair in writing that will include the relevant findings of fact, conclusions and reasons for the decision.

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

First offense

Faculty members will report incidents of academic dishonesty to the designated associate academic dean. The associate dean will maintain a record of all first offenses. The faculty member has the right to determine the outcome of a first offense. Responses range from requesting that a student re-do an assignment or exam to failure of the course, depending on the severity of the offense.

Second offense

If more than one incident of academic dishonesty occurs, the designated associate academic dean will convene an Academic Response Team. This group will include two teaching faculty members and two students. The Academic Response Team will determine the appropriate response for repeated violations of academic integrity.

Responses could include suspension from the college for one or more semesters or dismissal from the college. The professor who reported the incident will continue to have the right to determine the academic outcome.

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 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, phone number, e-mail 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 the registrar or the 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 also must apply for readmission.

Special academic programs

Adult and Non-traditional programs

Goshen College offers several programs for adult non-residential students. Two bachelor's degree completion programs are offered in organizational leadership and nursing (RN to BSN). In addition, two full bachelor's degree programs are offered in social work and business administration. See the Office of Graduate and Continuing Studies section for details.

Center for Intercultural and International Education

The Center for Intercultural and International Education, known as CIIE, is home to offices for International Education, Diverse Student Support, the Institute for Latino Educational Achievement, and a graduate program in Intercultural Leadership.

For information about International Education, see the separate section of this catalog or the website at www.goshen.edu/sst.

The office of Diverse Student Support plans special events such as the annual Martin Luther King, Jr. Study Day and the celebration of heritage months. Faculty advisers provide academic, social and personal support for multicultural students on campus. The Black Student Union, Latino Student Union, International Students Club and Intercultural Corps encourage underrepresented students to negotiate the college experience, become involved in campus activities and develop leadership skills.

For information about the Institute for Latino Educational Achievement and the graduate program in Intercultural Leadership, see the website at www.goshen.edu/ciie.

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 pavilion, 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 the 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; some are special one-time courses. The off-campus May term courses offered by Goshen College in the past several years were:

- The Arts in London
- Biology of the Sea (Florida)
- Marine Biology (Florida)
- Entomology (Merry Lea)
- Ornithology (Merry Lea)
- Field Experience in Environmental Biology (Merry Lea)
- Business in China
- Business in Spain
- History of the Southwest (Colorado)
- Camping and Recreation (Boundary Waters, Minnesota)
- Journeys of Paul (Greece and Rome)
- Public Relations in Kenya
- Mennonites in Paraguay
- 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.
- **BCA (Bridge/Connect/Act)** 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/casas> for more information.
- **Chicago Center for Urban Life and Culture** offers semester and summer programs in Soc 302, Urban Diversity, social work field placements, 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 and semester study opportunities. See www.lcc.lt/study-abroad-semester-program for more information.
- **Oregon Extension**, in an old logging camp, offers an interdisciplinary fall semester 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, B. Lapp

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 38 credit hours. See goshen.edu/core/ for more detailed information about the Core for traditional programs. For the Goshen Core in non-traditional programs, see details in Office of Graduate and Continuing Studies section of this catalog or its website.

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 set of options 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 convocation and 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 104, Learning Community 1
- Core 110, The Academic Voice 3
- Core 115, Wellness for Life 1
- Core 120, Engaging the Bible 3
- Core (various), Goshen Seminar 3

The Goshen seminar also 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 and 104.

Communication Skills in the Goshen Core

The prerequisite for Core 110 is a Verbal SAT score of 480 or above, or ACT English score of 20 or above, or completion of Engl 105, Introduction to College Writing.

Students who enter with an AP English composition score of 4 or 5, an IB SL English score of 5, 6 or 7 or transfer credit in a college composition or oral communication class have met the Core 110 requirement and may enroll in a Goshen Seminar.

Students who enter with an IB HL score of 5, 6 or 7 or transfer credit in two college composition classes, or a composition class and a public speaking class may choose to take a Goshen Seminar or enroll in a fifth Perspectives class instead (see fuller explanation below).

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 115, 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 three basic ways to meet the intercultural study requirement, listed below. All are described in more detail in the International Education section of the catalog and at goshen.edu/sst.

Three intercultural study paths

1. International Study-Service Term (SST)

- | | |
|--|----|
| • INTL 250 Study Service Term | 13 |
| • Core 305, SST integration capstone | 1 |

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. On-campus Alternate Program 12

Three approved alternate courses (see International Education section of catalog), followed by Core 300, Global Issues. Language prerequisite of any world language at the 102-level, completed by placement test, course credit, or CLEP exam. For education majors, one diverse field experience course counts as one of the three alternate courses. For nursing majors, the community health clinical course counts as one of the three alternate courses.

3. Study abroad with other international programs 12
See details in the International Education section of the catalog.

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 goshen.edu/registrar. For Perspectives course descriptions, see the Goshen Core webpage at goshen.edu/core/.

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. Options: Core 170, Core 171, Hist 204, Phil 202, Phil 203, Phil 204, Rel 203, Rel 205, Rel 206, Rel 207.

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. Options: Core 150, Core 151, Core 152, Core 153, Hist 101, Hist 205, Hist 211, Hist 217, Psyc 201, Psyc 210, Psyc 217, WGS 201.

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. Options: Core 160, Biol 110, Biol 205, Biol 207, Chem 103, Phys 154, Phys 215.

Artistic World (AW) - 3 credit hours

Forms of human thought, movement, imagination and innovation. Options: Core 180, Core 181, Core 182, Art 201, Art 210, Art 211, Engl 205, Engl 206, Engl 209, Engl 211, Engl 212, Engl 213, Engl 214, Mus 203, Mus 206, Thea 201.

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. Options: Core 190, Core 191, Math 201, Nurs 309, PJCS 201, PJCS 202, PJCS 203, PJCS 210.

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 for shared learning experiences and for worship, usually in the church-chapel sanctuary. Students are asked to attend a set number of events each semester.

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

How do people with diverse identities live together in a vibrant community? 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 the construction of identity, the components of culture, and elements of community. Also facilitates the transition to college (academic, social and spiritual), introduces the Goshen Core with the liberal arts context, and allows exploration of areas of study and career possibilities. Taken in the fall semester of the first year.

CORE 104 Learning Community 1

A continuation of the first semester Core 100 experience with a focus on vocation, leadership and faith as pathways to career development. Students will form electronic portfolios to document their learning throughout the college experience. Taken in the spring semester of the first year. Required for all new fall first-year students and for fall and 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 and CORE 104 courses. 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 116 Wellness for Life 2

This course provides (1) an overview of physical, emotional, spiritual wellness, and 2) a basic framework for financial peace. During the course, each student will gather data on the aspects of wellness mentioned above, assess his or her own wellness level from multiple points of view, and then analyze and interpret different aspects of the data. Each student will then develop a personal wellness plan, implement that plan and gauge progress toward his or her individual goals.

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 153 GC Sem:Digital Age 3

Explores the impact of mass media on individuals and cultures, both historically and in contemporary society. Considers legal and ethical issues as well as strategies for users, creators and critics of the media. A Goshen Seminar and Social World course in the Goshen Core. Prerequisite CORE 110 or equivalent, quantitative literacy.

CORE 160 GC Sem: Energy and Environment 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 171 GC Sem: World Christianity 3

Why is Christianity growing so rapidly in most parts of the world while it appears to be declining in Europe and North America? This course will investigate assumptions about secularization and globalization. It will look especially at Catholicism, African Indigenous Churches, Pentecostalism, and the Anabaptist-Mennonite church. Students will participate in interpreting data gathered in primary research by the professor. A Goshen Seminar and a Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent, quantitative literacy.

CORE 172 Religion and the Political World 3

How does religion function as a force for transformation and change in society, or a source of stability? And how does the political world feed back into the world of faith? This course examines the impact of religious beliefs, religious practices, and religious communities on the broader world of politics: governance, social issues, and the organization of the polis. A Goshen Seminar and Religious World course in the Goshen Core.

CORE 180 GC Sem:Identity in World Literature 3

Explores the expression of individual and national identity in novels, essays and poems from post-colonial global contexts. Uses multiple lenses: literary, historical, political, faith, and gender. A Goshen Seminar and an Artistic World course in the Goshen Core. Prerequisite 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 182 GC Sem:Good Work 3

What is work, and what role does work play in building a meaningful life? How is work connected to the formation of the self and to the building of community? This course considers both historical perspectives and contemporary expressions of vocation and calling through essays, memoir, fiction, and poetry. A Goshen Seminar and Artistic World course in the Goshen Core. Prerequisite 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.

CORE 210 Professional Communication Skills 3

A course for adult students that responds to the challenges of professional

communication expectations. The focus is on critique and the development of individual written and oral communication skills for content, style and effectiveness. Access and management of information will also be addressed.

CORE 300 Global Issues: 3

Designed as a capstone for students completing On-campus Intercultural Study, and as an elective option for students who return from Study Service Term, this course guides students in reflecting on their cross-cultural experiences and in considering how these influence personal relationships, decision and goals. Rooted in the study of a particular theme such as global poverty or religion in world cultures, students will analyze their own cultures and the cultures around them via reflective writing, readings, guided discussions and service learning ventures. Prerequisite: 9 credit hours of On-campus Alternate Program, completed Study Service Term, or consent of instructor.

CORE 305 SST Integration Capstone 1

An online course taken after completing a semester of study abroad. Students will reflect on their international and intercultural experiences at Goshen College and complete a portfolio project that synthesizes their learning. The goal of the course is to integrate lessons learned in the Goshen Core, the major, and the international experience.

International education

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

Introduction

Goshen College offers several types of international education. Students can participate in our international Study-Service Term (SST) or they can take courses in the on-campus alternative program. In addition, a **minor in international studies** and a variety of other overseas educational opportunities are available through Goshen College or other organizations with whom we cooperate.

For contacts and related information, visit the Study-Service Term website at goshen.edu/sst.

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 cultural boundaries 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, Senegal and Tanzania.

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. On SST, students live in homes of the host country throughout the term and eat at least two meals daily with their "families."

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. For Spanish, French and American Sign Language-speaking units, at the outset of the term prior to departure all students must either be enrolled in a 102 class, have completed a 102 level course, or have documented competency at the 102 level by exam. 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. Units in other locations involve extra cost.

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, American Sign Language or Spanish units need to establish 102-level competency in the language of the country. At the outset of the term prior to departure, students must either be enrolled in the 102-level language course, have already completed the 102-level, or have established competency at the 102-level via exam.
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 or one course from the following list. Whenever possible, students should elect a course from the specific region of their SST unit.

Language prerequisite course options

- 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/WGS 330, Gender in World History
- Hist 335, History of Ethnic Conflict
- Hist 340, Religious History of Africa
- Hist 350, African History
- Phil 307, Asian Thought
- PoSc 308, International Politics
- Rel 220, World Religions
- Rel 317, Islam
- Soc 230, Ethnography and Culture

- Soc 334, Race, Class and Ethnic Relations
- Soc 340, African Societies and Cultures

SST locations for 2014-2017 (tentative)

2014-15 Fall semester Spring semester Summer semester

Peru	Peru	Peru
China		

2015-16 Fall semester Spring semester Summer semester

Peru	Peru	Peru
Cambodia		Senegal

2016-17 Fall semester Spring semester Summer semester

Peru	Peru	Peru
Tanzania		

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
• Core 305, SST Integration Capstone	1

II. On-Campus Alternative Program

While immersion in another culture through SST comes nearest to our ideal for an integrative experience in international education for most students, we provide other options to promote the same learning outcomes as SST. The on-campus program includes a serious study in culture, encourages an interdisciplinary service component, and invites an integrative activity to bring the various components into a meaningful whole. Students must complete three of the courses listed below and also Core 300, Global Issues Seminar. NOTE: courses designated for alternate SST may not be used to meet any other graduation requirements.

Language requirement for on-campus alternative program

Students in the on-campus alternative program complete one of three options for language acquisition other than English:

1. Demonstrate competence at the 102 level of any world language
2. Demonstrate competence at the 101 level of two different languages
3. Demonstrate competence in one language at the 101 level and complete either Comm 206, Communication across Cultures or Engl 310, Linguistics (These courses may not double-count for both language acquisition and a SST alternative course.)

Competence in a language may be demonstrated by course credit, placement test, or CLEP test. See the international education director for questions about individual situations.

On-campus alternative courses

- Bus 375, Business in China
- Comm 206, Communication across Cultures
- Econ 308, Introduction to Economic Development
- Engl 201, World Literature
- Hist 314, Modern China
- Hist 327, U.S. Immigration and Ethnic History
- Hist 350, African History
- Intl 253, History and Culture of Latinos in the U.S.
- Intl 257, Arts and Literature of Latinos in the U.S.
- Phil 307, Asian Thought

- Rel 315, Religion in Culture and Society
- Rel 316, Liberation Theologies
- Rel 317, Islam
- Soc 230, Ethnography and Culture
- Soc 334, Race, Class and Ethnic Relations
- Soc 340, African Societies and Cultures

Exceptions for nursing and education majors

Students with a major in nursing, elementary education or secondary education have a modified on-campus program available.

- Language prerequisite: any world language by placement test, course credit or CLEP exam. *Nursing students:* one semester (101 level). *Education students:* two semesters (102 level).
- Two courses from the on-campus alternative list above.
- Nurs 408 (nursing), Educ 314 (sec. ed.), or Educ 406 (elem. ed.)
- Core 300, Global Issues Seminar

III. Minor in international studies

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

15 credit hours, in addition to a semester of international SST

Planning and advising notes

This minor is available only to students who have completed SST or an equivalent semester of study abroad. In consultation with an adviser, a student chooses five courses from the on-campus alternative list above. Courses in this minor may duplicate courses in a major only at the discretion of the major adviser. Courses in this minor may not duplicate courses in another minor.

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, China, and Nepal. Credits may be earned in several areas, among them art, business, history, language, literature, music, theater, religion and nursing. 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
- Bridge, Connect, Act (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.

International Studies courses

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.

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.

For descriptions of **CORE 300** and **CORE 305**, see the Goshen Core section of the catalog.

Academic departments and courses

Art

Professors M. Krabill (Department Chair), R. Horst

Associate Professor J. Mishler

Assistant Professors K. Glick, L. Miller

Introduction

The Art department offers the following programs:

- Major in art, with one of seven possible concentration areas
- Minor in art
- Minor in graphic design
- Minor in multimedia communication

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

35-45 credit hours (core and one concentration area)

Core courses for all art majors (14 credit hours)

• Art 101, Drawing	3
• Art 107, Design	3
• Art 205, Figure Drawing	3
• Art 409, Internship	1
• Art 410, Senior Seminar	3
• Art 411, Senior Exhibit	1

Art generalist concentration (21 credit hours)

• One of the following:.....	3
Art 202, Painting	
Art 203, Watercolor	
Art 207, Printmaking	
• One of the following:.....	3
Art 204, Ceramics	
Art 206, Sculpture	
Art 217, Jewelry	
• Art 241, Art History I	3
• Art 242, Art History II	3
• One of the following:.....	3
Art 343, Contemporary Art History	
Thea 245, Aesthetics	
• 300 level studio elective	3
• 400 level studio elective	3

Graphic design concentration (27 credit hours)

• Art 108, Digital Design.....	3
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- Art 208, Typography 3
- Art 242, Art History II 3
- Art 255, Photo communication 3
- Art 308, Graphic Design 3
- Art 408, Advanced Graphic Design 3
- One of the following: 3
 - Art 241, Art History I
 - Art 343, Contemporary Art History
- Two of the following: 6
 - Bus 121, Introduction to Entrepreneurship
 - Bus 316, Principles of Marketing
 - Bus 336, Advertising
 - Comm 212, Digital Media Production
 - Comm 326, Creating for the Web
 - Comm 375, Animation
 - Info 354, Web Applications

Art entrepreneurship concentration (27 credit hours)

- One of the following: 3
 - Art 202, Painting
 - Art 203, Watercolor
 - Art 207, Printmaking
- One of the following: 3
 - Art 204, Ceramics
 - Art 206, Sculpture
 - Art 217, Jewelry
- Art 241, Art History I 3
- Art 242, Art History II 3
- One of the following: 3
 - Art 343, Contemporary Art History
 - Thea 245, Aesthetics
- 300 level studio elective 3
- 400 level studio elective 3
- Bus 121, Introduction to Entrepreneurship 3
- One of the following: 3
 - Acc 201, Principles of Financial Accounting
 - Bus 316, Principles of Marketing
 - Bus 338, Sales

Studio art concentration (27 credit hours)

- One of the following: 3
 - Art 202, Painting
 - Art 203, Watercolor
 - Art 207, Printmaking
- One of the following: 3
 - Art 204, Ceramics
 - Art 206, Sculpture
 - Art 217, Jewelry
- Art 241, Art History I 3
- Art 242, Art History II 3
- Art 343, Contemporary Art History 3
- Studio elective 3
- 300 level studio elective 3
- 400 level studio elective 3
- One of the following: 3
 - Bus 121, Introduction to Entrepreneurship

Engl 204, Expository Writing
 Engl 300, Critical Theory and Practice
 Thea 245, Aesthetics

Pre-Architecture concentration (26 credit hours)

Pre-graduate school program. Graduate programs leading to a Masters of Architecture as a first professional degree assess an applicant's portfolio for visual composition and communication skills.

- One of the following:..... 3
 Art 202, Painting
 Art 203, Watercolor
 Art 207, Printmaking
- Art 206, Sculpture..... 3
- Art 241, Art History I 3
- Art 242, Art History II 3
- 300 level studio elective 3
- 400 level studio elective 3
- Math 211, Calculus I..... 4
- Phys 203, General Physics 4

Art administration (27 credit hours)

Pre-graduate school program.

- One of the following:..... 3
 Art 202, Painting
 Art 203, Watercolor
 Art 207, Printmaking
- One of the following:..... 3
 Art 204, Ceramics
 Art 206, Sculpture
 Art 217, Jewelry
- Art 241, Art History I 3
- Art 242, Art History II 3
- Art 343, Contemporary Art History 3
- 300 level studio elective 3
- 400 level studio elective 3
- Two of the following:..... 6
 Acc 201, Principles of Financial Accounting
 Art 355, Arts in London
 Bus 121, Introduction to Entrepreneurship
 Bus 316, Principles of Marketing
 Bus 319, Leading Non-profit organizations
 Bus 338, Sales
 Engl 204, Expository Writing
 Engl 300, Critical Theory and Practice
 Thea 245, Aesthetics

Art education concentration (31 credit hours)

In addition to this concentration, completion of teacher education requirements detailed in the Education section is needed for K-12 certification (30 credit hours).

- One of the following:..... 3
 Art 202, Painting
 Art 203, Watercolor
- Art 204, Ceramics..... 3
- Art 255, Photo communication 3
- Art 241, Art History I 3

• Art 242, Art History II	3
• Art 312, Teaching Visual Arts.....	4
• Thea 245, Aesthetics	3
• Studio elective	3
• 300 level studio elective	3
• 400 level studio elective	3

Student learning outcomes

Graduates in art will:

1. Demonstrate technical proficiency in at least one medium.
2. Use principles of design, art history and aesthetics to critically analyze and interpret the content of artwork.
3. Create artwork that communicates coherent expressive content.
4. Demonstrate preparedness to incorporate art in their lives after graduation in a variety of ways, within or in addition to a career.

Planning guide

First year	Drawing Design History of Art 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 Art internship Goshen Core
Fourth year	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.
For art education majors, student teaching meets the Art 409 Internship requirement.

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**22 credit hours**

• Art 107, Design	3
• Art 108, Digital Design	3
• Art 208, Typography	3
• Art 308, Graphic Design	3
• Art 408, Advanced Graphic Design	3
• Art 409, Internship	1

- Two of the following: 6
 - Bus 121, Introduction to Entrepreneurship
 - Bus 316, Principles of Marketing
 - Bus 336, Advertising
 - Comm 212, Digital Media Production
 - Comm 326, Creating for the Web
 - Comm 375, Animation
 - Info 354, Web Applications

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 using a variety of dry and wet media. Encouraged as a first course in art.

ART 107 Design 3

A beginning course focusing on art elements and principles. Through experimentation, exercises, specific problems and using basic media and techniques, the student becomes familiar with fundamental visual concepts. Studio experience, critique and some research/writing are included. Encouraged as a first course in art.

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

An introductory course in acrylic painting emphasizing technique, color, and composition. Skill and control of the medium are developed through numerous studio activities.

ART 203 Watercolor 3

An introductory course in watercolor painting emphasizing technique, color, and composition. Skill and control of the medium are developed through numerous studio activities.

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

Focus on the human body using a variety of drawing media. Course emphasizes a visual understanding of anatomy through both rendering and expressive 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
An introductory course in relief and intaglio-type printing techniques. Skill and control of the media are developed through numerous studio activities.	
ART 208 Typography	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 210 What is Beauty?	3
This course uses the visual arts as a starting point for exploring the nature of beauty. Includes both historical and contemporary artworks and the societies and individuals that created them. Students explore what beauty means to them personally through hands on creation of art, attendance of live events (music, theatre and art events), and the development of a personal philosophy of beauty. An Artistic World course in the Goshen Core.	
ART 211 Making the Spiritual Physical	3
What does religious art and architecture tell us about the theology and worldview of its creators? This class is a comparison study of world religions and how believers express what is spiritual and sacred through what they make. Examining religious objects and imagery allows us to understand, appreciate, and gain new perspectives on the faith of others as well as our own. An Artistic World course in the Goshen Core.	
ART 217 Jewelry	3
Three-dimensional design in metals including basic fabrication techniques, silver soldering, cold connections, working with found materials, surface treatments, and finishing. Includes study of historical and contemporary jewelry and metalwork.	
ART 241 History of Art I	3
Historical survey of art from prehistory to Gothic and non-Western art. 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 digital camera on which f-stop and shutter speed can be controlled.	
ART 302 Painting II	3
Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using acrylic or watercolor paint. Prerequisite: Art 202 or 203.	
ART 304 Ceramics II	3
Second-term students continue skill and concept development. More advanced work in glazes and firing is also required. Prerequisite: Art 204.	
ART 305 Drawing II	3 (1-3)
Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using drawing media. Prerequisite: Art 101.	

ART 306 Sculpture II	3 (1-3)
Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors. Prerequisite: Art 206.	
ART 307 Printmaking II	3 (1-3)
Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using printmaking. Prerequisite: Art 207.	
ART 308 Graphic Design	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, 108, 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 II	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 II	3 (1-3)
Three-dimensional design in metals that builds on the basic metals techniques presented in Art 217, with a focus on continued development of design and concept skills and further technical instruction in stone setting, advanced jewel forms or enameling. Includes study of historical and contemporary jewelry and metalwork. Prerequisite: Art 217.	
ART 330 Media Workshop:	3
A course that explores in depth a single medium or process such as enameling, metal casting, raku, bookmaking, 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 Advanced Painting	3 (1-3)
Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using acrylic or watercolor paint. Prerequisite: Art 101, 107, and 302.	

ART 403 Advanced Watercolor	3 (1-3)
Emphasizes independent investigation leading to personal expressions. Prerequisite: Art 303 and Art 101 or 107.	
ART 404 Advanced Ceramics	3 (1-3)
Advanced students develop personal styles. Prerequisite: Art 304 and Art 101 or 107.	
ART 405 Advanced Drawing	3 (1-3)
Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using drawing media. Prerequisite: Art 305.	
ART 406 Advanced Sculpture	3 (1-3)
Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors. Prerequisite: Art 306 and Art 101 or 107.	
ART 407 Advanced Printmaking	3 (1-3)
Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using printmaking. Prerequisite: Art 307 and Art 101 or 107.	
ART 408 Advanced Graphic Design	3 (1-3)
This course expands on previous graphic design knowledge and skills. It emphasizes research and analysis throughout the design processes, leading to creative conceptualization and working design/communication solutions. 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 107.	
ART 409 Internship	1
Supervised placement in an arts business or other organization that is relevant to the student's career interest. Prerequisite: 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 411 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 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 107.	
ART 417 Advanced Jewelry	3 (1-3)
Three-dimensional design in metals that builds on previous metals techniques with a focus on development of independent problem solving, design, concept skills, and further technical instruction in stone setting, advanced jewelry forms or enameling. Includes study of historical and contemporary jewelry and metalwork. Prerequisite: Art 317 and Art 101 or 107.	

Bible, Religion and Philosophy

*Professors J. Brant (Department Chair), K. Graber Miller, P. Keim
Associate Professors K. Gary, R. Shands Stoltzfus*

Introduction

The Bible, Religion and Philosophy department offers the following programs:

- Major in Bible and religion
- Minor in Bible and religion
- Minor in philosophy
- Minor in theological studies and Christian ministries

The mission of the Bible, Religion and Philosophy department is to prepare our students to help the church tell its story in the most compelling way possible, to help the world tell a more truthful story about itself, and to equip our students with the skills needed to do real good in the world. To that end, the Bible and Religion major is 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 and a senior thesis paper that develops work done earlier in the major into a mature and complete work. More information is available at the department website at www.goshen.edu/bibrelphil.

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 minor in theological studies and Christian ministries is designed as pre-seminary preparation or for work in other church ministries.

Recent graduates have gone on to become pastors, service agency directors, 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 and strategically, considering the relevance of faith for their daily lives, and active participation in congregational life.

Major in Bible and religion

42 credit hours

- **Theoretical/Theological/Philosophical courses**
Rel 320, Christian Theologies 3
Phil 200, Introduction to Philosophy 3
Phil 320, Ethics and Morality 3
- **Religious Studies (choose one)** 3
Phil 307, Asian Thought
Rel 220, Introduction to World Religions
Rel 317, Islam
Rel 323, Judaism
Rel 315, Religion in Culture & Society
- **Church History (choose one)** 3
Bibl 303, Story of the Early Church
Hist 318, Anabaptist History

Hist 321, Mennonites in America	
Hist 304, Renaissance & Reformation	
• Textual Studies	
Core 120, Engaging the Bible	3
Bibl 300, Jesus and the Gospels.....	3
Bibl 301, Hebrew Scriptures	3
• Praxis	
Rel 409, Senior Internship	3
Rel 410, Senior Seminar	3
Rel 411, Senior Thesis	3
• Electives	9
Other Bible, religion or philosophy courses, related courses (limit of 3 credits in PJCS) or a course at AMBS, in consultation with adviser	

Student learning outcomes

Graduates in Bible and religion will:

1. Provide a coherent account of the biblical narrative.
2. Identify distinctive content of parts of the biblical canon.
3. Provide a coherent account of the development of the canon.
4. Demonstrate knowledge of core convictions of Christian tradition.
5. Demonstrate knowledge of development and social function of core Christian institutions.
6. Approach text using various and appropriate hermeneutical methodologies.
7. Articulate hermeneutical assumptions.
8. Articulate one's convictions and analyze one's religious experience using the conceptual language of contemporary theology.
9. Place one's convictions and institutional affiliations within the broader context of Christian history.
10. Identify moral presuppositions and arguments guiding one's values and behaviors.
11. Demonstrate the ability to identify presuppositions about reality and the sacred that inform various religious traditions.
12. Engage a variety of spiritual disciplines.

Planning guide

First year	Goshen Core Engaging the Bible (Core 120)
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 Thesis Seminar

Planning and advising notes

Students are encouraged to focus their plan of study by selecting electives in the following areas: ministry inquiry, religious studies, theology, biblical studies, or philosophy. Suggestions are available from Bible, religion and philosophy department faculty advisers.

Bible and Religion majors are encouraged to take one course at Anabaptist Mennonite Biblical Seminary (AMBS) in Elkhart, IN. One course may be taken there as part of a full-time Goshen College registration. For AMBS course listings, see
<http://www.ambs.edu/academics/courses>

Minor in Bible and religion

18 credit hours

- | | |
|--|---|
| • Core 120, Engaging the Bible | 3 |
| • One 300-level Bible course | 3 |
| • Rel 316, Liberation Theology or
Rel 320, Christian Theologies | 3 |
| • Three additional Bible, religion or philosophy courses | 9 |

Minor in philosophy

18 credit hours

- | | |
|---|---|
| • Phil 200, Introduction to Philosophy | 3 |
| • Phil 302, Ethics and Morality | 3 |
| • Phil 307, Asian Thought | 3 |
| • Three courses selected from the following:
Engl 300, Critical Theory & Practice
PJCS 332, Religion, Conflict & Peace or PJCS 350, Dynamics/
Theology of Reconciliation
Phil 400, Individual Readings
Rel 315, Religion in Culture & Society
Rel 320, Christian Theologies
Rel 402, Christianity & Modern Thought
Thea 245, Aesthetics | 9 |

Student learning outcomes

Graduates with a minor in Philosophy will:

1. Develop a knowledge base of philosophy, including classical and contemporary perspectives on major philosophical problems and methods of dealing with them.
2. Develop analytical skills and recognize connections between philosophical themes.
3. Construct and articulate coherent philosophical arguments, identifying and avoiding logical fallacies.
4. Interact with intellectual philosophical texts in a way that is personal, reflective and integrative.

Minor in theological studies and Christian ministries

18 credit hours

- | | |
|--|---|
| • Bibl 300, Jesus and the Gospels | 3 |
| • Rel 374, Congregational Ministries | 3 |
| • Rel 320, Christian Theologies | 3 |
| • Rel 409, Internship | 3 |
| • Courses selected from the following:
Bibl 303, The Story of the Early Church (3)
Mus 212, Song Leading (1)
Mus 311, Topics in Music Literature: Church Music (2)
Phil 302, Ethics and Morality (3)
PJCS 370, Personal Violence and Healing (3)
Rel 209, Field Experience (1-3)
Rel 225, Spiritual Formation (1)
Rel 322, Worshipping Communities (3) | 6 |

Rel 330, Religion and Sexuality (3)
AMBS course, with approval from academic adviser

Student learning outcomes

Graduates with a minor in Theological Studies and Christian Ministries will:

1. Articulate a biblical, historical and theological foundation for ministry.
2. Exercise competent leadership through designing, implementing and assessing ministry experiences.
3. Assess growth toward spiritual and personal maturity.
4. Clarify and develop a ministerial identity.

Bible courses

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. Prerequisite: CORE 120.

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.

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: CORE 120 or consent of instructor. Bible and Religion 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: CORE 120.

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: CORE 120.

BIBL 309 Major Book 3

A study of a major biblical book as announced. Possible offerings include: Genesis,

Academic departments and courses : Bible, Religion and Philosophy

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: CORE 120.

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: CORE 120.

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: CORE 120.

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? This course examines historical and contemporary religious life in the USA, 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.

REL 206 Religion and Sports 3

This course explores the profound and ubiquitous interweaving of religion and sports in Western civilization. From its roots in classical Olympian festivals to its emergence as a multi-billion dollar modern industry, the active presence of religious themes in sports, from spiritual ordeal, to the ethos of fairness, to the manifestation of moral reward in victory, will be tracked and analyzed. Particular attention will be devoted to the ways in which sport interacts with Christianity in North America, both in the quasi-amateur context of intercollegiate athletics as well as the professional ranks of league franchises. A Religious World course in the Goshen Core.

REL 207 Religion and Politics 3

How does religion function as a force for transformation and change in society, or a source of stability? And how does the political world feed back into the world of faith? This course examines the impact of religious beliefs, religious practices, and religious communities on the broader world of politics: governance, social issues, and the organization of the polis. A Religious World course in the Goshen Core.

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 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 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 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, Black Theologies and Feminist Theologies) 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 historical and contemporary situations of exploration and oppression. The course also has a praxis component.

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 Theologies 3

A thorough introduction to theology, examining Christianity's basic theological features and themes (e.g. human nature, Christology, atonement, the nature of the church, eschatology). An excellent course for those committed to Christian faith as well as skeptics and those along faith's margins. Careful attention will be paid to both historical development of theology as well as contemporary credibility. Prerequisite: CORE 120 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 Congregational Ministries 3

This pre-seminary course will introduce students to the basic contours of Christian congregational ministries: public ministry (preaching, worship leading, etc.), pastoral care, church administration, and service in the broader community. Attention also will be paid to leaders' own spiritual development, the power of pastoral ministry and its attendant risks, the dangers of transference and counter-transference in counseling relationships, and the sociological dynamics and functions of religious institutions. Designed for those considering active involvement in pastoral ministries.

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).

REL 411 Senior Thesis 3

This course will meet as a regularly scheduled course. Students will develop a research project based upon material with which they have worked in an earlier Bible or Religion course. One professor will supervise all the students registered in the course. Assistance may be solicited from other professors with more expertise in an area. Students will work at an advanced level using principles and methods of research and situate their work within the context of the story of Religion and Christian faith. Students will polish their composition and oral presentation skills.

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 202 Philosophy, Wonder and Existence 3

A recurring issue in philosophy is the relationship between the body and the soul. One approach to this perplexing problem is to separate or dichotomize these two features of human existence, contending that we are fundamentally material beings or most essentially spiritual beings. This course asks students to confront the body/soul question (or mind-body problem) through the careful reading of seminal texts in philosophy, psychology, theology, and literature. Critiquing what Blaise Pascal and Soren Kierkegaard describe as a culture of distraction that avoids metaphysical questions, course readings and assignments invite students to existentially confront and personally engage with central philosophical questions. While interdisciplinary in nature, this course serves as a primary introduction to the field of philosophy through the lens of a salient and enduring issue. A Religious World course in the Goshen Core.

PHIL 203 Living Ethically 3

Living Ethically will focus on ethical decision-making as well as ethical being, drawing on historical and contemporary forms and structures in ethics as well as contemporary applications of ethical frameworks. Students will be encouraged to identify the bases for their own ethical processes and discern whether there is a distinctively Christian/religious way of living ethically, and if so, what the distinguishing characteristics of such living might be. Moral reasoning and character-formation will be addressed as well as both personal and social ethics. A Religious World course in the Goshen Core.

PHIL 204 Environmental Ethics 3

This course will focus on ethical decision-making as well as ethical being, drawing on both ancient and contemporary applications of ethical frameworks. Students will bring their own ethical issues into the course and help shape its basic trajectories. The course will also address questions of vocation/calling, from a religious perspective, and how that notion is related to ethical being. A Religious World course in the Goshen Core.

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.

Academic departments and courses : Bible, Religion and Philosophy

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 **3 (1-3)**

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/biology
- Merry Lea Environmental Learning Center at www.merrylea.goshen.edu
- Sustainability Semester in Residence at www.merrylea.goshen.edu/undergraduate-program/sustainability-semester
- Master's degree in Environmental Education at www.merrylea.goshen.edu/graduate-program

Career and postgraduate opportunities

All three majors in the Biological Sciences department 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 Computing section of the course catalog.

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; Biol 207; Biol 300; and Biol 311.

Life Sciences and Chemistry - Biol 200; Biol 207; Biol 300; Biol 311 ; Chem 200; Chem 303-304; and Chem 312.

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 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
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
Math 360, Biomathematics (3)
Psyc 380, Statistics in Research (3)

Student learning outcomes

Graduates in biology will:

1. Demonstrate knowledge of core biological principles spanning all levels of hierarchy (cells to ecosystems).
2. Provide examples of the fundamental role that evolutionary principles have in structuring biological systems from the cell to ecosystems.
3. Design and implement experiments through developing research questions, designing research methods, and interpreting and analyzing data using statistical techniques.
4. Use strong oral and writing skills to communicate scientific concepts.
5. Articulate how faith and/or worldview informs personal bioethical attitudes and behaviors.
6. Reflect on the systems-level connections between core biological principles.
7. Demonstrate safety and competence in implementing basic biology laboratory and field skills: taxonomic identification, quantitative measurement, sterile technique, microscopy and slide use, and good experimental design.

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)
- Second year** Goshen Core
General Chemistry
Quantitative course
Biology electives
SST (spring or summer)
- Third year** Goshen Core
Intro to Organic Chemistry

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 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

Student learning outcomes

Graduates in molecular biology/biochemistry will:

1. Demonstrate knowledge of core biological principles spanning all levels of hierarchy (cells to ecosystems).
2. Provide examples of the fundamental role that evolutionary principles have in structuring biological systems from the cell to ecosystems.
3. Design and implement experiments through developing research questions, designing research methods, and interpreting and analyzing data using statistical techniques.
4. Use strong oral and writing skills to communicate scientific concepts.
5. Articulate how faith and/or worldview informs personal bioethical attitudes and behaviors.
6. Demonstrate knowledge of the dynamic nature of interactions between the cell and its environment.
7. Demonstrate knowledge of the cell as an integrated system that can cooperate and organize to form more complex integrated structures.
8. Demonstrate safety and competence in laboratory skills: cell culture techniques, DNA/RNA isolation and analysis, gel electrophoresis, and microscopy.

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
- Psyc 380, Statistics in Research 3

Agroecology track (22 credit hours)

- Biol 201, Botany 4
- 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
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
 - 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 309, Environmental Economics
 - 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 309, 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)

Student learning outcomes

Graduates in environmental science will:

1. Demonstrate knowledge of core biological principles spanning all levels of hierarchy (cells to ecosystems).
2. Provide examples of the fundamental role that evolutionary principles have in structuring biological systems from the cell to ecosystems.
3. Design and implement experiments through developing research questions, designing research methods, and interpreting and analyzing data using statistical techniques.
4. Use strong oral and writing skills to communicate scientific concepts.
5. Articulate how faith and/or worldview informs personal bioethical attitudes and behaviors.
6. Discuss core ecological principles spanning levels of inquiry, including global ecology, ecosystem science, population ecology, community ecology, and physiological ecology.
7. Identify the biosphere's most pressing environmental challenges and analyze the root causes of specific case studies using systems thinking.
8. Demonstrate safe field and laboratory skills: taxonomy and identification of species, plant and animal monitoring techniques, habitat and soil surveys, GPS and GIS mapping.

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.

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 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 Environmental Crisis 3
- Biol 335, Natural Resource Policy Seminar 1
- One of the following field electives: 4
 - Biol 200, General Zoology
 - Biol 201, Botany
 - 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 309, Environmental Economics
 - 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. Gene regulation and expression, cell signaling, and cell division will be discussed, as well as the ethics of manipulating the cell for human applications. 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

Academic departments and courses : Biological Sciences

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 **4**

An introduction to the fundamental principles of plant biology, including structure, function, systematics, reproduction, 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.

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). 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. Students are introduced to the diverse soils of Merry Lea Environmental Learning Center and gain hands-on soil management skills. 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, farm business planning and start up, 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, and 130.

BIOL 302 Developmental Biology 4

Principles of developmental biology with the study of developing systems in both vertebrate and invertebrate model organisms as a focus. Material covers a range of topics including classic embryology, developmental genetics, cancer and aging. 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. 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 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 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 313 Landscape Limnology 4

(Cross-listed with SUST 313) 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. A Natural World course in the Goshen Core.

BIOL 316 Vegetable Crops 3

This course provides an understanding of plant growth and development and focuses on the basic principles of sustainable vegetable production in both field and greenhouse environments. Topics will include seed biology and plant development, bed preparation and planting, plant propagation techniques, extending the growing season, and handling crops after harvest. Students will practice production techniques at Merry Lea Sustainable Farm. This course constitutes one of the four courses taught during Merry Lea's Agroecology Summer Intensive. 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. Topics will include the theoretical basis of agroecology, alternative agricultural 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 319 Human Pathophysiology 3

An introductory study of the biology of human 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 will be conducted. 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 damaged 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 Seminar 1

A broad survey course that investigates policies regulating natural resources. The class covers the rationale, content, process and origins of contemporary state, tribal, federal and international resource policies.

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.

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 microscopy, chromatography, protein purification, 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 (0-3)**

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
Associate Professors J. Geiser, A. Hartzler, J. Hess, P. Mason
Adjunct Professors J. Halteman, G. Lund*

Introduction

The Business department offers five majors and five minors:

- Majors in:
 - accounting
 - business
 - business administration
 - marketing
 - organizational leadership
- Minors in:
 - accounting
 - business
 - entrepreneurship
 - global economics
 - marketing

Students may not earn a double major in two Business department programs, but major/minor combinations in the Business department are allowed.

The accounting, business, and marketing majors lead to a bachelor of arts degree. The business administration and organizational leadership majors lead to a bachelor of science degree and are designed for adult students in a year-round schedule of 5 and 7-week courses.

A Masters in Business Administration program is offered online. More information about the program can be found at www.thecollaborativemba.org and also in the Goshen College academic catalog for graduate programs.

The department also offers several non-credit [continuing education programs in business](#) through its Center for Business and Entrepreneurial Education. Visit the business department website at www.goshen.edu/business for more information.

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 and business administration – 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.

Marketing – A marketing major combines study in graphic design, marketing, business, and communication to prepare students for professional careers in marketing, such as marketing research, public relations, sales, advertising, and media relations.

Organizational leadership – This program enhances a student's professional skills while exploring hands-on applications relevant to workplace challenges. The curriculum includes accounting, communication, organizational culture, and ethics courses to provide students with the leadership and management skills needed by employers.

Computer science, Information technology, and Informatics

The Computing programs at Goshen College are led jointly by the business and mathematics departments. Information technology and informatics majors and minors require study in both computing and business. Detailed information about these programs can be found under Computing in this catalog.

Teacher education certification

Teacher certification in business is available for grades 5-12. Courses needed in addition to business major requirements are Bus 322 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 307, Career Planning 1
- Bus 310, Business Law 3
- One of the following internships: 3-12
Acc 408, Accounting Internship

Acc 409, Accounting Internship	
Bus 409, Business Internship	
• Bus 410, Business Capstone	3
• Econ 203, Principles of Microeconomics	3
• Econ 204, Principles of Macroeconomics	3
• Econ 380, Statistics in Research.....	3
• Mathematics requirement.....	0-6

For students entering Goshen College with SAT Math scores below 480 or ACT Math scores below 20:

- Math 105, then either Math 115 or Math 141

For students entering Goshen College with SAT Math scores of 480-540 or ACT Math scores of 20-23:

- Math 115 or Math 141

For students entering Goshen College with SAT Math scores above 540 or ACT Math scores above 23, requirement is met in one of the following ways:

- Minimum AP Calculus score of 4 (AB level) or 3 (BC level)
- Minimum IB score of 5 in Mathematics or Mathematical Studies
- College credit in 100-level or higher mathematics course

Student learning outcomes

Graduates in accounting will:

1. Identify and articulate how personal values and ethical considerations inform and impact business decisions.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business functions as well as the relationships between the various functions in a business.
3. Intentionally prepare for an accounting career.
4. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
5. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
6. Demonstrate effectiveness in writing and speaking in a variety of business contexts.
7. Demonstrate ability to work productively with individuals in a diversity of roles and with varying interests in the outcome.

Planning guide

First year Goshen Core

Mathematics requirement

Principles of Financial Accounting

Principles of Microeconomics

Principles of Macroeconomics

Office Software Productivity

Second year Goshen Core

Principles of Managerial Accounting

Statistics in Research

Accounting Information Systems

Cost Accounting

SST (spring or summer, or summer after 3rd year)

- Third year** Goshen Core
Intermediate Accounting
Federal Income Tax: Individual
Business Law
Career Planning
- Fourth year** Balance of Goshen Core
Balance of accounting major
Internship
Business Capstone

Planning and advising notes

SST should be completed in the first two years or summer of the third year. Additional math courses are encouraged for students anticipating graduate school.

In most states, 150 credit hours of undergraduate or graduate education is required before individuals can take the Uniform CPA Examination and/or be licensed as CPAs. Each state has unique licensing requirements, and students should work with their academic adviser to plan a course of study to meet the licensing requirements of a particular state.

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 307, Career Planning 1
- 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 409, Business Internship 3
- Bus 410, Business Capstone 3
- Econ 203, Principles of Microeconomics 3
- Econ 204, Principles of Macroeconomics 3
- Econ 380, Statistics in Research 3
- Additional business department courses, at least 6 credit hours upper level (courses numbered 300 and above) 9
- Mathematics requirement 0-6

For students entering Goshen College with SAT Math scores below 480 or ACT Math scores below 20:

- Math 105, then either Math 115 or Math 141

For students entering Goshen College with SAT Math scores of 480-540 or ACT Math scores of 20-23:

- Math 115 or Math 141

For students entering Goshen College with SAT Math scores above 540 or ACT Math scores above 23, requirement is met in one of the following ways:

- Minimum AP Calculus score of 4 (AB level) or 3 (BC level)
- Minimum IB score of 5 in Mathematics or Mathematical Studies

- College credit in 100-level or higher mathematics course

Student learning outcomes

Graduates in business will:

1. Identify and articulate how personal values and ethical considerations inform and impact business decisions.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business functions as well as the relationships between the various functions in a business.
3. Intentionally prepare for a business career.
4. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
5. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
6. Demonstrate effectiveness in writing and speaking in a variety of business contexts.
7. Demonstrate ability to work productively with individuals in a diversity of roles and with varying interests in the outcome.

Planning guide

First year Goshen Core

Essential Business Skills
Mathematics requirement
Principles of Financial Accounting
Principles of Microeconomics
Principles of Macroeconomics
Office Software Productivity

Second year Goshen Core

Principles of Managerial Accounting
Statistics in Research
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

SST should be completed in the first two years or the summer after the third year.
Additional math courses are encouraged for students anticipating graduate school.

Major in business administration

NOTE: This is an adult accelerated B.S. program. See the Office of Graduate and Continuing Studies for more information.

Major courses: 54 credit hours

- Acc 201, Principles of Financial Accounting 3
- Acc 202, Principles of Managerial Accounting 3
- Bus 121, Introduction to Entrepreneurship 3

• Bus 220, Office Software Productivity	3
• Bus 306, Essentials of Human Resource Management.....	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 410, Business Capstone	3
• Econ 203, Principles of Microeconomics.....	3
• Econ 204, Principles of Macroeconomics	3
• Econ 380, Statistics in Research.....	3
• Additional business department approved courses.....	6
• Math 141, Finite Mathematics	3

Goshen Core courses: 42 credit hours (see Office of Graduate and Continuing Studies section of this catalog)

Student learning outcomes

Graduates in business administration will:

1. Identify and articulate how personal values and ethical considerations inform and impact business decisions.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business functions as well as the relationships between the various functions in a business.
3. Intentionally prepare for a business career.
4. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
5. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
6. Demonstrate effectiveness in writing and speaking in a variety of business contexts.
7. Demonstrate ability to work productively with individuals in a diversity of roles and with varying interests in the outcome.

Major in marketing

49 credit hours

• Acc 201, Principles of Financial Accounting	3
• Art 108, Digital Design.....	3
• Art 208, Typography	3
• Bus 307, Career Planning	1
• Bus 316, Principles of Marketing	3
• Bus 320, Marketing Research	3
• Bus 336, Advertising	3
• Bus 338, Sales	3
• Bus 409, Business Internship	3
• Bus 410, Business Capstone	3
• Comm 202, Oral Communication	3
• Comm 250, Writing for Media.....	3
• Comm 270, Media, Law and Ethics.....	3
• Comm 324, Principles of Public Relations	3
• Choose one of the following	3
Comm 240, Communication Research	
Econ 380, Statistics in Research	
• Choose two of the following	6
Acc 202, Principles of Managerial Accounting	

Art 308, Graphic Design
Art 408, Advanced Graphic Design
Comm 212, Digital Media Production
Comm 326, Creating for the Web
Engl 203, Introduction to Creative Writing
Engl 204, Expository Writing

Student learning outcomes

Graduates in marketing will:

1. Identify and articulate how personal values and ethical considerations inform and impact business decisions.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business functions as well as the relationships between the various functions in a business.
3. Intentionally prepare for a marketing career.
4. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
5. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
6. Demonstrate effectiveness in writing and speaking in a variety of business contexts.
7. Demonstrate ability to work productively with individuals in a diversity of roles and with varying interests in the outcome.

Planning guide

First year Goshen Core

Digital Design
Oral Communication
Typography

Second year Goshen Core

Principles of Marketing
Media, Law & Ethics
Writing for Media
Statistics in Research or Comm Research
Sales
SST (spring or summer, or summer after third year)

Third year Goshen Core

Principles of Public Relations
Advertising
Marketing Research
Principles of Financial Accounting
Career Planning
Upper level courses in major
A summer internship between third and fourth year is strongly encouraged

Fourth year Balance of Goshen Core
Balance of major
Business Capstone

Planning and advising notes

Principles of Marketing is a foundational course in this major and should be taken in the second year. This major allows students to choose from a list of course options, some of which require prerequisites, so appropriate course planning is required.

Major in organizational leadership

40 credit hours

NOTE: This is a bachelor's degree completion program. Entering students must have a minimum of three years of significant work experience and approximately 60 credit hours of college-level work already completed. See the Office of Graduate and Continuing Studies section for more information.

• OLP 300, Effective Communication	3
• OLP 301, Individual and Group Dynamics	3
• OLP 307, Managerial Accounting.....	3
• OLP 308, Economic Environment of Organizations	3
• OLP 309, Leading and Serving in a Multicultural World	3
• OLP 312, Organizational Theory	3
• OLP 401, Organizational Cultures.....	3
• OLP 403, Leadership Theory and Development.....	3
• OLP 410, Ethical Issues in Leadership and Organization	3
• OLP 412, Leading and Managing Change	3
• OLP 420, Strategic Planning, Action, Measurement	3
• OLP 450, Leadership Project I	1
• OLP 451, Leadership Project II	3
• Religious World Goshen Core perspectives class	3

Student learning outcomes

Graduates in organizational leadership will:

1. Identify and articulate how personal values and ethical considerations inform and impact business decisions.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business functions as well as the relationships between the various functions in a business.
3. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
4. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
5. Demonstrate effectiveness in writing and speaking in a variety of business contexts.
6. Demonstrate ability to work productively with individuals in a diversity of roles and with varying interests in the outcome.

Minor in accounting

18 credit hours

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

Note to business majors: Students must take 12 credit hours in accounting beyond what is required in the major, including Acc 302.

Note to marketing majors: Students must take 15 credit hours in accounting beyond what is required in their major, including Acc 302.

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 9 credit hours in business and economics beyond what is required in the major.

Note to marketing majors: Students must take 12 credit hours in accounting, business and economics beyond what is required in the major.

Minor in entrepreneurship

18 credit hours

- Acc 201, Principles of Financial Accounting 3
- Bus 121, Introduction to Entrepreneurship 3
- Bus 328, Venture Planning 3
- Bus 338, Sales 3
- Two of the following: 6
 - Acc 202, Principles of Managerial Accounting
 - Bus 209, Field Experience
 - Bus 316, Principles of Marketing
 - Bus 360, Java Junction Management
 - Bus 402, Applied Entrepreneurship

Student learning outcomes

Graduates in entrepreneurship will:

1. Identify and articulate how personal values and ethical considerations inform and impact entrepreneurship.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in entrepreneurial ventures.
3. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
4. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.

Planning and advising notes

Note to accounting, business and marketing majors: Students must complete 12 credit hours of entrepreneurship minor courses beyond what is required in their major.

Minor in global economics

18 credit hours

- Econ 203, Principles of Microeconomics 3
- Econ 204, Principles of Macroeconomics 3
- Econ 380, Statistics in Research..... 3
- Additional courses chosen from economics, Bus 350, or Bus 375 (international May term course)..... 9

Student learning outcomes

Graduates in global economics will:

1. Identify and articulate how personal values and ethical considerations inform and impact economics.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in economics.
3. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
4. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.

Planning and advising notes

Students should complete Econ 203, 204 and 380 in the first and second year. Additional mathematics courses are encouraged if graduate work in economics is anticipated.

Note to accounting and business majors: Students must take 12 credit hours selected from upper level economics courses, Bus 350, or business department May term international courses.

Note to marketing majors: Students must complete Econ 203, Econ 204, and 12 credit hours selected from upper level economics courses, Bus 350, or business department May term international courses.

Minor in marketing

19 credit hours

- Art 108, Digital Design 3
- Bus 307, Career Planning 1
- Bus 316, Principles of Marketing 3
- Comm 202, Oral Communication 3
- Choose one course: 3
 - Comm 240, Communication Research
 - Econ 380, Statistics in Research
- Choose one course: 3
 - Bus 320, Marketing Research
 - Bus 336, Advertising
 - Bus 338, Sales
- Choose one course: 3
 - Comm 324, Principles of Public Relations
 - Comm 326, Creating for the Web
 - Engl 203, Introduction to Creative Writing

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 209 Field Experience 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 and must be approved prior to enrolling in this course. The course is designed to integrate and apply theoretical learning with experience. Students enrolling in this course must be an accounting major or minor and must have completed at least 15 hours of accounting program requirements. This course is repeatable.

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 201.

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.

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. Prerequisite: Acc 303.

ACC 408 Accounting Internship 12 (6-12)

This internship is a full time position in a public accounting firm. Enrollment in this course is limited to accounting majors and must be approved by department faculty. Students are selected by accounting firms through a competitive interviewing process. Prerequisite: Bus 307.

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 and must be approved prior to enrolling in this course. The course is designed to integrate and apply theoretical learning with experience. Students desiring an internship in accounting must be an accounting major and must have completed at least 40 hours of major requirements. This course is repeatable. Prerequisite: Bus 307.

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 121 Introduction to Entrepreneurship** 3

The best way to learn about entrepreneurship is to do entrepreneurship. This course combines stories of success and failure in entrepreneurship, exploration of each student's aptitude for entrepreneurship, cultivation of new ideas, and practice with

starting new ventures. Lean start-up, business model canvas, and customer development concepts are foundations for the experiential learning in this course.

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 209 Field Experience 3 (1-3)

Students enrolling in this course must be an accounting or business major or minor or an entrepreneurship minor and must have completed at least 12 hours of business or marketing or entrepreneurship program requirements.

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 business software, such as spreadsheets, word processing, and presentation graphics. The focus is on using these tools to improve personal, team and organizational productivity and effectiveness. This course is offered in an on-line format and currently uses Microsoft Office 2013, Google Apps and Prezi. Students must have access to a personal computer.

BUS 306 Essentials of HR 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 307 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 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 dividend policy. Prerequisite: Acc 202, 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, performance measurement, job design, worker safety and health, supply chain management, 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 316, Econ 380 or Comm 240.

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 or consent of instructor.

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 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.

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 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. The management team reports regularly to an Advisory Board who serves as Java Junction's Board of Directors. Managers are selected by the business department through an application process. Entrepreneurial students and those energized by challenges are encouraged to apply. This course is repeatable.

BUS 375 Topics: **3 (1-4)**

Depth study on a selected topic in business. Intended to accommodate student interest and/or faculty expertise in specific business issues. Issues may vary from year to year and includes international trips during May term.

BUS 400 Selected Readings **1 (1-4)**

Special topics for majors and minors.

BUS 402 Applied Entrepreneurship **1 (1-3)**

This course is designed to provide an opportunity for experiential learning in entrepreneurship. Students must propose an activity to a business department faculty member for approval prior to enrolling in this course. Requirements for receiving academic credit may include a designated number of hours working on the activity, periodic meetings with the supervising faculty member, and written assignments related to the activity. This course is repeatable.

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 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 and must be approved prior to enrolling in this course. The course is designed to integrate and apply theoretical learning with experience. Students desiring an internship in business must have a major in the business department and must have completed at least 40 hours of major requirements. This course is repeatable. Prerequisite: Bus 307.

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 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.

ECON 309 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 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 309.

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 and include international trips during May term.

ECON 380 Statistics in Research 3

(Cross-listed from Psyc 380) A study of data analysis and its relationship to research methods in a variety of settings. Collection, presentation and analysis of numerical data, including descriptive, parametric, and nonparametric statistics. Students are strongly encouraged to complete the Quantitative Literacy requirement in the Goshen Core before taking this course.

ECON 400 Selected Readings 1

Special topics for majors and minors.

Organizational leadership courses

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.

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 studies as a consideration of personality, attitudes, perception, roles, attitude, and environment.

OLP 307 Managerial Accounting 3

The acquisition, analysis and reporting of financial information is important to the individual leader and the organization. Special attention will be 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.

OLP 308 Economic Environment of Organization 3

The 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.

OLP 309 Leading & Serving Multicultural Wld 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.

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.

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.

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.

OLP 410 Ethical Iss Leadership&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 an organization, 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 organization.

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.

OLP 420 Strategic Planning,Action,Measurement 3

The course addresses strategic issues in running a business enterprise. The theme is good strategy-making and good 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.

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.

Chemistry

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

Introduction

The Chemistry department offers a major in chemistry and also collaborates with the Biological Sciences 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 website 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, Calculus I.....	4
• Math 213, Multivariate Calculus	4
• Phys 203-204, General Physics I & II	8

Student learning outcomes

Graduates in chemistry will:

1. Possess broad knowledge of fundamental principles from organic, inorganic, analytical and physical chemistry and use this knowledge for solving problems.
2. Demonstrate key laboratory skills for designing, executing, analyzing, recording and reporting laboratory experiments.
3. Use effectively a broad range of modern scientific instruments.
4. Demonstrate effective written and oral communication.
5. Practice safe handling of chemicals.
6. Use modern library tools to access chemical information.

7. Successfully achieve career objectives for either employment or advanced education in graduate/professional programs.

Planning guide – options A & B

First year	Goshen Core General Chemistry Calculus I	Goshen Core General Chemistry Calculus I
Second year	Goshen Core Organic Chemistry Analytical Chemistry Multivariate Calculus SST (summer)	Goshen Core Organic Chemistry General Physics Multivariate Calculus SST (summer)
Third year	Goshen Core General Physics Quantum Mechanics Inorganic Chemistry	Goshen Core Analytical Chemistry Biochemistry (recommended) Thermodynamics SST (fall or summer)
Fourth year	Balance of Goshen Core Biochemistry (recommended) Thermodynamics Internship Senior Seminar	Balance of Goshen Core Quantum Mechanics Inorganic Chemistry 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, Chem 430, Biochemistry; Chem 450, Introductory Research Problems.

Chemistry courses**CHEM 101 Introductory Chemistry 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 103 without taking 101. Lectures and laboratory.

CHEM 103 Chemistry and Health 4

The study of organic and biochemistry, along with applications of biology, health care, and other fields, will be used to understand a public health problem such as malaria. The fundamentals of organic and biochemistry will be learned in the context of reducing infectious agents, protecting people from infection, detecting infections, and pharmaceutical treatments for diseases. A laboratory component will involve chemical experimentation, research skills, experimental design, and communication of results. Collaborative learning will be used in the laboratory. Prerequisite: two semesters of high school chemistry with grades of B- or higher or Chem 101.

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 101,103 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, 103 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 211 and 213 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 211 and 213 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 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, 303, 304, and 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 311 or 341 to get a solid background in the areas of biochemistry and molecular biology. Lectures and laboratory. Prerequisite: Chem 303-304.

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

Communication

Professors P. Lehman (Department Chair), D. Stoltzfus

Associate Professor S. Conley

Assistant Professors 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 three possible 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), public relations (Public Relations Student Society of America), 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 website 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

45 credit hours

- Comm 190, Introduction to Radio 1
 - Comm 195, Introduction to TV News 1
 - Comm 200, Communication Practice 2
 - Comm 202, Oral Communication 3
 - Comm 204, Expository Writing 3
 - Comm 212, 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 312, Advanced Digital Media Production 3
 - 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

Student learning outcomes

Graduates in broadcasting will:

1. Comprehend a core of knowledge in the field.
2. Create a diverse portfolio that reflects multimedia storytelling.
3. Demonstrate a set of professional skills and competencies in their practice of broadcasting.
4. Serve the college and broader public through co-curricular media involvement.
5. Demonstrate competence in securing and completing two or more internships.
6. Report that courses and other collegiate training prepared them for a position in broadcasting or a related career.
7. Integrate Christian values, professional conduct and a global perspective.

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

41 credit hours (core and one concentration area)

Core courses (23 credit hours):

- | | |
|---|---|
| • Comm 200, Communication Practice | 2 |
| • Comm 202, Oral Communication | 3 |
| • 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. It 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, Typography
 - Comm 190, Introduction to Radio
 - Comm 212, Digital Media Production
 - Comm 255, Photo Communication
 - Comm 312, Advanced Digital Media Production
 - Comm 412, Special Project
- At least four semesters participation in WGCS, GCTV, or *The Record* NC

Student learning outcomes

Graduates in communication will:

1. Comprehend a core of knowledge in the field.
2. Create a diverse multimedia portfolio.
3. Demonstrate a set of professional skills and competencies in their practice of communication.
4. Serve the college and broader public through co-curricular media involvement.
5. Demonstrate competence in securing and completing one or more internships.
6. Report that courses and other collegiate training prepared them for a position in communication or a related career.
7. Integrate Christian values, professional conduct and a global perspective.

Major in journalism

45 credit hours

- Comm 200, Communication Practice 2
- Comm 202, Oral Communication 3
- 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
WGS 375, Gender in Popular Culture
- At least four semesters participation in GCTV, *Record*, *Maple Leaf*, and/or WGCS NC

Student learning outcomes

Graduates in journalism will:

1. Comprehend a core of knowledge in the field.
2. Create a diverse portfolio that reflects multimedia storytelling.
3. Demonstrate a set of professional skills and competencies in their practice of journalism.
4. Serve the college and broader public through co-curricular media involvement.
5. Demonstrate competence in securing and completing two or more internships.
6. Report that courses and other collegiate training prepared them for a position in journalism or a related career.
7. Integrate Christian values, professional conduct and a global perspective.

Major in public relations

46 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 202, Oral Communication 3
 - 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, Typography
 - 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*, Public Relations Student Society of America and/or WGCS NC

Student learning outcomes

Graduates in public relations will:

1. Comprehend a core of knowledge in the field.
2. Create a diverse portfolio that reflects their work in public relations.
3. Demonstrate a set of professional skills and competencies in their practice of public relations.
4. Serve the college and broader public through co-curricular media involvement.
5. Demonstrate competence in securing and completing two or more internships.
6. Report that courses and other collegiate training prepared them for a position in public relations or a related career.
7. Integrate Christian values, professional conduct and a global perspective.
8. Gain experience in practicing public relations as members of a team.

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 202, Oral Communication
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, Communicaton Practice
 - Comm 202, Oral Communication
 - 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, Typography
 - Art 308, Graphic Design
 - Bus 336, Advertising
 - Comm 212, Digital Media Production
 - Comm 250, Writing for Media
 - Comm 312, Advanced Digital Media Production

Student learning outcomes

Graduates in multimedia communication will:

1. Comprehend a core of knowledge in the field.
2. Create a diverse portfolio that reflects multimedia aesthetic proficiencies.
3. Demonstrate a set of professional skills and competencies in their practice of multimedia communication.

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 203, 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 department 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.

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: CORE 110 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 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 digital 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 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 316.

COMM 326 Creating for the Web **3**

This course examines the necessary tools for building successful web pages. Students utilize design elements and principles to emphasize the importance of the web as an effective form of communication. They also learn languages of page development (HTML/CSS) and responsive web design.

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,

Academic departments and courses : Communication

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.

Computing

Professor D. Housman (Department Chair)

Introduction

The Mathematics and Business departments offer the following programs in computing:

- Major and Minor in computer science
- Major and Minor in informatics
- Major and Minor in information technology

Students in all three majors take courses in programming, database design, networking and security, systems analysis, and project management. Computer science majors take additional courses to deepen their understanding of computing from scientific, theoretical, and mathematical perspectives. Information technology majors take additional courses to broaden their understanding of computing and some applications. Informatics majors complete additional courses in a cognate area to obtain some expertise in an area of application. The five possible cognate areas are business; biology; communication; mathematics; and peace, justice and conflict studies (PJCS). The PJCS cognate is a distinctive Goshen program not offered by any other college. All three majors are completed by an internship with a local business or nonprofit organization and a senior seminar. To obtain further practical experience, students often work with Information Technology Services (ITS), ITS media, or the public relations department on campus.

Because of the significant overlap in the courses required for majors and minors in computing, it is not possible to have more than one major or minor in computing.

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

Career and postgraduate opportunities

Business and nonprofit organizations are looking for people that are able to use computer technology to solve problems. Goshen computing graduates are in demand for their ability to increase business productivity, design effective websites, set up social media marketing campaigns, and create apps for smartphones and tablets. Students who elect to continue their computer studies at the graduate level have consistently been able to obtain research or teaching assistantships to fund their graduate education.

Major in computer science

53 credit hours

• Info 200, Problem Solving with Computers	3
• Info 230, Programming I	4
• Info 330, Programming II	4
• Info 340, Database Design	3
• Info 346, Human Computer Interaction	3
• Info 350, Computer Networking & Security	3
• Info 355, Systems Analysis	3
• Info 405, Project Management	3
• CoSc 360, Operating Systems	3
• CoSc 365, Analysis of Algorithms	3
• CoSc 375, Topics in Computer Science	3
• CoSc 409, Internship	3
• CoSc 410, Senior Seminar	1

• Math 205, Discrete Mathematics	3
• Math 211, Calculus I.....	4
• Math 301, Linear Algebra	3
• Phys 304, Electronics	4

Student learning outcomes

Graduates in computer science will:

1. Demonstrate knowledge of fundamental concepts in computing including programming, database design, networking, human computer interaction, operating systems, algorithm correctness and complexity, electronics, and systems analysis.
2. Demonstrate knowledge of the mathematical principles underlying computer science concepts and techniques.
3. Demonstrate the ability to effectively communicate complex computing concepts orally, visually and in writing.
4. Demonstrate the ability to function effectively in teams to accomplish common goals.
5. Demonstrate the ability to design, implement, and evaluate systems and software to meet the needs of organizations.
6. Demonstrate an ability to analyze the local and global impact of computing.
7. Demonstrate the ability to learn new technologies from published literature and be prepared to engage in lifelong learning in computing.

Planning guide

First year Goshen Core
Problem Solving with Computers
Programming I
Calculus I or Discrete Math

Second and Goshen Core

Third years Upper level computing and related
courses
SST

Fourth year Balance of Goshen Core
Remaining computing and related
courses
Internship
Senior Seminar

Major in informatics

59-65 credit hours (core, electives, and one cognate area)

Core courses (38 credit hours)

• Info 200, Problem Solving with Computers	3
• Info 230, Programming I	4
• Info 330, Programming II	4
• Info 340, Database Design	3
• Info 350, Computer Networking & Security	3
• Info 355, Systems Analysis	3
• Info 405, Project Management	3
• Info 409, Internship.....	3
• One statistics/research methods course below	3

Comm 240, Communication Research
Econ/Psyc 380, Statistics in Research
Math 323, Probability and Statistics
Soc 391, Methods of Social Research

- Electives (may not duplicate cognate courses) 9
Acc 210, Accounting Information Systems
Bus 220, Office Software Productivity
Comm 326, Creating for the Web
CoSc 360, Operating Systems
CoSc 365, Analysis of Algorithms
CoSc 375, Topics in Computer Science
Info 346, Human Computer Interaction
Phys 304, Electronics

Biology Cognate (27 credit hours)

Faculty contact person: Andrew Ammons

- 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
- 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: Phil Mason

- Acc 201, Principles of Financial Accounting 3
- Acc 202, Principles of Managerial Accounting 3
- Bus 316, 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

Communication and Media Cognate (21 credit hours)

Faculty contact person: Patricia Lehman

- Art 107, Design 3
- Art/Comm 108, Digital Design 3
- Art 208, Typography 3
- Comm 250, Writing for Media 3
- Comm 375, Animation 3
- Comm 410, Senior Seminar 3
- Info 346, Human Computer Interaction 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

Peace, Justice & Conflict Studies (PJCS) Cognate (22 credit hours)

Faculty contact person: Joe Liechty

• Bibl 321, Biblical Themes of Peace	3
• PJCS 325, Mediation.....	3
• PJCS 350, Dynamics & Theology of Reconciliation	3
• PJCS 370, Personal Violence & Healing.....	3
• PJCS 410, Senior Advanced Work	1
• Any three additional PJCS courses.....	9

Student learning outcomes

Graduates in informatics will:

1. Demonstrate knowledge of fundamental concepts in informatics, including programming, database design, networking, statistics, and systems analysis.
2. Demonstrate expertise in a discipline to which informatics principles can be applied..
3. Demonstrate the ability to effectively communicate complex computing concepts orally, visually and in writing.
4. Demonstrate the ability to function effectively in teams to accomplish common goals.
5. Demonstrate the ability to design, implement, and evaluate systems and software to meet the needs of organizations.
6. Demonstrate an ability to analyze the local and global impact of computing.
7. Demonstrate the ability to learn new technologies from published literature and be prepared to engage in lifelong learning in informatics.

Planning guide

First year Goshen Core
 Problem Solving with Computers
 Programming I
 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
 Internship
 Senior Seminar (in cognate area)

Major in information technology

49 credit hours

• Info 200, Problem Solving with Computers	3
• Info 230, Programming I	4
• Info 330, Programming II	4
• Info 340, Database Design	3
• Info 346, Human Computer Interaction	3
• Info 350, Computer Networking & Security	3
• Info 355, Systems Analysis	3
• Info 405, Project Management	3
• Info 409, Internship	3
• CoSc 360, Operating Systems	3
• CoSc 410, Senior Seminar	1
• Math 205, Discrete Mathematics	3

- Math 211, Calculus I..... 4
- Related courses selected from the following: 9
 - Acc 201, Principles of Financial Accounting(3)
 - Acc 210, Accounting Information Systems(3)
 - Bus 220, Office Software Productivity(3)
 - Bus 318, Operations Management(3)
 - Comm 108, Digital Design(3)
 - Comm 270, Media, Law & Ethics(3)
 - Comm 326, Creating for the Web(3)
 - Comm 375, Animation(3)
 - CoSc 365, Analysis of Algorithms(3)
 - CoSc 375, Topics in Computer Science(3)

Student learning outcomes

Graduates in information technology will:

1. Demonstrate knowledge of fundamental concepts in information technology, including programming, database design, networking, human computer interaction, operating systems, and systems analysis.
2. Demonstrate an understanding of some applications of information technology..
3. Demonstrate the ability to effectively communicate complex computing concepts orally, visually and in writing.
4. Demonstrate the ability to function effectively in teams to accomplish common goals.
5. Demonstrate the ability to design, implement, and evaluate systems and software to meet the needs of organizations.
6. Demonstrate an ability to analyze the local and global impact of computing.
7. Demonstrate the ability to learn new technologies from published literature and be prepared to engage in lifelong learning in computing.

Planning guide

First year Goshen Core

Problem Solving with Computers

Programming I

Calculus I and/or Discrete Math

Second and Goshen Core

Third years 300-level computing courses

related courses

SST

Fourth year Balance of Goshen Core

Remaining computing and related

courses

Internship

Senior Seminar

Minor in computer science

20 credit hours

- Info 200, Problem Solving with Computers 3
- Info 230, Programming I 4
- Info 330, Programming II..... 4
- Any upper level computer science or informatics courses 9

Minor in informatics

19 credit hours

- Info 200, Problem Solving with Computers 3
- Info 230, Programming I 4
- Info 409, Internship 3
- Any upper level computer science or informatics courses 9

Minor in information technology

18 credit hours

- Info 200, Problem Solving with Computers 3
- Info 230, Programming I 4
- Info 330, Programming II 4
- Info 346, Human Computer Interaction 3
- Any upper level computer science or informatics courses 4

Computer science courses

COSC 360 Operating Systems 3

A study of operating system concepts and structures with a major focus on process control, memory management, I/O management and concurrent processes.

Programming with multiple threads, synchronization (mutex locks and condition variables), data races, deadlock, and program invariants. Prerequisite: Info 330.

COSC 365 Analysis of Algorithms 3

Course covers the design and analysis of efficient algorithms. Topics covered include sorting, search trees, heaps, hashing, divide-and-conquer, dynamic programming, randomized algorithms, stochastic algorithms, approximation algorithms, amortized analysis, probabilistic analysis, competitive analysis. Prerequisite: Info 330.

COSC 375 Special Topics 3 (1-3)

Topics will be selected based on student interest. Possible topics include: Knowledge Management, Artificial Intelligence, Big Data, Health Information Systems, Computer Architecture, Compiler Design, Software Engineering, Theory of Computation, and Computational Linguistics. Other topics will be considered. Course may be repeated. Prerequisite: Info 330 or consent of instructor.

COSC 409 Internship 3 (1-3)

Work experience in or student observation of the computer field. Each student's project is individually arranged with the instructor. The course is designed to integrate and apply theoretical learning with experience. Students desiring a computer internship must be an Information Technology, Computer Science, or Informatics major/minor and must have completed at least 15 hours of major/minor requirements. This course is repeatable.

COSC 410 Senior Seminar 1

Summative course for the Computer Science and Information Technology majors. This course discusses the enormous impact that computing has had on society at large. It will also examine issues concerning a sustainable future and how that places added responsibilities on computing professionals. Course also discusses professional ethics, professional development, professional communication, and collaborating in person as well as remotely. The course will also include an assessment of mastery of learning outcomes for the major. Prerequisite: Senior standing.

Informatics courses

INFO 200 Problem Solving with Computers 3

This course focuses on functional problem solving methods. While solving problems, students will learn about how computers are used to solve problems, computer algorithms, storage of data, and data abstraction. Students will learn how to design, write, and test programs used to solve problems. Two important functional problem solving methods will be emphasized: recursion and high order problem solving. Most problems posed in the course will be related to storage, manipulation, and rendering of graphical images.

INFO 230 Programming I 4 (3-4)

This course focuses on using imperative programming techniques to solve problems.

This course will also look at issues related to date representation, data abstraction, memory management, arrays, linked lists, pointers, and assertion. It will also provide a brief introduction to use UNIX/Linux and shell scripting.

INFO 330 Programming II 4

This course focuses on using object-oriented problem solving techniques. Topics covered include object-oriented design, encapsulation, inheritance, algorithmic analysis, and data structures. It will also cover the use of an integrated development environment (IDE) (for example, Netbeans or Eclipse). This course will look at issues related to solving larger problems than were covered in Info 200 and 230. 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 MySQL and in web environments. Prerequisite: Info 230.

INFO 346 Human-Computer Interaction 3

This course covers principles for designing, implementing, and evaluating user interfaces. The course will introduce user-centered design, rapid prototyping, experimentation, direct manipulation, and cognitive principles. Students will apply these principles in creating web sites. Prerequisite: Info 330.

INFO 350 Computer Networking and Security 3

Structure and components of computer networks, packet switching, layered architectures, and congestion management. Also covers principles of computer security, network security, application security, data security, threats, vulnerabilities, access control, and cryptography. 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: Info 330 and 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 may include 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; presentation techniques; effective management of both behavioral and technical aspects of the project. Prerequisite: Info 355.

INFO 409 Internship 3

Work experience related to the use of information. Each student's internship is

Academic departments and courses : Computing

individually arranged with the instructor. The course is designed to give students practical experience applying what they learned in other classes. Students desiring an information internship must be an Information Technology, Computer Science, or Informatics major or minor and must have completed at least 15 hours of major/minor requirements. This course is repeatable.

Education

*Professors K. Meyer Reimer (Director of Elementary Education), A. Stalter
Associate Professor S. Ehst
Adjunct Professor C. Metcalfe*

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 Goshen College Teacher Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE www.ncate.org). It was first accredited in 1954. This accreditation covers initial teacher preparation programs at Goshen College. However, the accreditation does not extend to individual education courses that the institution offers to K-12 educators for professional development, re-licensure, or other purposes.

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 a 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 during SST.

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 website 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.

Elementary education/English learners(K-6)

Goshen offers certification in English Learners for K-6 in conjunction with an elementary education certificate. To complete this program, 14 additional hours (Introduction to Linguistics, The English Language, English Grammar, Methods of Teaching English to Speakers of Other Languages and TESOL practicum) 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:

- 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 (with a major in history)
- Spanish
- Theater Arts
- Visual Arts

Special attributes of Goshen's teacher education program

1. 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.

2. English learners- Schools continue to need teachers who are skilled in working with students who do not speak English. Goshen College offers programs in Teaching English to Speakers of Other Languages (TESOL) at K-6 and K-12 levels.

3. 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](#)).

4. Environmental education – Merry Lea Environmental Learning Center, a 1,189-acre nature conservancy owned by Goshen College, hosts more than 6,000 school children each year for outdoor education. All elementary education majors have the opportunity to work in environmental education as part of their program.

5. 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.

6. 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 Core Academic Skills Assessment (CASA)
 - 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
- Membership in a professional organization

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 (63-76 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 215 NW, Climate Change	3
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	3
Hist 217 SW, Geography and Culture	3

Physical education

Core 115, Wellness for Life	1
Kin 309, Physical Education for Children	2

Humanities

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

Bible/religion/philosophy/peace studies

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

International/intercultural education

Core 100, Identity, Culture & Community	3
Foreign language competency	0-8
SST: international or on-campus alternativee (see planning and advising notes below) 9-14	

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

Additional requirements for English Learners (K-6) (14 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	3

Student learning outcomes

Graduates in education will:

1. Comprehend the content disciplines to be taught in order to make connections, drawing relationships (a) within disciplines, (b) between disciplines, and (c) to students' lives.
2. Communicate effectively in a variety of sign systems (e.g. oral, written, nonverbal, and media communication).
3. Build a learning community based on the diversity of students' background and the ways in which they learn by (a) starting from each individual's strengths and cultural resources, (b) sharing responsibility for teaching and learning with all students, and (c) advocating for all students.
4. Flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.
5. Manage a classroom effectively, incorporating principles of peacemaking and positive behavior supports in a wide variety of settings.
6. Sense a strong call to serve and to nurture students from a social justice perspective.
7. Develop a sense of self as an educational facilitar and leader, continually reflecting on his/her own teaching in reference to Goshen College's guiding principles and his/her own emerging philosophy of education.

8. Establish working and collegial relationships with schools, families, and community agencies to strengthen the learning environment.

Planning guide elementary education

First year Identity, Culture & Community

Academic Voice
Goshen Seminar
American History
Wellness for Life
Engaging the Bible
Foundations of Education
Climate Change (NW Perspective)
Transforming Conflict & Violence (PX Perspective)
Geography & Culture (SW Perspective)

Second year Children's and Adolescent Literature

Exceptional Students
Foreign language
Expository Writing (*English Learners certificate; strongly recommended for others*)
Artistic World course
Math Concepts for Elementary Classroom I & II
Educational Psychology
Physical Education for Children
Adaptation and Assessment for Diverse Learners
SST (spring) or Latino Studies
Linguistics(*EL certificate*)
English Language(*EL certificate*),

Third year

Religious World course
Field Experience in Environmental Biology
Curriculum Studies: Math
Curriculum Studies: Science
Curriculum Studies: Social Studies
Mediation: Process, Skills & Theory (*strongly recommended*)
Fine Arts for Children
Child Development Practicum
Mild Disabilities I (*Exceptional Needs Certificate*)
Mild Disabilities II (*Exceptional Needs Certificate*)
TESOL Methods(*EL certificate*)
English Grammar(*EL certificate*)
Literacy I: Developmental
Literacy II: Diagnostic

Fourth year

Global Issues Seminar (*for alternate SST*)
Elementary Education Seminar
Special Education Issues (*Exceptional Needs Certificate*)
Student Teaching (fall)
Student Teaching: Exceptional Needs (spring) (*Exceptional Needs Certificate*)
TESOL Practicum(*EL Certificate*)
Conflict-healthy Groups (*strongly recommended*)

Planning and advising notes

Teacher Education students are encouraged to participate in international SST when possible. Because teacher education programming includes significant intercultural training, the on-campus alternative for both elementary and secondary education majors is modified:

- Language requirement: 102 level of any world language by placement test, course credit, or CLEP
- Two courses selected from the on-campus alternative list (see International Education section of the course catalog)
- Educ 315 (secondary) or Educ 406 (elementary)
- Core 300, Global Issues Seminar.

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
- Exceptional Learners: Secondary
- Expository Writing (*strongly recommended*)
- Mediation: Process, Skills and Theory (*strongly recommended*)
- Courses in major
- SST (spring)

Third year Educational Psychology: 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*)

Planning and advising notes

Teacher education students are encouraged to participate in international SST when possible. Because teacher education programming includes significant intercultural training, alternate SST for education majors is modified. See elementary education advising notes above for details.

Certificate in conflict transformation for teachers

9 credit hours

The certificate in conflict transformation 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 PX, 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. 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 business, English, French, German, journalism, mathematics, science, social studies, Spanish or theater arts. See the Teacher 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. Enrollment limited to those who have been admitted to the teacher education program.

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 **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 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. Enrollment limited to those who have been admitted to the teacher education program.

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. Enrollment limited to those who have been admitted to the teacher education program.

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. Class sessions emphasize lesson planning, classroom management, multicultural teaching, instructional strategies, and school reform. Enrollment limited to those who have been admitted to the teacher education program.

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. Enrollment limited to those who have been admitted to the teacher education program.

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

Introduction

The English department offers three majors and three minors. Four 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 special topics courses alongside traditional literary surveys, with a particular concern for issues of race, class, gender, popular culture, and world literature in English. Writing courses help students develop skills in multiple genres, with specific attention to audience and publication. Through historical and sociological frameworks, language courses teach the power of language as a social and artistic tool.

Through a minor in English or writing, students from any discipline can select courses to support their professional goals and personal interests. The English minor helps students enhance critical thinking, reading and communication skills. The writing minor, taught in collaboration with the Communication department, provides valuable training in writing, revision, and hands-on editing for students in any major. TESOL minors gain an intercultural framework and fundamental skills for teaching English in a variety of settings.

The English department offers co-curricular opportunities in editing, publishing and writing. Students serve on *Broadside* and Pinchpenny Press boards, edit a literary arts journal, *Red Cents*, serve as an intern for the online *Journal of the Center for Mennonite Writing*, write articles for the department web site, produce the department newsletter, or tutor in the Writing Center. Many English students also gain experience editing or writing for *The Record*, the college newspaper, or by doing internships in editing, publishing, or writing. Each year, English students are chosen for the Horswell publishing fellowship, which gives students an internship in publishing, and the Sara Ann Freed scholarship, which honors a female 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.

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 an additional survey course; Engl 230; Engl 319; Comm 200; Comm 202; Educ 307; a writing 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 also take Engl 325 for 2 credits.

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.

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 major that teaches the highly transferable skills of analysis, critical thinking, language use, and written and oral communication, and prepares students for a wide range of jobs after graduation. Our English graduates are employed around the world, in occupations such as administration, editing, grant writing, journalism, law, library science, museum studies, publishing, research, and teaching at the secondary or university level. 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. Many graduates serve church agencies or train for the ministry. The English major also serves as a foundation for careers in business, medicine, web development, and social services, and prepares students for graduate study in literature, rhetoric, journalism or creative writing.

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: aesthetics, art history, Bible/religion, children's and adolescent literature, communication, history, linguistics, music history, sociology, peace/justice/conflict studies, philosophy, TESOL methods, theater, women's and gender studies	3

Student learning outcomes

Graduates in English will:

1. Demonstrate knowledge of American, English, and World literature in an aesthetic, cultural and historical context.
2. Demonstrate knowledge of the history and use of the English language.
3. Demonstrate knowledge of the history and practice of literary criticism.
4. Demonstrate mastery of the above knowledge base at a level suitable for graduate school preparation.
5. Analyze literature using appropriate formal and critical tools.
6. Conduct traditional and digital literary research and present it through oral, written, and/or electronic formats.
7. Develop proficiency in expository, professional, analytical, and/or creative writing, culminating in the design and development of a professional quality senior portfolio.
8. Use reading, writing and critical thinking to integrate faith and ethics with personal identity.
9. Contribute to the world on a local or global level as a culturally competent reader, writer, and thinker.

Planning guide

First year Goshen Core

Academic Voice

Goshen Seminar

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. IB HL score of 5 fulfills both Academic Voice and Goshen Seminar requirements. Most AP and IB literature and language courses will count as elective credits toward graduation, but not toward the English major.

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 do not need to take 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, *Broadsides*, 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 English, may choose to take a senior seminar in just one major field, substituting an elective course in the other major.

Major in English writing

40 credit hours

- | | |
|--|---|
| • Engl 201, World Literature..... | 3 |
| • Engl 203, Introduction to Creative Writing | 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 |
| • Three Writing Courses..... | 9 |
| Comm 250, Writing for Media | |
| Comm 308, Feature Writing | |
| Engl 330, Writing Fiction | |
| Engl 332, Writing Poetry | |
| Engl 334, Writing Creative Nonfiction | |
| Engl 336, Special Topics in Writing | |
| Thea 350, 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 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

Student learning outcomes

Graduates in English writing will:

1. Develop the vocabulary and conceptual tools to analyze, discuss, and create poetry, fiction, and nonfiction prose.
2. Gain familiarity with classic and recent creative works, particularly with an eye to their craft, as well as to their place and purpose in twenty-first century culture.
3. Develop knowledge of the intellectual and cultural frameworks of American, English, and Anglophone literature and language.
4. Demonstrate mastery of a range of writing tools, including revision and editing strategies that foster the successful practice of creative and expository writing.
5. Develop and design a series of portfolios that encourage self-assessment and focus in the student's work, leading to a professional writing sample in a chosen genre.
6. Analyze the role of cultural context, audience, and individual voice in writing through creative collaboration.
7. Use reading, critical thinking, editing, and writing to integrate faith and ethics with personal identity.
8. Take ownership of an articulate written voice that can create change in the world.

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. IB HL score of 5 fulfills both Academic Voice and Goshen Seminar 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 English writing, may choose to take a senior seminar in just one major field, substituting an elective course in the other major.

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 ELL)
Educ 307, Children's and Adolescent Literature (required for ELL 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 ELL licensure)
Engl 201, World Literature (an option here, if obtaining ELL licensure)
Engl 207/307, Lit of Ethnicity, Gender, Race
Hist 101, Ancient Roots of Culture
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.

Student learning outcomes

Graduates in TESOL will:

1. Demonstrate knowledge of the historical development, sociological contexts and systematic organization of languages in general and English in particular.
2. Demonstrate knowledge of language learning theories and language teaching methods and issues.
3. Demonstrate knowledge of culture's impact on world view, language, texts, and communication styles.
4. Communicate effectively in a variety of sign systems, including oral, written and media.
5. Apply language learning theories and evaluation methods in the use of a wide variety of effective strategies in the teaching of second languages.
6. Contribute to society as a culturally competent teacher and communicator.
7. Integrate faith and ethical awareness into the teaching of languages and interactions with language students.

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. IB HL score of 5 fulfills both Academic Voice and Goshen Seminar requirements.

*Elementary Education majors who want a K-5 EL license should choose the Elementary Education-English Learners major. See the Education section of the catalog for more information.

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. AP, IB or CLEP credit 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 203, 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 department 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*, Pinchpenny Press, *Broadside*, and *Red Cents*.

Students registering for Comm 412, Special Projects or Engl 408, Senior 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 (organization, focus, clarity, and development). Successful completion of this course fulfills the pre-requisite for Core 110 Academic Voice when a student's SAT/ACT score does not meet the SAT Critical Reading or Writing score of 480 or above, or the ACT English/Writing score of 20 or above, or when a student's high school GPA indicates a need for additional development of college-level writing and study skills.

ENGL 130 College Composition 3

Instruction in critical reading and analytical writing for academic context with focus on essay organization and style. Introduction to academic research and citation methods. 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 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 203 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 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 205 Warriors and Peacemakers 3

War profoundly impacts the adulthood initiation experience of soldiers, peacemakers, and civilians. In addition to reading novels, plays, poems and memoirs, viewing films, painting and sculpture, we will listen to those who have lived through or served in conflict situations. We will also explore how artistic frameworks can help us to make sense of our own experience and the lived experiences of others. An Artistic World Perspectives course in the Goshen Core.

ENGL 206 Why Does Travel Writing Matter? 3

Travel writing attempts to bridge the distance between the observing self and the world, in a context where knowledge, power, and control are loosened from their normal orientations and subject to reorganization and reimagining. Students will examine the narratives of travelers who have undergone such experiences in new places and new societies and also create their own narratives of travel and intercultural exchange. An Artistic World Perspectives course in the Goshen Core.

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 209 Stories That Need To Be Told 3

Explores recent literary fiction in the U.S. that has broken into bestseller lists largely because of its urgent and authentic voice in the national cultural conversation. How does this fiction express the unique and changing identities and cultures of the United States? An Artistic World Perspectives course in the Goshen Core.

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: CORE110, 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 211 How Books Change the World 3

How have books changed the ways people think about their world? What is the future of the book in a digital information society? This course investigates the importance of books in shaping societies as well as individual identity and values. It also considers the history of books as material objects, cultural and communal objects, and instigators of technological change. An Artistic World Perspectives course in the Goshen Core.

ENGL 212 Word and Image 3

This course explores the relationship between visual and verbal art. Students develop skills in describing and analyzing visual and verbal works of art, including ekphrasis, the attempt to imitate visual art in writing. Students will contribute to class dialogue about how words and images work together, culminating in a final research project on a conversation between verbal and visual works. They will also create their own visual and verbal works of art. An Artistic World course in the Goshen Core.

ENGL 213 Shakespeare and Film 3

Why is Shakespeare still relevant today, across a diverse range of cultures and contexts? This course investigates the relationship between selected plays and their adaptations in film and popular culture. Students will develop skills in reading and interpreting texts of Shakespeare's plays and also skills in visual and cultural analysis of films they have inspired. An Artistic World course in the Goshen Core.

ENGL 214 Banned Books 3

Why are works of literature so frequently banned in the U.S.? How can literature honor dissenting voices and create a space for dialogue around controversial issues? This course will examine four or five major banned books in their historical and cultural contexts. Groups of students will research each situation and lead class members in examining objections and responses to each text, including aesthetic, ethical, social and religious values. An Artistic World course in the Goshen Core.

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 Shakespeare in 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:

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. Repeatable. Prerequisite: CORE 110.

ENGL 306 Major Author 3

A study of a major author or of two authors in comparison. Courses have included Shakespeare, 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: World language competence through 102-level or permission of instructor. Engl 310 is recommended but not required.	
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 203 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 203 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 203 or consent of instructor.	
ENGL 336 Special Topics in Writing	3
A workshop course in special writing topics by genre (such as Memoir). Prerequisite: CORE 110, Engl 203 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, 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 capstone e-portfolio, vocational interview, career services activities, and issues in the profession research required.

History and Political Science

Professors J. B. Shetler (Department Chair), S. Nolt, J. D. Roth (Director of The Institute for the Study of Global Anabaptism, Editor of Mennonite Quarterly Review)

Introduction

The History and Political Science department offers two majors and three minors. Two additional minors, Anabaptist-Mennonite Studies and Social Policy, are offered in collaboration with several other departments.

- Major in history
- Major in history and social research
- Minor in history
- Minor in political studies
- Minor in pre-law studies
- Minor in Anabaptist-Mennonite studies
- Minor in social policy

Special resources for the study of history at Goshen College include the Institute for the Study of Global Anabaptism (see www.goshen.edu/institutes/anabaptism/), 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 website 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 history and social science. Other requirements of a Goshen College major in history 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

41 credit hours (core and one concentration area)

Core requirements (32 credit hours)

• Comm/Engl 204, Expository Writing.....	3
• U.S. and world history courses, at least 12 credit hours upper level (300 and above)	21
• Hist 409, Internship (or student teaching for education majors).....	2
• Hist 410, History Seminar: Analysis	3
• Hist 411, History Seminar: Synthesis	3

Social science concentration (9 credit hours)

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

Humanities concentration (9 credit hours)

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

Student learning outcomes

Graduates in history will:

1. Demonstrate knowledge of basic historical patterns, principles and theories.
2. Skillfully communicate historical arguments in both written and oral form.
3. Identify and interpret both primary and secondary sources effectively as evidence.
4. Analyze, construct and support historical arguments from a variety of perspectives.
5. Interpret the moral responsibilities of the historian's work for his/her own future.

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

41 credit hours

Core requirements (32 credit hours)

- Comm/Engl 204, Expository Writing 3
- U.S. and world history courses, at least 10 credit hours upper level (300 and above) 21
- Hist 409, Internship 2
- Hist 410, History Seminar: Analysis 3
- Hist 411, History Seminar: Synthesis 3

9 hours chosen from:

- Soc 380, Statistics in Research 3
- PoSc 210, Introduction to Public Policy 3
- Soc 200, Principles of Sociology 3
- Soc 230, Ethnography and Culture 3
- Soc 391, Methods of Social Research 3
- Soc 392, Junior Seminar in Social Research 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 101, 102, or 105 | 3 |
| • Additional history courses, at least 9 credit hours upper level (300 and above) | 15 |

Minor in political studies

18 credit hours

- | | |
|--|---|
| • Three core courses selected from the following list | 9 |
| PoSc 200, Introduction to Political Science (3) | |
| PoSc 210, Introduction to Public Policy (3) | |
| PoSc 305, US Constitutional Law (3) | |
| PoSc 306, International Politics (3) | |
| PoSc 320, Issues in Politics and Society (3) | |
| PJCS 425, War and Peace in the Modern World (3) | |
| • Three courses selected from the following list | 9 |
| Additional courses from the core list above, or any of the following: | |
| Hist 315, War and Peace in 20th Century Europe (3) | |
| Hist 326, Recent American History (3) | |
| Hist 335, History of Ethnic Conflict (3) | |
| PJCS 201, Violence and Nonviolence (3) | |
| PJCS 332, Religion, Conflict and Peace | |
| or PJCS 350, Dynamics/Theology of Reconciliation (3) | |
| PJCS 360, Designing for Social Change (3) | |
| Soc 322, Social Policy and Programs (3) | |
| Soc 334, Race, Class & Ethnic Relations (3) | |
| Sust 320, Environmental Policy & Politics (3 - part of Sustainability Leadership Semester) | |

Minor in pre-law studies

18 credit hours

- | | |
|--|---|
| • At least three courses selected from the following list..... | 9 |
| Biol 355, Natural Resources Policy Seminar(1) | |
| Bus 310, Business Law(3) | |
| Comm 270, Media, Law & Ethics(3) | |
| Engl 204, Expository Writing(3) | |
| Math 205, Discrete Mathematics(3) | |
| PJCS 347, Restorative Justice(3) | |
| Phil 200, Introduction to Philosophy(3) | |
| Phil 302, Ethics and Morality(3) | |
| PoSc 200, Introduction to Political Science(3) | |
| PoSc 210, Introduction to Public Policy(3) | |
| PoSc 305, US Constitutional Law(3) | |
| • Up to three courses selected from the following list | 9 |
| Additional courses from the list above | |
| Econ 203, Principles of Microeconomics(3) | |

Econ 204, Principles of Macroeconomics(3)
Engl 300, Critical Theory & Practice(3)
Engl 315, The English Language(3)
Hist 326, Recent American History(3)
Hist 327, American Immigration and Ethnic History(3)
PJCS 325, Mediation: Process, Skills, Theory(3-4)
PJCS 350, Dynamics/Theology of Reconciliation(3)
Psyc 200, Social Psychology(3)
Psyc 306, Abnormal Psychology(3)
Soc 200, Principles of Sociology(3)
Soc 322, Social Policy & Programs(3)
SoWk 350, Human Services: Special studies(3)

Planning and advising note

At least nine credit hours in the minor must be 300-level or above.

Minor in Anabaptist-Mennonite studies

18 credit hours

- Core courses selected from the following list: 12
Bibl 321, Biblical Themes of Peace (3)
Engl 207/307, Mennonite Literature (3)
Hist 318, Anabaptist/Mennonite History (3)
Hist 321, History of Mennonites in America (3)
Related topics course or independent study: Hist 375 or Soc 351 (3)
- Elective courses selected from core courses above or the following list: 6
Hist 304, Renaissance and Reformation (3)
Mus 311, Topics in Music Literature: church music (2)
Rel 320, Christian Theologies (3)
Soc 334, Race, Class and Ethnic Relations (3)
Related course taken at Anabaptist Mennonite Biblical Seminary Internship with a Mennonite organization or congregation

Planning and advising notes

It is assumed that students who apply the elective courses above 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.

History courses

HIST 101 Ancient Roots of Cultures 3

An exploration of the origins of humanity's basic social institutions as they developed from earliest times up to 1300, in different ways in different areas of the world. The course also introduces the analysis of primary sources in reaching conclusions to our questions about origins, interactions and difference. A Social World course in the Goshen Core.

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 204 What is the Good Life?	3
Why do humans long for utopia, yet consistently fail to produce it? To what extent do we assert our individual freedom in creating the communities we live in, and to what extent do we recognize our lives as resting on forces beyond our control? Is it still possible, in our postmodern context, to anticipate the future with hope? Drawn from five centuries of utopian thought, the readings, discussions and assignments in this course will focus on three general themes: human nature, human community, and human encounters with Transcendence. A Religious World Perspectives course in the Goshen Core.	
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 211 Revolution!	3
How does radical social, political and economic change occur and what are its consequences? Examines the major political "revolutions" in world history from the French Revolution to Cuba and beyond, as well as addressing the larger revolutionary changes since 1500, from the abolition of slavery to women's rights and independence from imperialism. A Social World course in the Goshen Core.	
HIST 217 Geography and Culture	3
Survey of the world's geographic regions with emphasis on 1) the impact humans have had on the physical environment and 2) the origins of cultural variation in the world's regions. Includes regular discussion of current issues in world affairs and mapping skills. Required for students majoring in elementary education and secondary social studies. A Social World Perspectives course in the Goshen Core.	
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 U.S. Immigration and Ethnic History 3

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

HIST 328 African-American History 3

Historical study of the experience of African-Americans as a group, especially their political and 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.

HIST 330 Gender in World History 3

A comparative studies in world history course. Looking at history from the perspective of gender and gender relations provides a new way of seeing historical change. This course takes case studies from the non-Western world and looks at the agency of women and men in determining their own future. Gendered history unsettles older historical paradigms and challenges our ethnocentric assumptions.

HIST 335 History of Ethnic Conflict 3

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

HIST 340 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 History 3

A study of the history of Latin America, with special emphasis on different regions and time periods according to the expertise of the professor.

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 351 Representations in Public History 3

This is the second course in the Public History concentration. In studying a particular group of people, like Native Americans of the Southwest or Amish of Northern Indiana, the course investigates a critical issue in public history: how a community is represented and who gets to decide. We will visit museums, heritage sites, and local businesses, work with local people to hear their various perspectives on the issue, study their history and explore the ethical and legal issues involved in representation.

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 US Constitutional Law 3

A basic introduction to the federal system of government in the United States based on the US Constitution. Focus on the constitutional arrangements established at the nation's founding, critical points in the constitution's evolution and the contemporary setting. Topics may include the legislative process, the judiciary branch and the nature of the

Academic departments and courses : History and Political Science

presidency. The regulatory process, interest groups, political parties, the press, campaigning and voter behavior, civil rights and federal-state relations may 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 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.

POSC 425 War and Peace in the Modern World **3**

(Cross-listed from PJCS 425) Working primarily from an international relations perspective, this course will examine changing patterns of fighting wars and seeking peace.

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.

Kinesiology

Professor J. Lehman (Department Chair)

Associate Professor V. Hershberger

Assistant Professor L. Kaminskis

Instructors K. Kolter, D. Baker

Introduction

The Kinesiology department offers two majors, five minors, and a coaching endorsement. Two different tracks are available in the physical education major: general studies or teacher education (with optional health module). Within the exercise science major, a fitness leadership concentration is available. Successful completion of the coaching endorsement requirements certifies the student for coaching through the American Sport Education Program. Visit the Kinesiology website at www.goshen.edu/kinesiology.

Majors in:

- physical education
- exercise science

Minors in:

- sport management
- exercise science
- physical education
- health
- recreation and sport

A coaching endorsement is also available.

The Kinesiology 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, majors and minors in the department 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 competition and recreation.

Career and postgraduate opportunities

Physical education major alumni are currently teaching and coaching in public and private elementary, middle and high schools. In addition, graduates work in sport management, retail sales, fitness facilities, athletic programs, municipal recreation, camp settings, boys and girls clubs, and community programs. Exercise science majors may become personal trainers, promoting exercise, conditioning and health or continue in graduate school programs related to exercise physiology, biomechanics, athletic training, rehabilitation or physical therapy.

Major in physical education

55 credit hours

- Choose one physiology class: 4
 Biol 130, Organismal Biology
 Biol 203, Human Anatomy & Physiology
- Kin 102, First Aid and CPR 1
- Kin 103, Basic Athletic Training 2
- Kin 250, Introduction to Kinesiology 3
- Kin 308, Teaching Sport Skills and Strategies 3
- Kin 309, Physical Education for Children 3
- Kin 310, Sport Management 3
- Kin 315, Applied Biomechanics 3
- Kin 317, Exercise Physiology 3
- Kin 320, Adaptive Physical Activity and Sport 3
- Kin 330, Motor Learning 3
- Kin 345, Theories and Techniques of Coaching 3
- Kin 400, Exercise Prescription 3
- Kin 409, Internship 3
- Kin 410, Senior Seminar 3
- Six sports skills courses (*intercollegiate athletics may count for only 1 credit hour*) 6
- One health-related course 3
 Chem 220, Human Nutrition (*prerequisite Chem 101*)
 Kin 360, Teaching Health Concepts
 Kin 415, School and Community Health
 Soc 210, Sociology of the Family
 Soc 260, Human Sexuality
- Additional practica (in addition to internship) 3
 Kin 269, Sports medicine practicum
 Kin 351, Event management practicum
 Kin 352, Personal training practicum
 Kin 353, Group instruction practicum
 Kin 354, Facility management practicum
 Kin 420, Health practicum (*prerequisite or concurrent course required*)

Student learning outcomes

All graduates with a major in the Kinesiology department will:

1. Describe and apply basic principles of fitness and health.
2. Describe and analyze historical, sociological, psychological and cultural aspects of kinesiology.
3. Analyze physical activities, sport skills, and exercises from anatomical, biomechanical, and physiological perspectives.
4. Demonstrate competency in a variety of sport skills, strategies and physical activities
5. Participate in regular physical activity and maintain a healthy level of physical fitness.
6. Demonstrate honesty, fair play and willingness to serve others.
7. Demonstrate critical thinking strategies, creativity and reflection when processing a problem.
8. Demonstrate professional ethical leadership behavior and skills: attire, communication, relationships, responsibility, initiative, and the ability to empower others.
9. Demonstrate knowledge of research methods, statistics and inquiry skills.

Major in physical education with teacher education (PETE)

46 credit hours in kinesiology; 30 in education; 14 in health (optional)

- Choose one physiology class: 4
Biol 130, Organismal Biology
Biol 203, Human Anatomy & Physiology
- Kin 102, First Aid and CPR 1
- Kin 103, Basic Athletic Training 2
- Kin 250, Introduction to Kinesiology 3
- Kin 308, Teaching Sport Skills and Strategies 3
- Kin 309, Physical Education for Children 3
- Kin 310, Sport Management 3
- Kin 311, Physical Education Teaching Practicum 3
- Kin 315, Applied Biomechanics 3
- Kin 317, Exercise Physiology 3
- Kin 320, Adaptive Physical Activity and Sport 3
- Kin 330, Motor Learning 3
- Kin 345, Theories and Techniques of Coaching 3
- Six sports skills courses (*intercollegiate athletics may count for only 1 credit hour*) 6
- Kin 410, Senior Seminar 3
- Professional education requirements (*see education department pages*) 30
- Health module (optional) 14
Chem 220, Human Nutrition (*See Chemistry department for prerequisite*) (3)
Kin 360, Teaching Health Concepts (3)
Kin 415, School and Community Health (3)
Kin 420, Health Practicum (2)
Soc 260, Human Sexuality (3)

Student learning outcomes

In addition to the list above, PETE graduates will:

1. Describe and apply important elements of motor skill acquisition.
2. Plan, implement, and manage developmentally appropriate learning experiences, using best practices in physical education.
3. Utilize assessment and reflection to foster child/adolescent learning and inform instructional decisions in physical education.

Advising notes

Intercollegiate sports credit is only available to varsity team members. The head coach of each respective team verifies participation each semester. While students may receive credit more than one semester, only one credit may be counted toward the major.

Physical education teacher education students who select the health option have a very full curriculum and may need longer than four years to complete their program. SST must be carefully planned, especially for multi-sport athletes.

Physical education major four year plan

- First year** Core 115, Wellness for Life
Introductory Chemistry
Organismal Biology or Human Anatomy
*Introduction to Kinesiology
First Aid & CPR
Basic Athletic Training
Sports Skills Electives
Goshen Core

Second year	*Motor Learning Physical Education for Children *Sport Management Theory and Techniques of Coaching *Exercise Physiology Sports Skills Electives Goshen Core
Third year	Goshen Core *Teaching Sports Skills and Strategies Sports Skills Electives *Adaptive Physical Activity and Sport *Applied Biomechanics
Fourth year	Internship Kinesiology Senior Seminar Balance of major courses Balance of Goshen Core
*Alternate year classes	
Major in exercise science	
44 or 56 credit hours	
	<ul style="list-style-type: none">• Biol 203/204, Human Anatomy & Physiology I & II 7• Chemistry class 3-4<ul style="list-style-type: none">Chem 101, Introductory Chemistry orChem 103, Chemistry and Health orChem 111, General Chemistry (<i>recommended for pre-physical therapy</i>)• Chem 220, Human Nutrition 3• Kin 102, First Aid and CPR 1• Kin 103, Basic Athletic Training 2• Kin 200, Aerobic Conditioning 1• Kin 242, Weight Training 1• Kin 250, Introduction to Kinesiology 3• Kin 315, Applied Biomechanics 3• Kin 317, Exercise Physiology 3• Kin 375, Exercise Testing 2• Kin 400, Exercise Prescription 3• Kin 409, Internship 3• Kin 410, Senior Seminar 3• Courses selected from the following 6<ul style="list-style-type: none">Biol 319, Human Pathophysiology (3)Phys 203, General Physics (4)Kin 269, Sport Medicine practicum (1)Kin 310, Sport Management (3)Kin 345, Theories & Techniques of Coaching (3)• Optional concentration in Fitness Leadership 12<ul style="list-style-type: none">Kin 320, Adaptive Physical Activity & Sport (3)Kin 352, Personal Training Practicum (1)Kin 353, Group Fitness Instruction Practicum (1)Kin 354, Facility Management Practicum (1)Psyc 200, Social Psychology (3)One health class (3):<ul style="list-style-type: none">Kin 360, Teaching Health Concepts or Kin 415, School & Community Health

Student learning outcomes

In addition to the Kinesiology department outcomes above, graduates in exercise science will:

1. Describe and apply anatomy and physiology, chemistry and physics principles in exercise science.
2. Describe American College of Sports Medicine (ACSM) exercise principles, fitness testing procedures, and personal training professional protocols.
3. Develop appropriate and safe personal exercise programs for and with a variety of clients.
4. Demonstrate professional personal training protocols.

Advising notes

This major is a good option for students interested in going on to graduate school in exercise science, athletic training or physical therapy.

Intercollegiate sports credit is only available to varsity team members. The head coach of each respective team verifies participation each semester. While students may receive credit more than one semester, only one credit may be counted toward the major.

Exercise science major four year plan

First and Second year Core 115, Wellness for Life

Second year Chemistry class

Human Anatomy & Physiology I & II

*Introduction to Kinesiology

First Aid & CPR

Basic Athletic Training

Weight Training

Aerobic Conditioning

*Exercise Physiology

Goshen Core

Third year Goshen Core

Human Nutrition

Exercise Prescription

Exercise Testing

*Applied Biomechanics

Fourth year Internship

Kinesiology Senior Seminar

Electives in exercise science

Balance of Goshen Core

*Alternate year classes

Minor in sport management

20 credit hours

• Acc 201, Principles of Financial Accounting	3
• Bus 315, Principles of Management.....	3
• Bus 316, Principles of Marketing.....	3
• Kin 250, Introduction to Kinesiology	3
• Kin 310, Sport Management.....	3
• Kin 351, Event Management Practicum	1
• Kin 354, Facility Management Practicum	1
• Sports skills classes	3

Student learning outcomes

Graduates in sport management will:

1. Describe historical, sociological, psychological and cultural aspects of sport in kinesiology.
2. Understand basic principles in accounting, management and marketing.
3. Understand basic strategies in sport event and facility management.
4. Demonstrate competency in several sports skills.
5. Demonstrate critical thinking strategies, creativity and reflection when processing a problem.
6. Demonstrate professional ethical leadership behavior and skills: attire, communication, relationships, responsibility, initiative and the ability to empower others.

Minor in exercise science

26-27 credit hours

- Biol 203, Human Anatomy & Physiology I 4
- Chemistry class 3-4
Chem 101, Introductory Chemistry or
Chem 103, Chemistry and Health or
Chem 111, General Chemistry (*recommended for pre-physical therapy*)
- Kin 200, Aerobic Conditioning 1
- Kin 242, Weight Training 1
- Kin 250, Introduction to Kinesiology 3
- Kin 315, Applied Biomechanics 3
- Kin 317, Exercise Physiology 3
- Kin 330, Motor Learning 3
- Kin 375, Exercise Testing 2
- Kin 400, Exercise Prescription 3

Minor in physical education

24 credit hours

- Choose one physiology class: 4
Biol 130, Organismal Biology
Biol 203, Human Anatomy & Physiology
- Kin 102, First Aid and CPR 1
- Kin 103, Basic Athletic Training 2
- Kin 250, Introduction to Kinesiology 3
- Kin 310, Sport Management 3
- Two courses selected from the following: 6
Kin 308, Sports Skills & Strategies
Kin 309, PE for Children
Kin 320, Adaptive Physical Activity & Sport
- Sports Skills Classes (*in addition to intercollegiate sports*) 5

Minor in health

21 credit hours

- Choose one physiology class: 4
Biol 130, Organismal Biology
Biol 203, Human Anatomy & Physiology
- Chem 220, Human Nutrition (*Chem prerequisite*) 3
- Kin 102, First Aid and CPR 1
- Kin 103, Basic Athletic Training 2
- Kin 360, Teaching Health Concepts 3
- Kin 415, School and Community Health 3
- Kin 420, Health Practicum 2

- Soc 260, Human Sexuality 3

Student learning outcomes

Graduates in health will:

1. Describe and apply basic principles of fitness, health, human anatomy and physiology.
2. Demonstrate knowledge and competencies in first aid, CPR, and athletic training.
3. Demonstrate a basic understanding of public health, including community health organizations, health literacy, risk behaviors, disease, drug use, mental health issues, and nutrition.
4. Demonstrate the ability to promote and teach health concepts.
5. Demonstrate professional ethical leadership behavior and skills: attire, communication, relationships, responsibility, initiative, and the ability to empower others.

Advising notes

Recommended elective courses: Kin 400, Exercise Prescription and Psyc 200, Social Psychology.

Minor in recreation and sport

21 credit hours

- Kin 206, Badminton 1
- Kin 216, Cycling 1
- Kin 218, Golf 1
- Kin 224, International Folk Dance 1
- Kin 230, Racquetball or 236 Tennis 1
- Kin 232, Swimming I 1
- Kin 250, Introduction to Kinesiology 3
- Kin 255, Camping & Recreation 3
- Kin 308, Teaching Sport Skills & Strategies 3
- Kin 310, Sport Management 3
- Kin 320, Adaptive Physical Activity & Sport 3

Student learning outcomes

Graduates in recreation and sport will:

1. Describe historical, sociological, psychological and cultural aspects of sport in kinesiology.
2. Demonstrate competency in a variety of sport skills, strategies, and recreational physical activities.
3. Demonstrate honesty, fair play, and a willingness to serve others.
4. Demonstrate sound but basic teaching/coaching skills in the context of sport and recreation.
5. Demonstrate professional ethical leadership behavior and skills: attire, communication, relationships, responsibility, initiative, and the ability to empower others.

Advising note

The sport and recreation minor is available only to students with a major outside the Kinesiology department.

Coaching endorsement

9 credit hours

- Kin 102, First Aid and CPR 1
- Kin 103, Basic Athletic Training 2
- Kin 310, Sport Management 3

- Kin 345, Theory and Techniques of Coaching 3

Kinesiology courses

KIN 102 First Aid & CPR 1

The course provides 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 may result in certification for one year. Students need to pay a fee to American Red Cross for certification.

KIN 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.

KIN 200 Aerobic Conditioning 1

Aerobic Conditioning

KIN 206 Badminton 1

Badminton

KIN 210 Canoeing/Backpacking 1

Canoeing/Backpacking

KIN 214 Cross Country Skiing 1

Cross Country Skiing

KIN 216 Cycling 1

Cycling

KIN 218 Golf 1

Golf

KIN 222 Gymnastics: Tumbling 1

Gymnastics: Tumbling

KIN 224 International Folk Dance 1

International Folk Dance

KIN 226 Life Guard Training 1

Life Guard Training

KIN 230 Racquetball 1

Racquetball

KIN 232 Beginning Swimming 1

Beginning Swimming

KIN 234 Advanced Swimming 1

Advanced Swimming

KIN 236 Tennis 1

Tennis

KIN 240 Water Safety Instruction 2

Water Safety Instruction

KIN 242 Weight Training 1

Weight Training. (Women's weight training or COED)

KIN 250 Introduction to Kinesiology 3

This course provides an introduction to the field of kinesiology and includes an overview and history of kinesiology, physical education, sport and exercise science. The timeline begins with early civilization and continues through modern events including the

Olympics. Additionally, a variety of philosophical approaches and their implications are discussed.

KIN 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.

KIN 259 Intercollegiate Softball **1**

Intercollegiate Softball

KIN 260 Intercollegiate Baseball **1**

Intercollegiate Baseball

KIN 261 Intercollegiate Basketball **1**

Intercollegiate Basketball

KIN 262 Intercollegiate Cross Country **1**

Intercollegiate Cross Country

KIN 265 Intercollegiate Soccer **1**

Intercollegiate Soccer

KIN 266 Intercollegiate Tennis **1**

Intercollegiate Tennis

KIN 267 Intercollegiate Track **1**

Intercollegiate Track

KIN 268 Intercollegiate Volleyball **1**

Intercollegiate Volleyball

KIN 269 Sports Medicine Practicum **1**

For this practicum, the student will work with the Head Athletic Trainer, expanding first aid and CPR proficiencies and completing basic duties in the training room with sports teams. The level of responsibility assigned will be individualized based on certifications, knowledge base and experience.

KIN 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.

KIN 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.

KIN 310 Sport Management **3**

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.

KIN 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: Kin 308 or 309.

KIN 315 Applied Biomechanics 3

A consideration of the anatomical and mechanical factors contributing to skilled performance in human movement with a focus on exercise and 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 exercises and sport skill techniques. Material in this course builds on knowledge of the names and actions of muscles. Prerequisite: Biol 130 or 203.

KIN 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 130 or 203.

KIN 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. At field placement will be a required as part of the class.

KIN 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.

KIN 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). ASEP certification is required for coaching in Indiana and other state public school systems.

KIN 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 that are evaluated by the supervisor 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. Prerequisite: KIN 310 Sport Management.

KIN 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.

Prerequisite: Kin 400 Exercise Prescription.

KIN 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. Prerequisite: Kin 400 Exercise Prescription.

KIN 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 (Kin 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. Prerequisite: Kin 310 Sport Management.

KIN 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. Offered every other year or once in three years.

KIN 375 Exercise Testing 2

In this course, students learn exercise testing protocols, procedures and techniques recommended by the American College of Sport Medicine. Ideally, this course should be taken prior to KIN 400: Exercise Prescription since the material is closely associated.

Testing and evaluation should occur prior to exercise program development and prescription. A student doing well in this class is more likely to pass the ACSM Personal Trainer certification than one who does not. Certification may require additional materials and study time.

KIN 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. Issues of liability in exercise settings will be addressed.

KIN 409 Internship 3

A practical experience related to the student's interest and ability. Generally occurs in an off-campus setting. For non-teaching majors only.

KIN 410 Senior Seminar 3

An introduction to descriptive and inferential statistics in physical education and exercise science. 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. Required for all senior physical education and exercise science majors.

KIN 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.

KIN 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: Kin 360 or 415.

Mathematics

Professor D. Housman (Department Chair)

Introduction

The Mathematics department offers the following programs:

- 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 www.goshen.edu/math for more information.

Career and postgraduate opportunities

Graduates with mathematics majors are currently working in education, administration, computer technology, insurance, statistics, finance, overseas development, operations research, 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; one of Math 350, 351, or 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 fall 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

41-47 credit hours

Core Courses (23-26 credit hours)

• Info 230, Programming I	4
• 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
Up to 3 credit hours of upper level computer science or informatics courses

Student learning outcomes

Graduates in mathematics will:

1. Demonstrate knowledge of calculus, discrete structures, deductive reasoning, programming, and a selection of more advanced concepts and techniques.
2. Solve pure and applied problems and explore ideas by adeptly using mathematical concepts and techniques, problem solving heuristics, pattern recognition, deduction, simulation, modeling, data analysis, and software tools.
3. Learn mathematics by reading, listening, exploring, and conversing in an effective manner.
4. Explain and critique mathematical reasoning through speaking and writing in a precise and articulate manner in both informal and formal settings.
5. Exhibit curiosity, playfulness, creativity, confidence, perseverance, interest in multiple perspectives, and a collaborative spirit.
6. Describe and value interconnections among different areas and levels of mathematics, other disciplines, history, ethics, careers, and society.

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 Calculus I, II <i>At least one of these:</i> Discrete Mathematics Multivariate Calculus Programming I
Second year	Goshen Core Start upper-level math SST
Third year	Goshen Core Upper-level math Problem Solving & History or Connections & Discoveries
Fourth year	Balance of Goshen Core Balance of major Senior Project/Internship or Student Teaching Problem Solving & History or Connections & Discoveries

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 115 Applied Algebra 3

An introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. Recommended background: two years of high school algebra and/or geometry or Math 105.

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 or Math 115.

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 or Math 115.

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 geometries. 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 211 and either Math 205 or 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 110, 120 or 130, 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 Chair)

Assistant Professors C. Geier (Director of ASL program), D. Gessinger, M. Sanchez Schirch

Introduction

The MCLL department offers majors in Spanish and American Sign Language Interpreting, and minors in Spanish and American Sign Language. In addition, Spanish offers a secondary education teaching option. 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 interpreting
- Major in Spanish
- Minor in American Sign Language
- Minor in Spanish

Two semesters of French are offered in alternating years to prepare students for SST in Senegal, West Africa. In addition, one semester courses are offered prior to the following SST units: Khmer (Cambodia), Mandarin Chinese (China), and Swahili (Tanzania), typically offered the semester just prior to the Study Service Term. Visit the modern and classical languages and literature department website at goshen.edu/mcll and the American Sign Language website at goshen.edu/mcll/asl.

Major in American Sign Language interpreting

61 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
• ASL 210, Introduction to Interpreting.....	3
• ASL 301-302, Interpreting I & II.....	8
• ASL 305, Linguistics of ASL	3
• ASL 306, ASL Literature.....	3
• ASL 401, Interpreting III	4
• ASL 405, Transliterating	3
• ASL 407, Topics in Interpreting	3
• ASL 409, Interpreting Internship.....	12
• ASL 410, Senior Seminar	1

Student learning outcomes

Graduates in ASL interpreting will:

1. Demonstrate an understanding of multicultural approaches to the work of interpreting and demonstrate effective bilingual and bicultural practice within their work.
2. Apply professional standards, practices, and ethics to their work.
3. Demonstrate the ability to evaluate an interpreting situation, choose the appropriate language or communication method, manage the environment, and work with clients and team interpreters.

Academic departments and courses : Modern and Classical Languages and Literatures (MCLL)

4. Demonstrate an advanced level of receptive and expressive proficiency in both English and American Sign Language.
5. Effectively interpret and transliterate in dialogic one-on-one and small group settings with a variety of participants.
6. Demonstrate skills necessary for interpreting or transliterating in entry level employment settings: a portfolio that includes a resume, video example, and documentation of 100 hours of supervised work experience.
7. Document attendance at a minimum of six workshops in a portfolio for ongoing professional development.

Planning guide

First year Goshen Core
Elementary American Sign Language I and II
North American Deaf Culture

Second year Goshen Core
Intermediate American Sign Language I and II
Introduction to Interpreting
Other courses in major
Recommended electives

Third year SST (recommended in fall to Peru)
Goshen Core
Interpreting I and II
Courses in major
Recommended electives

Fourth year Balance of Goshen Core
Interpreting III
Transliterating
Topics in interpreting
Balance of major courses
Interpreting Internship
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 course. Courses may be repeated only once to attempt a higher grade.

Recommended elective courses for ASL interpreting majors include: Bus 217, Personal Finance; Comm 206, Communication Across Cultures; Engl 310, Introduction to Linguistics; Engl 315, The English Language; Soc 200, Principles of Sociology; Soc 230, Ethnography and Culture; Soc 334, Race, Class and Ethnic Relations; and Thea 215, The Power of Story.

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 241-242, History of Art I, II
 - Art 343, Contemporary Art History
 - 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 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

Student learning outcomes

Graduates in Spanish will:

1. Engage in Spanish language conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
2. Understand and interpret written and spoken Spanish on a variety of topics.
3. Demonstrate an understanding of the relationship between the practices and perspectives of Spanish speaking cultures.
4. Demonstrate an understanding of the nature of language through comparisons of Spanish and English (or another language).
5. Demonstrate an understanding of the concept of culture through comparisons of Spanish speaking cultures and their own.
6. Use Spanish both within and beyond the school setting, including the Spanish speaking community in Goshen.
7. Show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment, and acquiring a larger global perspective.

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 Spanish majors begin to study Spanish in high school, it is possible to complete the major successfully if the student begins Spanish study at Goshen College and plans carefully. The requirement of two semesters living and studying abroad, usually completed during the student's junior year, can be met by one of the following:

- 1) Spend one semester in a Goshen College SST location (Peru or Nicaragua) and the other semester in an approved study abroad program. These two semesters do not necessarily need to be taken consecutively.

- 2) Spend two consecutive semesters in the same country with an approved study abroad

program.

While SST is not required to complete the major, it is highly recommended. The 12 hour requirement of upper level related coursework for the Spanish major is normally completed during the study semester in one of the following approved study abroad programs:

- BCA - Bridge/Connect/Act
- CIEE - Center for Intercultural Education and Exchange
- CEA - Cultural Experiences Abroad

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 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.

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 210 Introduction to Interpreting	3
This course will allow students to explore the basic theories, principles and practices of the interpreting profession. Areas of study will include the history and ethics of the profession, national and local organizations as well as the role and responsibilities of the professional interpreter. Cognitive models of interpreting will be introduced and used to analyze texts in preparation for ASL 301 Interpreting I. Prerequisite: ASL 102 or consent of professor.	
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. Continuation of interpreting practice using recorded materials as well as out-of-class interpreting opportunities. Prerequisite: ASL 301 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 201.	
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 in-class practice and participating in out-of-class interpreting opportunities. Prerequisite: All 300-level ASL courses or consent of instructor.	
ASL 405 Transliterating	3
This course focuses on transferring information from spoken or written English into Conceptually Accurate Signed English (CASE) and from signed English into spoken English. Students will practice transliterating skills through various planned and unplanned situations. Issues related to educational interpreting will also be discussed.	
ASL 407 Topics in Interpreting	3
Practical and ethical issues in interpreting. Topics will include decision-making, assignment assessment, managing the environment, state licensure requirements, national certification. Students are required to take the written portion of the RID certification examination. Prerequisite: All 300-level ASL courses or consent of instructor.	
ASL 409 Interpreting Internship	12
Supervised interpreting experiences through placement in various community settings. Course offered the first 12 weeks of spring semester of the senior year. Prerequisite: ASL 401, 405, and 407.	
ASL 410 Senior Seminar	1
Students reflect on ethical dilemmas, problems or conflicts encountered during their	

Academic departments and courses : Modern and Classical Languages and Literatures (MCLL)

12-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, 405, 407, and 409.

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 103, 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 103, 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 and minors

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.

Academic departments and courses : Modern and Classical Languages and Literatures (MCLL)

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 B. Lapp (Department Chair), D. Brubaker, M. Hill

Associate Professors S. Hochstetler, S. Soroka

Assistant Professor C. Fashun

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 four 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 website at www.goshen.edu/music.

A special resource for music students is the Goshen College Music Center, home to world class Sauder Concert Hall. The Music Center hosts several concert series each year, and the Community School of the Arts, based in the Music Center, offers a wide variety of music instruction and programming to the regional community. See www.gcmusiccenter.org for more information.

Student learning outcomes

Graduates in music will:

1. Demonstrate growth in musicianship and artistry for excellence in music performance.
2. Demonstrate increased skills and knowledge for quality scholarship in music.
3. Develop expertise toward effective pedagogies and leadership in music.
4. Integrate performance skills, aesthetic understandings and academic work toward music's service as an instrument of peacemaking and the deepening of Christian faith.
5. Demonstrate preparedness for a vibrant career that includes using the musical arts for a positive contribution to society.

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..... | 6 |
| • Mus 201/202-01, Keyboard Theory Labs | 1 |
| • Mus 201/202-02, Aural Skills Labs | 1 |
| • 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
- Applied music 14
- One music elective from the following list: 2-3
 - Mus 208, Introduction to Piano Pedagogy (3)
 - Mus 210, Elementary Music Methods (3)
 - Mus 308, Vocal Methods and Pedagogy (2)
 - Mus 312, Conducting (3)
- 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 203, Introduction to Creative Writing
 - Psyc 210 SW, 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, Intermediate Piano Pedagogy 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 during final exam days 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 (chamber choir, orchestra, or chamber orchestra). Participation in non-core ensembles is also encouraged (jazz band, men's chorus, women's world music choir, percussion ensemble, small chamber groups).

Planning guide

First year	Goshen Core Music Theory Applied music Survey of Music Literature
Second year	Goshen Core Music Theory (if not taken in first year) Advanced Theory (if not in third year) Specialty Course (see previous list) Applied music Courses in concentration Sophomore recital SST
Third year	Goshen Core Advanced Theory (if not in second year) 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

20-21 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 |

- Music elective from the following options: 2-3
 - Mus 208, Introduction to Piano Pedagogy (3)
 - Mus 210, Elementary Music Methods (3)
 - Mus 301, Music History I (3)
 - Mus 302, Music History II (3)
 - Mus 303, Advanced Music Theory (3)
 - Mus 308, Vocal Methods & Pedagogy (2)
 - Mus 311, Topics in Music Literature (2)
 - Mus 312, Conducting (3)
 - Mus 355, Arts in London (4)
- 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, Intermediate Piano Pedagogy 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

This course develops skills in analysis and composition to learn melodic, contrapuntal, harmonic, motivic, and formal principles of music towards a stronger theoretical understanding of how music is constructed. Although a variety of styles will be explored

and used as examples, course materials focus on the "Common Practice Era", Western music's Baroque (1600-1750) and Classical (1750-1825) periods. The course begins with a review of foundational music theory concepts and moves through triads and seventh chords, melodic embellishments, partwriting in four-voice structure, figured bass, and diatonic harmony. The Keyboard Skills lab develops functional keyboard skills, as well as basic musicianship skills with emphasis on ear playing, reading, harmonizing, transposing, improvising, technique, and repertoire. The Aural Skills lab develops abilities in sight singing using the solfeggi system, rhythm reading, dictation, and improvisation. Each lab meets once per week.

MUS 202 Music Theory 3

A continuation of Mus 201, this course continues the study of Western music theory via analysis and composition activities. Concepts studied include phrase structure, linear dominant chords, predominant and linear harmonic functions, melodic figuration and dissonance, deeper exploration of diatonic harmonies, the leading-tone and other seventh chords, harmonic sequences, secondary dominants, and tonicization/modulation. Participation in the keyboard and aural-skills labs is required (.5 credit hours each). Prerequisite: Mus 201. The Keyboard Skills lab develops functional keyboard skills, as well as basic musicianship skills with emphasis on ear playing, reading, harmonizing, transposing, improvising, technique, and repertoire. The Aural Skills lab develops abilities in sight singing using the solfeggi system, rhythm reading, dictation, and improvisation. Each lab meets once per week.

MUS 203 What is Music? 3

Explores the many answers to this question in different historical and cultural contexts. Considers the relationship of music to the divine or transcendent and also issues related to performance, criticism, and interpretation. An Artistic World Perspectives course in the Goshen Core.

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 206 Music Theater:Opera to Musical 3

This course examines examples of musical theater, from Monteverdi's *Orfeo* to the musical adaptation of Victor Hugo's *Les Misérables*. The chief emphasis will be to better understand how ideas, emotions, and themes within an opera or musical also depict social, cultural, and theological perspectives of a given historical epoch. Conversely, music theater can also affect the social, cultural, and theological imagination of its audience. An Artistic World course in the Goshen Core.

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.

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

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

MUS 212 Song Leading 1

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.

MUS 240 Class Voice 2

Breathing, diction and other beginning techniques of voice production learned through exercise and song. Musical and dramatic interpretation studied within a singing performance setting. This course serves as a prerequisite for private applied voice study for students without previous vocal instruction. Exceptions are determined by the voice faculty.

MUS 250 Class Piano 2

A course of study for the beginning adult pianist, this course will meet in the Yamaha Clavinova lab. Skill development in ear playing, reading, transposition, harmonization, improvisation, technique and repertoire. Students earning a grade of B or higher in this course will have automatically met their piano proficiency requirement.

MUS 260 Chamber Music 1

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.

MUS 261 Jazz Ensemble 0 (0-1)

Lavender Jazz is Goshen College's jazz ensemble. The group plays classic jazz standards and styles, such as swing, blues, waltz, mambo, cha cha and funk. Lavender Jazz performs one concert per semester in Sauder Concert Hall and performs occasionally off-campus for community events like the city of Goshen October First Friday. Other performance opportunities for the members of Lavender Jazz include performing in a jazz combo recital in Reith Recital Hall once per semester. Both the jazz ensemble and jazz combos are frequently asked to perform for both community and private events.

MUS 262 Opera Workshop 0 (0-1)

Opera Workshop is open to music majors and nonmajors by audition, and may be taken with or without credit. Fully staged, complete productions of operas and musicals alternate with productions of programs presenting opera, operetta, or musical theater scenes. Students are taught stage movement, character development, and solo/ensemble singing that enhances their ability to perform onstage.

MUS 263 All-Campus Band 0 (0-1)

All-Campus Band

MUS 265 Composition 2

Composition

MUS 269 Percussion	2
Percussion	
MUS 270 Cello	2
Cello	
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 292 Symphony Orchestra	0 (0-1)
The Goshen College Symphony Orchestra presents concerts of major orchestral works from the Baroque 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 293 Men's Chorus	0 (0-1)
The Goshen College Men's Chorus is an auditioned group of 35-55 men representing a wide variety of academic majors. The Men's Chorus performs music from all genres and time periods with special emphasis on sacred a cappella literature. The men perform in numerous on-campus concerts and occasional off-campus concerts each year, as well as on periodic tours. In addition to singing male chorus repertoire, they regularly combine	

in concert with the Women's World Music Choir and the Symphony Orchestra to present standard SATB literature and choral/orchestral literature.

MUS 294 Women's World Music Choir 0 (0-1)

The Goshen College Women's World Music Choir is an auditioned group of 55-70 women representing a wide variety of academic majors. Its focus is the authentic performance of music from many cultures and countries. The choir performs in numerous on-campus and off-campus concerts each year, and tours routinely. In addition to singing world music repertoire, the Women's Choir regularly combines in concert with the Men's Chorus and Symphonic Orchestra to present standard SATB literature and choral/orchestral literature.

MUS 295 Harp 2

Harp

MUS 296 Trombone 2

Trombone

MUS 297 Tuba/Euphonium 2

Tuba/Euphonium

MUS 301 History of Music 3

This survey of Western Music from antiquity through the death of J.S. Bach will focus on the following desired outcomes: 1) Develop a deeper understanding for the musical styles, genres, and composers from antiquity through the Baroque in Western music history, 2) To understand the most significant historical, philosophical, and artistic influences on music from the time of antiquity through the death of J.S. Bach, and 3) To intellectually grasp the major principles and models for musical expression in the above time periods. Prerequisite: Mus 201-202, 204 or permission of instructor.

MUS 302 History of Music 3

This survey of Western Music from early classicism through the 21th century will focus on the following desired outcomes: 1) To develop a deeper understanding for the musical styles, genres, and composers from the beginnings of classicism through the present, 2) To understand the most significant historical, philosophical, and artistic influences on music from the classicism of the 18th century to the present, and 3) To intellectually grasp the major principles and models for musical expression in the above time periods. Note: Students should make every attempt to take MUS 301 before 302 as several important concepts carry over from the earlier time periods into those discussed in MUS 302. Prerequisite: Mus 201-202, 204 or permission of instructor.

MUS 303 Advanced Music Theory 3

Introduction to chromatic harmony through the study of hierarchy of chords and modulation procedures of the Classical period. Analysis of complex forms of the Baroque and the Classical periods. Formal and harmonic studies of works by Bach, Haydn, Mozart, and Beethoven. Prerequisites: Mus 201-202, 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. Formal and harmonic analysis of works from the Romantic period. Introduction of the atonal theory. Studies of 20th century works and compositional techniques therein. Continuation of formal analysis of atonal works. Prerequisites: Mus 303.

MUS 305 String Methods & Materials 2

String Methods is designed for music education majors and students who are interested in learning how to play and teach stringed instruments. Students will develop proficient playing techniques in violin, viola, cello, and double bass that will allow them to adequately provide instruction to students in grades 5-12. There is a focus on pedagogical approaches and strategies for each instrument that include both individual

and large-ensemble instruction. The course will provide students with specific materials and resources (method books, etude books, repertoire, etc.) appropriate for use with students in grades 5-12.

MUS 306 Woodwind Methods & Materials 2

Woodwind Methods is designed for music education majors and students who are interested in learning how to play and teach woodwind instruments. Students will develop proficient playing techniques in flute, oboe, bassoon, clarinet, and saxophone that will allow them to adequately provide instruction to students in grades 5-12. There is a focus on pedagogical approaches and strategies for each instrument that include both individual and large-ensemble instruction. The course will provide students with specific materials and resources (method books, etude books, repertoire, etc.) appropriate for use with students in grades 5-12.

MUS 307 Brass Methods & Materials 2

Brass Methods is designed for music education majors and students who are interested in learning how to play and teach brass instruments. Students will develop proficient playing techniques in trumpet, horn, trombone, euphonium, and tuba that will allow them to adequately provide instruction to students in grades 5-12. There is a focus on pedagogical approaches and strategies for each instrument that include both individual and large-ensemble instruction. The course will provide students with specific materials and resources (method books, etude books, repertoire, etc.) appropriate for use with students in grades 5-12.

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 Intermediate Piano Pedagogy 2

With special emphasis on the intermediate level student, this course focuses on the integration of theory, skills and repertoire; the teaching 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 6-12). 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 340 Audio Production 2

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

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, minors, and nonmajors by audition, and may be taken with or without credit. Fully staged, complete productions of operas and musicals alternate with productions of programs presenting opera, operetta, or musical theater scenes. Students are taught stage movement, character development, and solo/ensemble singing that enhances their ability to perform onstage.

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

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 Chamber Choir	0 (0-1)
The Goshen College Chamber Choir is the elite mixed choir on campus, drawing its members from both the Men's Chorus and the Women's World Music Choir. An auditioned group of 25-45 first-years through seniors, the Chamber Choir performs the best in choral literature from the Renaissance, Baroque, Classical, and Modern periods. The Chamber Choir performs at numerous on-campus and occasional off-campus concerts each year, as well as on periodic tours. Corequisite: Mus 293 or 294.	
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.	
MUS2 05 Music/Cultural Identity E. Europe	3
This course examines the lives and music of Eastern European classical composers such as Dvorak, Chopin, Tchaikovsky and Bartok. How do national folk music traditions and social and political circumstances influence their music? Open to all students, regardless of musical background.	

Nursing

Professors B. Srof (Department Chair, Director of Basic Baccalaureate Nursing Program), R. Stoltzfus (Director of Graduate Program in Nursing)

Associate Professors V. Kirkton (Director of RN-to-BSN Nursing Completion Program), T.

Buller, B. Clem, J. Hoffman, M. Moyer, S. Wenger, G. Weybright, L. Wheeler

Assistant Professors, Cheryl Caffee, B. Miller

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 web page at www.goshen.edu/nursing/.

Student learning outcomes

Graduates in nursing will:

1. Utilize knowledge from the arts and humanities, theology, natural and social sciences, nursing theories, and intercultural experiences in providing nursing care.
2. Demonstrate leadership for promoting quality care and patient safety.
3. Utilize the ability to think actively and strategically in applying selected research findings for evidence-based practice.
4. Demonstrate skills in using patient care technology and information systems that support safe nursing practice.
5. Integrate healthcare policy for the promotion of quality and safety in practice environments.
6. Communicate and collaborate with clients and the interdisciplinary team in providing comprehensive health services and the promotion of therapeutic nurse-patient relationships.
7. Practice health promotion and disease prevention to improve health for individuals, families, communities, and populations.
8. Provide patient-centered care by employing critical thinking, decision-making, psychomotor, and interpersonal skills.
9. Demonstrate professional values that foster the ability to resolve conflicts, examine ethical issues, promote accountability, and pursue practice excellence.
10. Demonstrate a faith that is active and reflective, and responsive to the spiritual needs of self and others.

Two tracks, one degree.

The Nursing program has both a basic and a R.N.-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. All three 200-level courses are 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 website](#).

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)

86 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 on campus alternative program with four elements:
 - Language prerequisite: 101 level of any world language by placement test, course credit, or CLEP
 - 6 credit hours from the on campus alternate list (see International Education pages).
 - Core 300, Global Issues Seminar
 - A clinical placement in a Latino setting during NURS 408, Community Health Nursing

Supporting courses (35 credit hours)

Complete prior to enrolling in nursing courses:

• Chem 101, Introductory Chemistry	3
• Chem 103 NW, Chemistry and Health	4
• Biol 203, Human Anatomy and Physiology I	4
• Biol 204, Human Anatomy and Physiology II	3

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 SW, Developmental Psychology or Psyc 221, Human Behavior	3
• Soc 200, Principles of Sociology	3

Complete prior to or concurrent with 300-level nursing courses:

• Biol 319, Human Pathophysiology	3
• Psyc 380, Statistics in Research	3

Nursing courses (51 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*	4
• Nurs 307, Nursing Care of the Adult II*	4
• Nurs 308, Gerontological Nursing	3
• Nurs 309 PX, Health Care Ethics	3
• Nurs 311, Nursing Care of the Expanding Family*	3
• Nurs 312, Nursing Care of the Child*	3
• Nurs 403, Nursing Research	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	1
• Nurs 415, Capstone	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 103.

Nursing courses

NURS 190 Strategies for Nursing Success 1

This course provides activities on ways to improve the student's overall academic and test performance. ATI and additional resources will be utilized for improvement in critical thinking and analyzing test questions. Students will develop strategies for managing test anxiety.

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 Fundamentals of Nursing 3

Students learn integral components of nursing care universal to all patients including asepsis, safety, hygiene, diagnostics, medication administration, wound care and perioperative care. Strategies for promoting physiological and psychosocial health are studied. 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 290 NCLEX Success Strategies 1

This course includes activities and strategies in preparation for the NCLEX exam. The student will be completing several tutorials and practice exams from the ATI assessment series. A careful analysis of issues related to test taking abilities will be completed, along with review from ATI textbooks and other NCLEX preparation resources.

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. Prerequisites: Nurs 211, 212.

NURS 306 Nursing Care of the Adult I 4

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, Biol 319. Concurrent: Nurs 305.

NURS 307 Nursing Care of the Adult II 4

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, Biol 319. Concurrent: Nurs 305.

NURS 308 Gerontological Nursing 3

Examines health issues encountered during the final four decades of the life span, from active older adult through the end of life. Some specific pathophysiology as it relates to older adults is included. Students work with a well elder and visit community settings that provide services for older adults. Prerequisite: Nurs 212.

NURS 309 Healthcare Ethics 3

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. A Peacemaking Perspectives course in the Goshen Core.

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: Nurs 212, Biol 319. Concurrent: Nurs 305.

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: Nurs 212, Biol 319. Concurrent: Nurs 305.

NURS 403 Nursing Research 3

Basic concepts of nursing research are examined. Focuses on critical analysis and summary of published nursing research as a basis for using research in clinical practice. Understands the linkages between nursing practice, research evidence and patient outcomes. A major project is developed related to nursing research utilization. Prerequisite: Six credit hours of 300-level clinical nursing courses.

NURS 405 Psychiatric/Mental-Health Nursing 3

A study of psychiatric/mental-health nursing practice. The clinical component provides opportunities in a psychiatric hospital and community mental-health settings. The role of the nurse as a member of the mental-health team is emphasized. Prerequisites: All 300-level clinical nursing courses.

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

Content includes management and leadership theories, as well as knowledge of complex organizational systems. An emphasis is placed on the role of the nursing leader as creator and manager of a culture of caring, safety, and quality. The clinical experience includes management of care for multiple clients and clinical experiences that relate to quality improvement. Prerequisites: All 300-level clinical nursing courses.

NURS 410 Nursing Senior Seminar 1

The main focus is on integration of current professional practice issues in professional practice and the role of the BSN prepared nurse to impact change in the profession and health care arena. Portfolio and resume preparation are included. Prerequisite: Nurs 403.

NURS 415 Capstone 3

Content includes application and review of nursing concepts in preparation for the licensure examination (NCLEX). Transition to practice issues are also discussed. A strategy for securing a nursing practice position is developed. Prerequisite: Nurs 403.

R.N. to B.S.N. completion track

Introduction

Registered nurses may choose to take the 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 the Office of Graduate and Continuing Studies. 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 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.

1. English composition course (3 credit hours)
2. Anatomy and physiology course (4 credit hours)
3. Sociology or Psychology course (3 credit hours)

Graduation requirements

1. Completion of 120 credit hours accepted by Goshen College.
2. Completion of prerequisite requirements outlined above.
3. Completion of the B.S.N. completion track (Nursing and Goshen Core general education courses).
4. Cumulative GPA of 2.7 or above in this program

Courses for the B.S.N. completion program

Nursing courses

NURS 331 Philosophy & 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 4

Builds on prior learning, expanding history taking and physical assessment skills across the life span. Includes spiritual, cultural and family assessment.

NURS 333 Nursing Research 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.

Prerequisites: nine credit hours of 300-level nursing courses.

NURS 437 Cross-Cultural Health & Illness 4

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

NURS 438 Community Health Nursing 5

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 bioethical 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 5

Leadership and management principles are applied to clinical practice. Clinical practice component of course will be arranged with each student.

Goshen Core general education courses

CORE 210 Professional Communication Skills 3

A course for adult students that responds to the challenges of professional communication expectations. The focus is on critique and the development of individual written and oral communication skills for content, style, and effectiveness. Access and management of information will also be addressed.

Artistic World course 3

Artistic World perspectives courses explore human imagination and artistic innovation within the larger cultural context. Examples: *What is Music?*, *Word and Image*, *Shakespeare and Film*, *Art and Holiness*, and *Theater for Social Change*.

Religious World course 3

Religious World perspectives courses explore Christian faith or other religious traditions within the larger cultural context. Examples: *Jesus at the Movies*; *Religion and Sports*; *Living Ethically*; *Philosophy, Wonder and Existence*; and *What is the Good Life?*

PSYC 380 Statistics in Research 3

A study of data analysis and its relationship to research methods in a variety of settings. It includes descriptive, parametric, and nonparametric statistics.

Peace, Justice, and Conflict Studies (PJCS)

Professor J. C. Liechty (Department Chair)

Associate Professors C. Schrock-Shenk, R. Shands Stoltzfus

Introduction

Goshen College offers four academic peace programs. Visit the Peace, Justice, and Conflict Studies program website 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 |
| • PJCS 311, Junior Seminar | 3 |

Academic departments and courses : Peace, Justice, and Conflict Studies (PJCS)

- 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 PX, Violence & Nonviolence
 - PJCS 210 PX, 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
- 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

Student learning outcomes

Graduates in peace, justice and conflict studies will:

1. Identify, analyze and address various forms of violence, from interpersonal through structural.
2. Analyze the relationship of violence to conflict and develop and argue for nonviolent ways of responding to conflict.
3. Analyze the process of reconciliation at both interpersonal and structural levels, with particular attention to the complex interplay, and sometimes tensions, between justice, truth, and forgiveness.
4. Demonstrate and apply knowledge of conflict and communication theory, process and skills in their own lives and relationships.
5. Argue for a personal role in peace building and social change processes.
6. Analyze the role of religion in causing and nurturing violence and in promoting peace.
7. Embrace peacemaking as integral to faith, and faith as integral to peacemaking.

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 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 PX, 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 PX, Violence & Nonviolence
 - PJCS 310, Issues in PJCS
 - PJCS 332, Religion, Conflict & Peace
 - PJCS 347, Restorative Justice
 - PJCS 350, Reconciliation
 - PJCS 360, Designing for Social Change
 - PJCS 370, Personal Violence & Healing
 - 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 PX, Violence & Nonviolence
 - PJCS 210 PX, 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 PX, 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

This course addresses the questions, when and why are people violent, and when and why are they peaceful? How does nonviolence address the destructive force of violence and stand as an alternative? A Peacemaking Perspectives course in the Goshen Core.

PJCS 202 Spirituality of Peacemaking 3

How do peacemakers sustain their work for peace and justice over a lifetime without burning out? This course examines spiritual paths of peacemakers: theories, teachings and practices for sustaining active nonviolence and peacemaking. A Peacemaking course in the Goshen Core.

PJCS 203 Authentic Mission 3

While fully recognizing both abuses committed in the history of Christian mission and the ongoing challenges of working well across cultures, this course will tease out what it means to translate the Christian gospel into different cultural settings in an authentic, sensitive, culture-affirming way. A Peacemaking course in the Goshen Core.

PJCS 204 Vengeance and Forgiveness 3

This course will help students appreciate the strengths and weaknesses of vengeance and forgiveness, their internal contradictions and their sometimes surprising shared qualities, as both seek to provide victims with a way to move beyond the domain of insult, injury, and injustice toward wholeness. A Peacemaking course in the Goshen Core.

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. Note: Because PJCS 210 introduces concepts developed in greater depth in PJCS 325, this course may not be taken concurrently with or following PJCS 325. A Peacemaking Perspectives course in the Goshen Core.

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.

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

Analyzes different strategies for achieving change in contexts characterized by high levels of complexity and conflict, with particular attention to 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.

PJCS 370 Personal Violence and Healing 3

A seminar course in which advanced students examine encounters with violence and how healing can be sought. Integrating religious and ethical studies with the social sciences, the course focuses on the socio-cultural matrix of an individual's encounters with violence.

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, leading to a 25-35 page thesis.

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

Academic departments and courses : Peace, Justice, and Conflict Studies (PJCS)

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.

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 website at www.goshen.edu/physics.

In addition to a physics major, the department also offers a 3-2 pre-engineering program described below and 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, Drexel University, Pennsylvania State University, Northwestern University, and the University of Illinois.

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 computer science 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.) and Case School of Engineering of the Case Western Reserve University (Cleveland, Ohio). Admission to the engineering school is granted to a student with a 3.3 overall grade point average, upon recommendation of the physics department.

Transfer to other schools is possible and common, but is 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 computer science 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 core requirements, including the Study-Service Term (SST).

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 credit hours

- | | |
|--|---|
| • Chem 111-112, General Chemistry..... | 8 |
| • Math 211-212, Calculus I & II | 8 |
| • Math 213, Multivariate Calculus | 4 |
| • Math 321, Differential Equations | 3 |
| • Phys 101, Research Seminar..... | 1 |
| • Phys 203-204, General Physics | 8 |
| • Phys 302, Analytical Mechanics | 3 |
| • Phys 303, Classical Field Theory | 3 |
| • Phys 310, Thermodynamics | 4 |
| • Phys 313, Quantum Theory | 3 |
| • Phys 410, Senior Seminar..... | 3 |
| • Physics electives | 2 |

Student learning outcomes

Graduates in physics will:

1. Apply principles from primary physical theories: mechanics, electricity and magnetism, thermodynamics, and quantum mechanics.
2. Demonstrate facility with mathematical and computational tools of a physicist: calculus, differential equations, programming languages, computational environments, and spreadsheets.
3. Demonstrate facility with laboratory equipment and ability to analyze and visualize data using tools such as graphing, curve fitting, and statistical analysis.
4. Carry out independent projects and research, both individually and collaboratively.
5. Demonstrate oral and communication skills to present technical matters to a variety of audiences.
6. Exhibit thoughtful awareness of basic issues and questions in the relations between science, religion, and ethics.

Planning guide for engineering 3-2 track

First year	Goshen Core Calculus I & II General Physics
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	Research Seminar Info 230, Programming I*
Second year	Goshen Core General Chemistry Multivariate Calculus Differential Equations Thermodynamics Quantum Theory SST (summer)
Third year	Goshen Core Engineering Statics* 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.

Active research areas of the physics department include optical holographic interferometry and finite element modeling of musical instruments, phospholipid bilayer studies in biophysics, x-ray diffraction measurements of heterostructures, and manipulations of elastic waves in metamaterials.

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 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 154 Descriptive Astronomy	3
An introduction to astronomy, with emphasis on basic sky patterns and their historical explanations. Considers the Copernican revolution, simple Newtonian physics, and contemporary understandings of stars, galaxies and cosmology. Includes a field trip to a	

Academic departments and courses : Physics and pre-engineering

Planetarium and (weather permitting) an overnight observing trip to Merry Lea. Taught in May term. A Natural World course in the Goshen Core.

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.

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. Prerequisites: Math 211, 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, nuclear physics, condensed matter physics, elementary particle physics, and cosmology. Prerequisites: Phys 203-204 or consent of instructor.

PHYS 215 Climate Change 3

How can and should humans relate to nature? This question raises vigorous, passionate, and political discussion. Using an interdisciplinary approach, students explore (a) how information is generated, refined, and debated in scientific disciplines, (b) how science, archaeology and other disciplines shed light on Earth's climate beyond the horizon of a few generations' experience, and (c) how past cultures reacted to environmental challenges. The class includes laboratory activities, but within the constraints of a 3 credit hour course. Required for elementary education majors. A Natural World Perspectives course in the Goshen Core.

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 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, and magnetic and dielectric phenomena. Prerequisites: Phys 203-204, Math 211, 213, 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 including thermodynamic and chemical potentials, kinetic theory of gases, and chemical kinetics. An introduction to statistical mechanics is presented. Applications include studies of material properties and engineering systems. Includes a laboratory.	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, Schroedinger 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 Professor L. Rohrer

Introduction

The Psychology department offers a major, minor and secondary social studies teacher certification.

- Major in psychology
- Minor in psychology

Visit the Psychology department website 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.

Major in psychology

41 credit hours

• Psyc 100, General Psychology	3
• One of the following:.....	3
Psyc 200, Social Psychology	
Psyc 308, Personality Theory	
• One of the following:.....	4
Psyc 302, Experimental Psychology	
Psyc 303, Biological Psychology	
• One of the following:.....	3
Psyc 319, Cognitive Psychology	
Psyc 320, Psychological Assessment	
• Psyc 380, Statistics in Research	3
• Psyc 401, Research and Methods I	1
• Psyc 403, Research and Methods II	2
• 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)	
Math 250, Game Theory (3)	
PJCS 201 PX, Violence & Nonviolence (3)	
Soc 200, Principles of Sociology (3)	
Soc 210, Sociology of the Family (3)	
SoWk 221, Human Behavior (3)	
WGS 200, Introduction to Women's Studies (3)	
WGS 345, Women's Concerns (3)	

Student learning outcomes

Graduates in psychology will:

1. Demonstrate familiarity with major concepts, theories, and empirical pre/post findings in psychology and related areas.
2. Understand and apply research methods.
3. Use critical thinking, skeptical inquiry and a scientific approach, whenever possible, to solve mental health problems.
4. Explain and apply psychological principles to personal, social, and organizational issues.
5. Demonstrate effective written communication in APA style.
6. Recognize, understand, and respect complexity of sociocultural and internal diversity.
7. Explore career options and engage in career planning.
8. Engage in meaningful discussions about the relationship between faith and psychology.

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 Statistics in Research Related courses
Fourth year	Balance of Goshen Core Research 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 380, Statistics in Research
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. A Social World course in the Goshen Core.

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. A Social World course in the Goshen Core.

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 and exploring the current realities of delivering 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 and anatomy of the brain and central nervous system and their effects on psychological functioning (behavior, thinking, and feeling) processes. Three lectures, one 2-hour lab. Prerequisite: Psyc 100.

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 375 Topics: 3 (1-3)

Study in a major area of psychology not covered by regular courses.

PSYC 380 Statistics in Research 3

A study of data analysis and its relationship to research methods in a variety of settings. Collection, presentation and analysis of numerical data, including descriptive, parametric, and nonparametric statistics. Students are strongly encouraged to complete the Quantitative Literacy requirement in the Goshen Core before taking this course.

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 401 Research and Methods I 1

In a small group collaboration, students design, propose, and prepare to conduct a research study. Special attention is given to Human Subjects Institutional Review Board (HSIRB) Requirements. Prerequisite/corequisite: Psyc 380.

PSYC 403 Research and Methods II 3

Further data collection and analysis of the problem studied in Psyc 401, culminating in a written thesis and oral presentation. Prerequisite: Psyc 380, 401.

PSYC 409 Senior Internship 2

Internship offers opportunity to observe and participate in a supervised field learning

Academic departments and courses : Psychology

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 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; D. H. Lind; G. Pérez,Jr.; R. Shands Stoltzfus

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 website 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 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, or urban planning.

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 generalist program leading to either the bachelor of arts or bachelor of science 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.

Social Work: two tracks, BASW or BSW

The social work program has both a four-year track and a 16-month accelerated track.

Students who start college immediately after graduating from high school follow the four-year track and earn a BASW. Students who have graduated with an associate degree in human services and have related work experience follow the accelerated track, earning a BSW. It is possible for students with an associate degree to fit into the second half of the four-year track; however, the accelerated track is designed to provide a more accessible option for working and/or parenting adults. Both tracks follow the same social work curriculum, which builds upon a liberal arts perspective. Both tracks build on the Goshen Core curriculum with its emphasis on international, intercultural, interdisciplinary

and integrative teaching and learning. The Goshen Core requirements differ somewhat for the BASW and the BSW, recognizing that BSW students are adult learners, bringing more life experience to the study of liberal arts. Both models of the Goshen Core assist 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. The program outcomes for graduates are the same for students enrolled in either track; it is a generalist program leading to a bachelor of arts degree with a major in social work, accredited by the Council on Social Work Education.

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, Methods of Social Research | 3 |
| • Soc 392, Junior Seminar in Social Research | 3 |
| • Soc 409, Field Experience in Sociology/Anthropology | 3 |
| • Soc 410, Senior Seminar | 1 |

Elective and related courses (21 credit hours):

- | | |
|---|----|
| • Choose four of the following courses | 12 |
| Soc 210, Sociology of the Family | |
| Soc 230, Ethnography and Culture | |
| Soc 302, Urban Diversity (Chicago Center) | |
| Soc 315, Religion in Culture and Society | |
| Soc 320, Environmental Sociology | |
| Soc 336, Latin American Societies and Cultures | |
| Soc 340, African Societies and Cultures | |
| Soc 351, Contemporary Issues | |
| • Choose one of the following (Identities & Inequalities)..... | 3 |
| Hist 330, Gender in World History | |
| Hist 335, History of Ethnic Conflict | |
| Soc 205/WGS 200, Introduction to Gender Studies | |
| Soc 260, Human Sexuality | |
| Soc 345/SoWk 345, Women's Concerns | |
| • Choose one of the following (Politics & Social Change) | 3 |
| Econ 203, Principles of Microeconomics | |
| PJCS 360, Designing for Social Change | |
| PoSc 200, Introduction to Political Science | |
| PoSc 210, Introduction to Public Policy | |
| PoSc 308, International Politics | |
| • Choose one of the following (Sustainability & Human Ecology)..... | 3 |
| Biol 207 NW, Roots of Environmental Crisis | |
| Econ 309, Environmental Economics | |
| Econ 314, Ecological Economics | |
| Hist 345, Environmental History | |

Student learning outcome

Graduates in sociology will synthesize sociological theory and method in original research.

Planning guide

First year	Goshen Core SST language prerequisite Principles of Sociology Lower level sociology electives
Second year	Social Theory Lower level sociology courses Goshen Core SST
Third year	Methods of Social Research Junior Seminar in Social Research Race, Class & Ethnic Relations Goshen Core Upper level sociology electives
Fourth year	Senior Seminar Upper level sociology electives Field experience Balance of Goshen Core

Social work professional program: 4-year track

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 January 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.

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 & Program I 3
 - SoWk 323, Social Welfare Policy & Program II 4
 - 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
- SoWk 345, Women's Concerns
SoWk 350, Human Services: Child Welfare
SoWk 350, Human Services: Services to Families

Planning guide: four-year track

First year Goshen Core
Principles of Sociology
General Psychology*
Sociology of the Family
SST language prerequisite

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

Student learning outcomes

Graduates in social work will demonstrate in measurable ways achievement of the ten core competencies articulated by the Council on Social Work Education. Graduates will:

1. Identify themselves as professional social workers and conduct themselves accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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 prerequisite for Psyc 306, Abnormal Psychology. Social work majors should discuss with their adviser the option of SoWk 221 Human Behavior functioning as the prerequisite for Psych 306. Courses in human biology,

statistics and expository writing are required for admission into some 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 2.5 GPA 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.

Social work professional program: 16-month accelerated BSW track

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 during Social Welfare Policy & Program I, the first social work course taken in the 16-month completion track. Written applications are accepted after October 1.

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.

Goshen Core

A description of the Goshen Core for accelerated programs is located in the Graduate and Continuing Studies section of the catalog.

Major in social work (accelerated BSW program)

53 credit hours

NOTE: Since students are entering the 16-month accelerated track with an associate degree, we expect that they will be transferring in the following lower level and supporting courses. Each applicant's transcript will be evaluated to determine which requirements have been met, and individualized plans of study will be developed to address any gaps.

- 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
- SoWk 221, Human Behavior 3
- SoWk 224, Introduction to Social Work 3
- SoWk 321, Social Service Field Experience 3
- One of the following courses: 3
 - SoWk 345, Women's Concerns
 - SoWk 350, Human Services: Child Welfare
 - SoWk 350, Human Services: Services to Families

The following upper level social work courses **must** be taken at Goshen College and are offered in an accelerated format:

- Soc 391, Methods of Social Research 3
- SoWk 322, Social Welfare Policy & Program I 3
- SoWk 323, Social Welfare Policy & Program II 4
- SoWk 325, Social Work Practice Theory I 4
- SoWk 409, Field Instruction 10

Academic departments and courses : Sociology, Social Work, and Anthropology

- SoWk 410, Social Work Senior Seminar 2
- SoWk 425, Social Work Practice Theory II 3

Student learning outcomes

Graduates in social work will demonstrate in measurable ways achievement of the ten core competencies articulated by the Council on Social Work Education. Graduates will:

1. Identify themselves as professional social workers and conduct themselves accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Planning guide: 16-month accelerated BSW track

First year 1st 7-week term:

- Proseminar
Wellness for Life
Social Welfare Policy & Program I

2nd 7-week term:

- Methods of Social Research
Goshen Core (one course)

3rd 7-week term:

- Goshen Core (one course)

4th 7-week term:

- Goshen Core (one course)

3rd & 4th terms (14 weeks):

- Social Welfare Policy & Program II
Social Work Practice Theory

5th 7-week term:

- Goshen Core (two courses)

6th 7-week term:

- Goshen Core (two courses)

Second year 1st 7-week term:

- Social Work Practice Theory II

2nd 7-week term:

- Senior Seminar

1st & 2nd 7-week terms:

- Field Instruction

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
Phil 302, Ethics and Morality
Psyc 200, Social Psychology
Soc 200, Principles of Sociology
Soc 230, Ethnography and Culture
- SoWk 321, Social Service Field Experience (or alternative 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 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 (Jan Bender Shetler, Joe Liechty, Gilberto Pérez, Jr.) 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. With approval by the social policy review committee, the internship requirement may also be met through an off-campus program such as the Chicago Center.

Sociology courses

SOC 200 Principles of Sociology 3

An introduction to the principles and methods used in the study of human society.

Academic departments and courses : Sociology, Social Work, and Anthropology

Includes a survey of topics in social problems, social inequalities, social identity, human ecology and social change.

SOC 205 Introduction to Gender Studies 3

(Cross-listed from WGS 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 the women and gender Studies minor and a topical exploration for sociology.

SOC 210 Sociology of the Family 3

A study of the role of family in society and culture. Includes a comparative history of the family institution as well as an examination of social trends affecting mate selection, marriage, family roles and family relationships in contemporary society and culture.

SOC 230 Ethnography and Culture 3

An introduction to ethnographic methods and cultural analysis. The course will operate on two interrelated dimensions, one focused on the history of ethnography and cultural analysis in anthropology and sociology, the other focused on practical techniques of qualitative research, including specific skills in qualitative research design, methods, and data analysis. The course includes an ethnographic research project.

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 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 only through the Chicago Center or WCSC in Washington, D.C.

SOC 310 Social Theory 3

A comparative study of prominent social theorists of the past 200 years with specific attention to their interpretations of social changes related to modernity, globalization, and identity. Includes an examination of the purpose of social theory particularly as it relates to sociological inquiry. Prerequisite: Soc 200 or consent of instructor.

SOC 315 Religion in Culture and Society 3

An analysis of the social, cultural and political contexts that profoundly affect religious institutions and expressions, and upon which religion has an influence. Course includes such topics as meaning and belonging, modern individualism, dynamics of religious collectives and the impact of religion on social change.

SOC 320 Environmental Sociology 3

A survey of environmental sociology including theories of human-environment interaction, a history of various environmental movements and other developments with significant ecological implications, cross cultural comparisons of human-environment relations, and questions of justice with relation to who decides about resource use and who suffers the effects of environmental degradation.

SOC 322 Social Policy and Programs 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: SoWk 221, 224, 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

Study on a current social topic, problem, or issue. Examples include food and society, male identity, Latino families. Topics vary and may be requested by students.

SOC 380 Statistics in Research 3

(Cross-listed from Psyc 380) A study of data analysis and its relationship to research methods in a variety of settings. Collection, presentation and analysis of numerical data, including descriptive, parametric, and nonparametric statistics. Students are strongly encouraged to complete the Quantitative Literacy requirement in the Goshen Core before taking this course.

SOC 391 Methods of Social Research 3

An introduction to the principles and methods of social research in sociology and social work, including the project design, data analysis, and interpretation for both quantitative and qualitative research projects.

SOC 392 Junior Seminar in Social Research 3

Philosophy of science in sociology; synthesis of theory and method; choice of a topic and initial literature review, research design and piloting of any instruments in preparation for Soc 409 Field Experience and Soc 410 Senior Seminar. To be taken Spring semester of the junior year. Prerequisites: Soc 310, 391.

Academic departments and courses : Sociology, Social Work, and Anthropology

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 310, upper level standing, and consent of instructor.

SOC 409 Field Experience in Sociology 3 (3-6)

Experience in the practice of social research outside the classroom; students continue researching and developing the topic they proposed in Soc 392 Junior Seminar in Social Research in preparation for writing and presenting their thesis research in Soc 410 Senior Seminar. Prerequisite: Soc 392.

SOC 410 Senior Seminar 1

Students complete their thesis research and writing, culminating in a formal presentation of their work. Questions related to Sociology as a profession will also be addressed. Prerequisite: Soc 392.

Social work courses

SOWK 221 Human Behavior 3

A study of the individual through the life cycle within the social environment. Focus on physical, psychological, social, cultural and religious factors in the development of the self.

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) An introduction of the principles and methods of social research in sociology and social work, including the project design, data analysis and interpretation for both quantitative and qualitative research projects. Prerequisites: Soc 200, 210, SoWk 221, 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)

Professors L. Gascho (Department Chair), D. Ostergren (Director of M.A. in Environmental Education)

Associate Professor D. Hess (Director of Ecological Field Station)

Assistant professors B. Minter, J. Schramm, J. Schrock, P. Steury, L. Zinn (Director of Sustainability Leadership Semester)

Introduction

The Sustainability and Environmental Education Department (SEED) offers two undergraduate residential experiences in sustainability: an Agroecology Summer Intensive (in collaboration with the Biological Sciences department) and a fall Sustainability Leadership Semester. These two immersion programs provide the core of two undergraduate minors:

- Minor in agroecology
- Minor in sustainability

SEED also offers a master of arts in environmental education described in the Goshen College 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, and ecology
- field-based and problem-based 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 (e.g. Biol 340, Biol 350 and other field courses). It also works with other academic departments to achieve the interdisciplinary goals above.

For more information, please visit the Merry Lea website at www.merrylea.goshen.edu

For the Agroecology Summer Intensive: www.merrylea.goshen.edu/undergraduate-program/agroecology

For the Sustainability Leadership Semester:

www.merrylea.goshen.edu/undergraduate-program/sustainability-semester

For the Master's degree in environmental education: www.merrylea.goshen.edu/graduate-program

Career and postgraduate opportunities

Participants in SEED programs 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 the environmental quality industry.

Sustainability Leadership Semester

15 credit hours

- | | |
|---|---|
| • Sust 300, Sustainability and Regeneration | 3 |
| • Sust 309, Faith, Ethics and Eco-justice | 3 |
| • Sust 313/Biol 313 NW, Landscape Limnology | 4 |
| • Sust 320, Environmental Policy and Politics | 3 |
| • Sust 330, Environmental Problem Solving | 2 |

Program description

The fall Sustainability Leadership Semester (SLS) is a problem-based undergraduate program offered by SEED. This semester program is focused on understanding sustainable and regenerative communities through study of our local watershed. A cohort of students spends the semester in full-time residence at Merry Lea's Rieth Village, where they closely evaluate day-to-day decisions and make sustainable living choices concerning both personal lifestyle and community life. They study the structures and functions of both societal systems and ecosystems at Merry Lea and in the surrounding region.

Learning occurs through talking with a wide range of actors and institutions, as students engage in critical issues of local concern. The learning community provides an opportunity for students and faculty from diverse backgrounds and expertise to contribute to the process of understanding these problems and looking for involvements together. Students interact with people from the local community who are faced with real environmental issues and grapple with the complexity of and interdisciplinary nature of possible solutions.

Planning and advising notes

The SLS 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 Merry Lea website. Permission of the Sustainability Leadership Semester director is required to enroll.

Minor in sustainability (through SLS)

18 credit hours

- | | |
|---|----|
| • Sustainability Leadership Semester | 15 |
| • One of the following courses: | 3 |
| Biol 110, Ecology and Evolution | |
| Biol 309, General Ecology | |
| Biol 340, Field Experience in Environmental Education | |
| Econ 309, Environmental Economics | |
| Hist 345, Environmental History | |

Student learning outcomes

Graduates with a minor in sustainability will:

1. Describe the ecological and social elements of a landscape and their interconnections.
2. Articulate a model of community-based problem solving that draws on expertise from multiple perspectives.
3. Clarify and make explicit their own convictions and values to build off of those for more organic and effective leadership.
4. Describe direct and indirect ways that they as individuals, and as members of communities, affect other elements in their places.
5. Develop a catalogue of positive outcomes to sustainability challenges that form the basis for hope in the potential restoration of places.

6. Practice skills of critical questioning and interpretation to facilitate problem-solving in environmental issues.

Minor in agroecology

18-20 credit hours

- Agroecology Summer Intensive (See *Biological Sciences pages for program and course descriptions*) 12
Biol 220, Properties & Management of Soils
Biol 230, Small Farm Management & Produce Marketing
Biol 316, Vegetable Crops
Biol 318, Agroecology
- Two of the following courses: 6-8
Biol 201, Botany (4)
Biol 308, General Entomology (4)
Biol 309, General Ecology (4)
Bus 316, Principles of Marketing (3)
Soc 301, Community Development (3)

Student learning outcomes

Graduates with a minor in agroecology will:

1. Gain understanding in the structure and function of natural ecosystems.
2. Understand how ecological agriculture can contribute to sustainable food systems.
3. Interact with professionals engaged in sustainable agriculture and related professions.
4. Develop networking skills; discover service opportunities; investigate and evaluate career options.
5. Gain skills in working with crops and livestock on a small-scale diversified farm.
6. Experience faith-based community life and interdisciplinary learning.

Sustainability courses

SUST 199 Sustainability Living Skills 1

Topics course offered by Merry Lea.

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 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

This course examines the way the contemporary ecological crisis has challenged Christians to reread their Bibles and rework their theology and ethics. Students will encounter key thinkers and ordinary people faced with environmental problems and assess the ways they have applied Christian faith in a variety of ecological, cultural and theological contexts. The course will emphasize peacemaking and eco-justice as essential to environmental problem solving

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. A Natural World course in the Goshen Core.

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 collaborative 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 Professor 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 movement. 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 or opera performances are produced in collaboration with the music department. The department also holds a biennial peace playwriting contest and produces the winning play. Visit the theater department website 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/film 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 |

- 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:
 - 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

Student learning outcomes

Graduates in theater will:

1. Develop an understanding of theater as collaborative and interdisciplinary.
2. Demonstrate basic skills in effective oral, written and visual communication.
3. Comprehend foundational concepts and practices in the theater discipline and develop fluency in one or more concentration areas.

4. Develop a style of leadership that shows respect for others and models the college's core values.
5. Gain a clear understanding of how their work is perceived by others.
6. Develop a clear sense of Christian ethics and standards in the theater field.
7. Have a working understanding of available theater and related careers and avocations.
8. Be prepared for graduate school.
9. Serve the campus community and broader public through co-curricular involvement.

Planning guide

First year	Goshen Core Introduction to Theater Theater Practice The Power of Story
Second year	Goshen Core Expository Writing History of Theater Theater Practice Comm Research 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 201 Theater for Social Change	3
History, elements, and methods of theater performance. Includes script analysis, developing a performance vocabulary, idea generation/research, theater games/exercises, acting/improvisation techniques, production work and performance critique. Class members will create and present a public performance that explores a current campus or regional social issue. An Artistic World course in the Goshen Core.	
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 contemporary culture by analyzing and participating in various storytelling methods. Attention will be paid to the elements of vocal expression.	
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: Thea 225 or consent of instructor.	
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: 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: Any college writing course.

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. A screening process reviews the health and the academic and behavioral performance of all pre-registrants. 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: 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 and Gender Studies

Professors B. Martin Birky (Director), J. B. Shetler, J. Brant, J. M. Liechty, K. Graber Miller, A. Hostetler

Associate Professors J. Baldanzi; D.H. Lind; C. Jarvis; G. Pérez, Jr.; R. Shands Stoltzfus

Introduction

The Women's and Gender Studies program offers one flexible, interdisciplinary minor:

- Minor in women's and gender studies

The minor in women's and gender studies can be combined with any major or incorporated into an interdisciplinary studies major. Visit the Women's and Gender Studies program website at www.goshen.edu/wost.

Within the community of faith and learning at Goshen College, the Women's and Gender Studies program examines women's and men's experience in a gendered 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 resources in the campus community in addition to a core of courses offered by the Women's and Gender 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 and men's lived experiences.
- Identify and analyze the many systems that shape women's and men's lives and choices.
- Examine feminist genres, research methods, structures, analytical tools, aesthetics, criticism, contemporary issues and pedagogy.

Minor in women's and gender studies

18 credit hours

- Any WGS or cross-listed courses, selected in consultation with adviser 18

Planning and advising notes

WGS 200, Introduction to Gender Studies is strongly recommended for all students selecting this minor.

Women's and gender studies courses

WGS 200 Introduction to Gender 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 the women and gender Studies minor and a topical exploration for sociology.

WGS 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.

WGS 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.

WGS 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.

WGS 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.

WGS 230 Ethnography and Culture 3

(Cross-listed from Soc 230) Course teaches an anthropological approach to cultural studies at a time when global cultural homogenization is producing increasing conflict around cultural differences. Students gain knowledge and skills for making sense of all culturally conditioned experience - both "ours" and "theirs." Lab component teaches ethnographic skills needed by anyone wishing to relate competently to persons whose linguistic, social and cultural backgrounds differ from one's own.

WGS 260 Human Sexuality 3

(Cross-listed from Soc 260) 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.

WGS 275 Gender and Popular Culture 3

(Cross-listed from WGS 375) A critical analysis of gender representation in social institutions, popular culture, literature, and film. Readings and projects will address definitions of femininity, masculinity, 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.

WGS 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.

WGS 316 Liberation Theologies 3

(Cross-listed from Rel 316) Liberation Theologies focuses on three contemporary theologies of liberation (Latin American Liberation Theology, North American Black Theology and North American Feminist Theology) as they are developing in the Americas. The course examines similarities and differences among these three theologies - in conversation with Womanist and Latina theologies - as each addresses specific theological questions raised by the people of God in actual contemporary situations of exploration and oppression. The course also has a praxis component in which students move outward into the community.

WGS 322 Social Policy and Programs 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: SoWk 221, 224, 321 or consent of instructor.

WGS 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: CORE 120

WGS 325 Topics 3

Special topics courses in different disciplines that focus on specific issues related to women and/or gender.

WGS 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.

WGS 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.

WGS 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.

WGS 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.

WGS 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.

WGS 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.

WGS 375 Gender and Popular Culture 3

A critical analysis of gender representation in social institutions, popular culture, literature, and film. Readings and projects will address definitions of femininity, masculinity, 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.

WGS 400 Advanced Readings 1 (1-3)

This independent study provides opportunity for women's and gender 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 and gender studies classes and program director approval.

Office of Graduate and Continuing Studies

Ross Peterson Veatch, Associate Vice President for Academic Affairs

Introduction

The Office of Graduate and Continuing Studies administers several degree programs designed for non-traditional students. Our adult programs reflect the distinctive Goshen College standards of excellence, in a friendly environment of professional support. Four graduate degree programs are described in a separate graduate programs catalog.

Two degree-completion programs are available:

- **B.S. in organizational leadership**
- **R.N. to B.S.N. completion**

In addition, two full degree programs are offered:

- B.S. in business administration
- B.S. in social work

The organizational leadership and BSBA programs are detailed in the Business section of the catalog. The BSW program is detailed in the Sociology, Social Work and Anthropology section of the catalog.

The bachelor of science in nursing degree completion program is for persons who have already completed an R.N. program. For more information about the R.N. to B.S.N. graduation requirements, see the Nursing department section of this catalog.

Admission information

Degree completion programs

Degree completion programs are designed for adult learners who are working full time. Classes meet once a week in evening hours. Graduates must earn 120 semester hours with a 2.0 grade point average for courses completed at Goshen College.

Organizational leadership prerequisites

- Three to five years significant life or work experience
- Approximately 60 semester hours of college coursework already completed
- Demonstrated mastery of basic computer and writing skills
- Satisfactory references
- At least a C (2.0) average in all prior college course work

In addition to the 40 credit hours earned in Goshen College courses, students may earn up to 20 additional credit hours through Credit for Prior Learning. Students may also transfer up to 20 credits from their military service. These must be college credits, not vocational credits. Credits can also be obtained using DANTESTS and CLEP tests. Goshen College is a test center for both exam programs.

R.N. to B.S.N. prerequisites

- 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 three supporting courses: English composition, anatomy and physiology, and either sociology or psychology
- Current licensure as an R.N. in Indiana or a neighboring state where the clinical component can be completed

BSBA and BSW programs

Admission information for other adult programs is available on the web site for Office of Graduate Continuing Studies at goshen.edu/adult.

Goshen Core for degree completion programs

Goshen Core general education requirements for organizational leadership and R.N. to B.S.N. completion programs are explained in the program requirements detailed in the Business and Nursing department catalog sections.

Goshen Core for BSBA and BSW programs

Students in the B.S. in business administration and B.S. in social work programs have a modified Goshen Core general education program.

Fundamentals (12 credit hours)

- | | |
|---------------------------------------|---|
| • Core 107, Proseminar | 1 |
| • Engl 130, College Composition | 3 |
| • Comm 202, Oral Communication | 3 |
| • Core 116, Wellness for Life | 2 |
| • Core 120, Engaging the Bible | 3 |

Perspectives (15 credit hours)

See the Goshen Core section of this catalog or www.goshen.edu/core for more information about perspectives courses.

- | | |
|--------------------------------|---|
| • Artistic World course..... | 3 |
| • Natural World course..... | 3 |
| • Peacemaking course | 3 |
| • Religious World course | 3 |
| • Social World course | 3 |

Intercultural Learning (7 credit hours)

- | | |
|--|---|
| • Comm 206, Communicating Across Cultures | 3 |
| • One course from the on-campus alternative list in the International Education section of the catalog | 3 |
| • Core 307, Capstone ePortfolio | 1 |

Attendance

Due to the concentrated scheduling and the emphasis upon participatory learning, having two absences in classes that meet once per week is considered missing too much class to continue. After two absences, explained or unexplained, a student will be un-enrolled from a course. OGCS will work with the student to make a plan to continue in the program that student is pursuing, but the student will be required to make up the course. A student may contact the instructor in advance to work out an alternate plan for missed work, but missing class should be a rare occurrence. Both absence and tardiness constitute breaches of the attendance policy.

Faculty members are given the flexibility to establish stricter attendance policies in their classes with written guidelines distributed to students the first night of a class.

Students who exhibit a pattern of absenteeism in the program are subject to dismissal, pending review by the program director.

Dean's List

Undergraduate students in OGCS programs who are carrying a course load of 12 hours or more, who earn a 3.6 or higher grade point average, will be included in the Goshen College Dean's List for the term in which they received this grade point average. The list is reported in May and December.

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.

For degree completion students, the student must initiate arrangements with the faculty member by the end of the last class session to obtain a grade of "Incomplete," and it must be approved by the program director. Work not submitted by the deadline will be counted as zero, unless arrangements have been made with the faculty member.

Students may carry only one course with a grade of Incomplete. Incompletes must be completed within six weeks of the final exam due date or a date agreed upon with the instructor because of extraordinary circumstances. Incompletes not satisfied by the due date will become the grade given by the instructor based on work submitted. If the Incomplete becomes an F, the student must retake the course and pay the current tuition rate in effect when they enroll in the course a second time.

The new grade is used to compute the grade point average, but the I remains on the student's permanent record.

Inclement weather

In the case of inclement weather, it may be necessary to cancel and reschedule a class session. The Office of Graduate and Continuing Studies will determine whether or not classes should be canceled. A decision will be made by 4:00 PM. Cancellation of day classes does not determine that night classes will also be canceled. If a decision is made to cancel classes for a given evening, every attempt will be made by the OGCS staff to notify each student personally by phone or email. After consultation with the instructor, class will either be rescheduled within two weeks or comparable learning activities will be required of students.

Refunds

Degree completion programs

Refund of tuition for degree completion students is made on the basis of classes completed in the respective course at the time a student is withdrawn or has notified the Office of Graduate and Continuing Studies that they are withdrawing. A student will be charged again for any course that is retaken. Students who withdraw will be refunded as follows:

- Before the second class night of a course 100%
- After the second class night 0%

If a student has paid for an entire term and withdraws at the end of a course, the tuition for the remaining courses will be refunded in full. If a student withdraws prior to week two, the tuition for that course will be refunded in full. If a student withdraws after week two, the tuition for that course will not be refunded, but the tuition for the remaining courses in the term will be refunded.

The above refund policy also applies to books and fees. Books and fees are included in the tuition charted at the beginning of each term. The date of withdrawal shall be the date on which the drop/add slip is completed and the student indicates future plans in writing (forms are available in the Office of Graduate and Continuing Studies). If a student has marked in a textbook and drops the course before week two, the student will be charged the cost of the book.

BSBA and BSW accelerated programs

BSBA and BSW students may refer to the refund schedule posted in the accounting office and at www.goshen.edu/financialaid/refund.

Withdrawal

Degree completion programs

Course withdrawal before the second class night shows no record on the student transcript. Withdrawal with a grade of "W" is possible only before the third class night. Withdrawal after the third week results in failure of the course and will be reflected as an "F W" on the transcript.Â

BSBA and BSW programs

BSBA/BSW students may refer to the current year-round academic calendar for drop/add date information.

Student services

Students in OGCS programs have access to a variety of student services. All students have access to the Good Library, a membership at the Recreation/Fitness Center, free admission to all athletic events, and discounted prices at the Goshen College Music Center. The program in which a student is enrolled determines which other services a student has available. Campus housing is not available to students in OGCS programs.

Directories

Boards of directors

Mennonite Education Agency board

Malinda Berry, chair
Elkhart, Ind.

Lynette Bontrager
Archbold, Ohio.

Ramiro Hernandez
Washington, Iowa

Marlene Kropf
Elkhart, Ind.

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Judith Miller, secretary
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Noel Santiago, vice chair
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Tom Stuckey
West Unity, Ohio

Roy W. Williams
Land-O-Lakes, Fla.

Mennonite Education Agency staff

Carlos Romero
Executive Director

Rafael Barahona
Director of Hispanic pastoral leadership education

Violeta Ajquejay
Associate director for Hispanic pastoral leadership education

Lisa J. Heinz

Senior director for operations and chief financial officer

Elaine Moyer
Senior director

Goshen College board of directors

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Madeline Maldonado
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Boston, Mass.

Faith Penner
Harper, Kan.

John Powell
Ypsilanti, Mich.

Bruce Stahly
Goshen, Ind.

Rick Stiffney, chair
Goshen, Ind.

Administrative Leadership

President's Council

James E. Brenneman, 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-.

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-.

Gilberto Pérez, Jr., M.S.W.

Senior Director of Intercultural Development and Educational Partnerships

B.S., Eastern Mennonite University, 1994; M.S.W., Universidad Interamericana (Puerto Rico), 2001. GC, 2012-.

Lee Snyder, Ph.D.

Interim Provost

B.S., Eastern Mennonite College; M.Ed., Ph.D., University of Oregon. GC 2014-.

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-.

Administrative Cabinet

Lee Snyder, Interim Provost

Jim Histand, Vice President for Finance

Anita Stalter, Vice President for Academic Affairs

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-.

Launa Rohrer, M.A.

Dean of Students

B.A., Goshen College, 1992; M.A., Western Kentucky University., 1999. GC, 1995-.

Thomas J. Meyers, Ph.D.

Associate Academic Dean, Director of International Education, Professor of Sociology

B.A., Goshen College, 1975; M.A., 1978, Ph.D., 1983, Boston University. GC, 1983-.

Ross Peterson-Veatch, Ph.D.

Associate Vice President for Academic Affairs, Director of Graduate and Continuing Studies Programs, Professor of Sociology

B.A., Earlham College, 1988, M.A. 1995, Ph.D. 2001, Indiana University. GC, 2007-.

Academic governance: schools structure

Anita Stalter: Vice President for Academic Affairs, Academic Dean

Ross Peterson-Veatch: Associate Vice President for Academic Affairs, Director of Graduate and Continuing Studies

Tom Meyers: Associate Dean of International Education & Interdisciplinary Studies

School of Society and Religion

- **Bible, Religion & Philosophy** Jo-Ann Brant, chair
- **History & Political Science** Jan Bender Shettler, chair
- **Peace, Justice & Conflict Studies** Joseph Liechty, director
- **Sociology, Social Work & Anthropology** Jeanne Liechty, chair
- **Social Work** Jeanne Liechty, director
- **Women's and Gender Studies** Beth Martin Birky, director

School of Humanities: Arts, Languages, Literature

- **Art** Merrill Krabill, chair
- **English** Ann Hostettler, chair
- **TESOL** Carl E. Barnett, director
- **Modern & Classical Lang & Lit** E. Dean Rhodes, chair
- **Music** Beverly Lapp, chair
- **Theater** Doug Liechty Caskey, chair

School of Nursing and Science

- **Biological Sciences** Ryan Sensenig, chair
- **Sustainability & Environmental Education** Luke Gascho, chair
- **Chemistry** Doug Schirch, chair
- **Mathematics, Computing** David Housman, chair
- **Nursing** Brenda Srof, chair
- **Physics** John Ross Buschert, chair
- **Psychology** Julie Reese, chair

School of Professional Studies

- **Business** Michelle Horning, chair
- **Communication** Pat Lehman, chair
- **Education** Kathy Meyer Reimer, chair
- **Secondary Student Teaching** Suzanne Ehst, director
- **Elementary Student Teaching** Kathy Meyer Reimer, director
- **International Education** Tom Meyers, director
- **Kinesiology** Jewel Lehman, chair

Graduate & Continuing Studies

- **Executive director** Ross Peterson-Veatch
- **B.S. in Social Work** Carol Jarvis, director
- **B.S. in Business Administration** Jim Hess, director
- **B.S. in Nursing** Vicky Kirkton, director
- **B.S. in Organizational Leadership** Jim Hess, director
- **M.A. in Environmental Education** Dave Ostergren, director
- **M.A. in Intercultural Leadership** Ross Peterson-Veatch, director
- **M.S. in Nursing** Ruth Stoltzfus, director
- **M.B.A. in Business Administration** (collaborative program) Michelle Horning, GC director

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-.

Robert Birkey, Ph.D.

Adjunct Professor of Social Work

B.A., Goshen College, 1969; M.S.W., California State University, 1974; Ph.D., University of Notre Dame, 1995. GC, 1975-2012, 2014-.

Beth Martin Birky, Ph.D.

Professor of English, Director of Women's and Gender Studies

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

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-.

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Assistant Professor of Nursing

B.S.N., Purdue University, 1996; M.N., Ball State University, 2005. GC, 2014-.

Barb Clem, M.S.N.

Associate Professor of Nursing

B.S., 1983; M.S.N., 2011, Goshen College. GC, 2014-.

Seth Conley, M.A.

Associate Professor of Communication

B.S., Indiana Wesleyan University, 2003; M.A., Ball State University, 2013. GC, 2009-.

Suzanne Ehst, Ph.D. (c)

Associate Professor of Education and Director of Secondary Education

B.A., Eastern Mennonite University, 1997; M.A., Goddard College, 2004; Ph.D. candidate, Western Michigan University. GC, 2004-.

Christopher Fashun, D.M.A.

Assistant Professor of Music

B.M., St. Olaf College, 1996; M.M., University of Wisconsin, 2003; D.M.A., University of Iowa, 2012. GC, 2010-.

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Assistant Professor of American Sign Language

B.A., University of Southern Mississippi, 2009. GC, 2014-.

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B.A., Goshen College, 1987. GC, 2013-.

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Director and Assistant Professor of ASL Interpreting

B.A. 1982, M.S. Ed. 1994, SUNY College Brockport. GC, 2010-.

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B.A., Goshen College, 1982; M.S.,

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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-.

James Halteman, Ph.D.

Adjunct Professor of Economics

B.A., Goshen College, 1966; M.A., 1971; Ph.D., 1974, Pennsylvania State University. GC, 2012-.

Andrew Hartzler, M.B.A., C.P.A.

Associate Professor of Accounting

B.A., Goshen College, 1998; M.B.A., Liberty University, 2013. GC, 2014-.

Valerie J. Hershberger, M.S.

Associate Professor of Kinesiology

B.S., Eastern Mennonite College, 1984; M.S., James Madison University, 1996. GC, 1996-.

Jim Hess, Ph.D.

Associate Professor of Business, Director of B.S. in Business Administration

B.A., Manchester Collete, 1987; M.B.A., Indiana University, 1993; Ph.D., Capella University, 2013. GC, 2012-.

Matthew Hill, D.M.A.

Professor of Music

B.M., Southwest Missouri State University, 1987; M.M., University of Kansas, 1989; D.M.A., University of Wisconsin, 1995. GC, 2000-.

Scott Hochstetler, D.M.A.

Associate Professor of Music

B.A., Goshen College, 1997; M.M., University of Michigan, 2000; M.A., Western Oregon University, 2005; D.M.A., Michigan State University, 2008. GC, 2008-.

Joyce Bedsworth Hoffman, M.A., M.H.S.

Associate Professor of Nursing

B.S.N., Goshen College, 1972; M.A.,

University of Iowa, 1979; M.H.S., Wichita State University, 1988. GC, 2005-.

Michelle E. Horning, C.P.A., M.S.

Professor of Accounting

B.A., Goshen College, 1991; M.S., Drexel University, 1995. GC, 1998-.

Randy Horst, M.F.A.

Professor of Art

B.A., Goshen College, 1983; M.F.A., Bowling Green State University, 1986. GC, 1988-92; 2009-.

Ann E. Hostetler, Ph.D.

Professor of English

B.A., Kenyon College, 1976; M.A., The Pennsylvania State University, 1982; Ph.D., University of Pennsylvania, 1996. GC, 1998-.

David Housman, Ph.D.

Professor of Mathematics

B.A., Allegheny College, 1979; M.S., 1982, Ph.D., 1983, Cornell University. GC, 1998-.

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B.S.W., 1983, M.S.W., 1984, University of Georgia; Ph.D., Loyola University, 2009. GC, 1999-.

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Professor of Bible, Religion & Philosophy and Modern & Classical Languages & Literatures,

B.A., Goshen College, 1978; M.Div., Associated Mennonite Biblical Seminary, 1985; Ph.D., Harvard University, 1992. GC, 1997-.

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Director of R.N. to B.S.N. Program,

Associate Professor of Nursing

R.N., Mennonite Hospital School of Nursing, 1970; B.S.N., Goshen College, 1973; M.A., Ball State University, 1983. GC, 1998-.

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B.A., Goshen College, 1979; M.F.A., Claremont Graduate School, 1986. GC, 2001-.

Beverly K. Lapp, Ed.D.

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B.A., Goshen College, 1991; M.M., Westminster Choir College, 1993. Ed.D., Columbia University, 2012. GC, 1995-.

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B.S., Eastern Mennonite College, 1987; M.S., James Madison University, 1994; Ed.D., University of North Carolina at Greensboro, 2003. GC, 2004-.

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B.A., Eastern Mennonite College, 1974; M.A., Georgetown University, 1976; Ph.D., California Institute of Integral Studies, 2011. GC, 1994-.

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Professor of Social Work

B.A., Goshen College, 1992; M.S.W., Smith College, 1994; Ph.D., Simmons College, 2005. GC, 1998-.

Joseph C. Liechty, Ph.D.

Director and Professor of Peace, Justice and Conflict Studies

B.A., Goshen College, 1978; Ph.D., National University of Ireland, 1987. GC, 2003-.

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Associate Professor of Sociology

B.A., Goshen College, 1997; M.S., 2001, Ph.D., 2007, University of Missouri-Columbia. GC, 2007-.

Gretchen Lund, J.D.

Adjunct Professor of Business Law

B.A., Butler University, 1998; J.D., Valparaiso University School of Law, 2001. GC, 2010-.

Phil Mason, M.B.A.

Assistant Professor of Business

B.A., Goshen College, 1988; M.B.A., Green Mountain College, 2010. GC, 2013-.

Catherine Metcalfe, M.A.

Adjunct Professor of Education

B.A. University of Evansville, 1979; M.A., Ball State University, 1994. GC, 2010-.

Kathryn Meyer Reimer, Ph.D.

Professor of Education

B.A., Goshen College, 1983; M.A., 1988, Ph.D., 1991, University of Illinois. GC, 1990-.

Paul Meyer Reimer, Ph.D.

Associate Professor of Physics

B.A., Goshen College, 1984; M.S., Purdue University, 1985; Ph.D., University of Illinois, 1993. GC, 1993-.

Beth Miller, B.S.N.

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