

Goshen College

Graduate Programs Catalog 2025-26

Catalog

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Introduction

Goshen College offers seven graduate programs:

Master of Science in Nursing — Family Nurse Practitioner

Master of Social Work

Master of Arts — Environmental Education

Graduate Semester in Sustainability Leadership

Master of Arts in Teaching

Master of Business Administration

Doctor of Nursing Practice

The Master of Science in Nursing program is based on the Goshen College campus. The Master of Social Work program is also online and is offered in partnership with Bluffton University. The environmental education and sustainability leadership programs are based at the Merry Lea Environmental Education Center of Goshen College near Wolf Lake, Ind. The Master of Arts in Teaching is a multi-certificate program. The Master of Business Administration program is an online collaborative degree emphasizing Anabaptist Christian values applied to business and offered in partnership with Canadian Mennonite and Eastern Mennonite University. The Doctor of Nursing Practice is online with two required residencies and offered in partnership with Eastern Mennonite University.

All of the graduate programs are unique in perspective. Interested parties should refer to the programs' websites and/or individual graduate program handbook for official policies, programs, admission and degree requirements, course offerings and opportunities.

The **Master of Science degree program in Nursing** offered by Goshen College is built on a tradition of excellence in nursing education at the undergraduate and graduate levels versed in the core values of the college. The program is designed for the registered nurse who is a graduate of a baccalaureate program in nursing and is conveniently designed with courses meeting once per week. The website address is goshen.edu/graduate/nursing.

The **Master of Social Work program** has a mental health specialization with emphases on anti-racism and anti-oppressive practices and the integration of spirituality. This highly interactive online program is in collaboration with Bluffton University and is in candidacy for accreditation with the Council on Social Work Education. Students with a BSW may be admitted with advanced standing. The website address is goshen.edu/graduate/social-work-msw.

The Merry Lea Environmental Learning Center offers a **Master of Arts degree in Environmental Education** that is designed for people who want to work as environmental educators with students of all ages in diverse settings. This is an intensive experience that covers all aspects of environmental education and emphasizes natural history and practical experience. Seven core courses, a practicum experience, an off-site intercultural environmental education course, and a personalized project are completed in 11 months (July through May). The **Graduate Semester in Sustainability Leadership** is also based at Merry Lea. The website address is merrylea.goshen.edu/graduate-program.

The **Masters of Arts in Teaching** program is a graduate program that leads to an initial teaching license in elementary or secondary education. Students complete Praxis testing to earn their Indiana K-6 or 5-12 license partway through the program, then complete a series of courses that leads to additional licensure in teaching English language learners. (Students who stop at initial licensure will earn a graduate certificate.) The program is

open to anyone with a bachelor's degree, but is tailored to those already working in schools, either on an emergency permit or in a support position. Those who already hold an initial teaching license may complete the graduate certificate in Teaching English Language Learners.

The Goshen College Teacher Education Department is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is recognized by the Indiana State Board of Education as a provider of teacher certification.

The **Master of Business Administration** degree offers both in-person courses on campus and live courses using a videoconferencing platform. Undergraduate students may begin enrolling in MBA courses after completing 80 undergraduate credit hours and having a GPA of at least 2.50.

The **Doctor of Nursing Practice** degree is a partnership program designed for working professional nurses interested in working to be change agents in the healthcare arena. Goshen College and Eastern Mennonite University are partners in offering this practice degree. The program is online with asynchronous courses. The website address is goshen.edu/dnp.

Mission, vision, and values of the college

Mission

Goshen College transforms local and global communities through courageous, creative and compassionate leaders. Shaped by Anabaptist-Mennonite tradition, we integrate academic excellence and real-world experience with active love for God and neighbor.

Vision

Goshen College will cultivate joy, growth and purpose, preparing students to thrive in life, leadership and service.

Rooted in the way of Jesus, we seek inclusive community and transformative justice in all that we do.

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.

CHRIST-CENTEREDNESS:

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

PASSIONATE LEARNING:

- 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.

SERVANT LEADERSHIP:

- 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.

COMPASSIONATE PEACEMAKING:

- 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.

GLOBAL CITIZENSHIP:

- 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 its roots in the Mennonite church, Goshen College has derived a spirit of peacemaking, stewardship, community, and service. The college motto since 1904 is "Culture for

Service.”

Around 18 percent of students and 58 percent of faculty members are Anabaptist-Mennonite affiliated. Students also come from more than 45 different faith traditions, including several world religions. All full-time faculty members profess a commitment to the college's values, and many have lived or worked outside the United States, often in church-related 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.

Accreditation

Goshen College is accredited by the Higher Learning Commission [hlcommission.org] and is classified as Baccalaureate Colleges: Diverse Fields by the Carnegie Foundation.

The department of nursing is accredited by the [Commission on Collegiate Nursing Education](#) and approved by the Indiana State Board of Nurses Registration and Nursing Education.

The [Doctor of Nursing Practice](#) program at Goshen College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). [Note: accredited as “Goshen College-Eastern Mennonite University DNP Consortium.”]

The Master of Arts in Teaching is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is recognized by the Indiana State Board of Education as a provider of teacher certification.

The Master of Social Work (MSW) program is in candidacy for accreditation with the Council on Social Work Education, and expects to achieve initial accreditation in 2026.

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 participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA) as an approved Indiana NC-SARA institution. 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 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 race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status in its recruitment, admission, educational, athletic, financial aid and employment policies and programs.

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, undergraduate May term study in ornithology or entomology, summer study in agroecology, and 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.

Grievance Policy – Nonacademic grievances

The grievance procedure at Goshen College is a process by which nonacademic differences between students and employees of Goshen College (and employees of

Goshen College and their supervisors or managers) can be resolved. Grievable issues are defined in the policy. The first step is an informal process, attempting to resolve differences through discussion. If this is not successful, the second step, a formal, written grievance procedure, is initiated. Information about the grievance policy and assistance with understanding the procedures is available from the human resources director.

Grievance policy – Academic grievances

See the Academic Policy section of this catalog.

Student Life

Creating a Culture of Care, Trust, and Inclusion

The Office of Student Life strives to create a culture of care, trust, and inclusion for all Goshen College community members, but particularly students who commit to pursuing an academic career here. Student Life is formed by a team of professionals committed to helping each student succeed in a variety of areas. Almost all of the Student Life team is located in Wyse 1st floor.

Student Life Departments

Campus Activities

Campus Activities aims to create fun, inclusive, and safe programs for students to participate in. The Campus Activities Council (CAC), a student-led programming board, collaborates with other clubs to hold social and recreation events on campus. CAC sponsors a variety of events that include Kick-Off (annual talent competition), movie nights, game shows, professional performers, and various other activities.

Campus Ministries

Campus Ministries offers hospitality and welcome for all students in all places on their spiritual journey. We recognize that college can be a time of asking questions, exploring faith, and being exposed to different beliefs. While Goshen is a Christian college rooted in the Mennonite faith tradition, we welcome seekers and people of all religions to attend campus spiritual life activities as we seek to glorify the Creator. We want to accompany students in their faith development by providing opportunities for spiritual growth through **worship, service, and community**.

Worship. Goshen College offers regular corporate worship in regular chapel services, Bible study groups, and Sunday morning worship services at a variety of local congregations. Special seasonal services and times of prayer are also offered as spaces to gather for reflection and worship. Interdisciplinary summer internships are also available to sophomore and junior students through the Camping, Ministry and Service Inquiry Programs.

For individual worship, our campus offers several spaces for contemplation, spiritual development and renewal:

- **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 Kulp 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.
- **Merry Lea Environmental Learning Center** – 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.

Service. Campus Ministries can connect students to service projects of many kinds,

providing a way to put faith into action and extend compassion for the 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.

Community. As a liberal arts college, Goshen College integrates the entirety of the student campus experience, with dedicated staff, faculty, and administrators who offer support from a faith perspective. Academics, social justice, research, making music, and creative performance are just some of the many ways that GC students integrate their faith and learning. We encourage students to ask questions, to dig deeper, and to follow their passion within this community, as part of their faith development and formation.

Campus Safety

The Mission of Campus Safety is to monitor, secure, report, and enhance the living, learning, and working experience at Goshen College. In partnership with the community that we serve, we are committed to the philosophy of “Community Care-taking” and working with local police, fire department, students, staff and faculty to build lasting partnerships. For more information on all the services Campus Safety offers, visit goshen.edu/safety.

Career Networks

The Career Networks staff at Goshen College assists students at every stage during their career preparation, from self-assessment, leadership assessment, career decision-making and choosing a major to practicing interview techniques. Our staff is available to assist students in finding internships by offering a variety of connections to local employers (not-for-profit and for-profit), career coaches, performance tracking, job searches, interview preparation, customized connections and more.

Additionally, students can visit The Link in Wyse 1st floor for resources in job searching, career networking, and internships.

Center for Wellness and Health Services

The Goshen College Director for Health and Wellness is happy to assist students with questions regarding Goshen College health services. Students seeking resources for Health & Wellness are encouraged to review the information on the Center for Health and Wellness website.

Goshen College does not maintain student health records.

Health Insurance

Goshen College does not offer a student health insurance plan. Specific programs (e.g., DNP, MSN, and MAEE) may require that students must provide proof of health insurance. See individual program admission information for details about health requirements. All graduate students are eligible to use Goshen College's primary health service, Goshen Family Physicians, for health concerns or may choose to address health concerns with their established health care provider.

Immunization Requirements

All students (including Graduate Students) whose program requires on-campus course work at any point in their program must comply with Goshen College's immunization policy. Additionally, students in specific graduate programs (e.g., MSN, DNP) may be required to submit immunization records to participate. Review the full immunization policy on the Center for Health and Wellness website.

Health Service- Counseling

The counseling office, located in the Wyse 1st floor suite, provides professional, short-term, on-campus counseling services to students on a free and confidential basis. Students may book an appointment directly through Goshen College's Counseling website.

Counseling services support students' personal, social and spiritual health while increasing students' ability to succeed academically. The counseling office provides individual counseling and group mental health support, wellness education, crisis

intervention, and referral to community providers. Telehealth sessions can be made available for Indiana residents only.

Health Services- Medical

Goshen Family Physicians (GFP) provides medical services to GC students and is located 1.5 miles from campus. GFP provides preventative healthcare, diagnosis and treatment of illness, SST physical exams, and general medical information. Regular fees and insurance rates apply.

Goshen Family Physicians:

1811 Charlton Ct Goshen, IN 46526

(574) 534-8200; On-call after-hours line: (574) 364-4146

Student Basic-Needs Resources

Dash's Cache is an on-campus student resource that provides students with food and basic-needs items for free at a first-come, first serve basis. Locations for Dash's Cache include the Administration Building, Commuter Lounge, Library, Newcomer, and Wyse Hall. Additional locations are available on the Center for Health and Wellness website.

Community Engagement and Impact

The reach of Student Life does not stop with our campus borders. Community Engagement and Community Impact is dedicated to supporting our City of Goshen and Elkhart County neighbors through partnerships that benefit students and off campus residents.

Discrimination, Harassment and Title IX

Goshen College is committed to providing a safe and secure learning and working environment. Discrimination and harassment are prohibited. Students experiencing behavior that intrudes upon their ability to fully engage in their educational experience due to discrimination or harassment should seek support. If you experience or witness incidents of discrimination or harassment, incident reports can be completed online from the Goshen College Title IX website or Discrimination and Harassment website.

Diversity Equity and Inclusion

At Goshen College, we seek to understand, engage and live with difference while honoring family structures, spiritual values and cultural values. We are dedicated to developing a world in which our social structures and everyday interactions are based on the premise that justice, mutuality, respect, equality, understanding, acceptance, freedom, diversity and peacemaking are the norm.

Understanding that diversity, equity, and inclusion can encompass many facets of student identities, Student Life aims to provide opportunities and spaces for students to connect with each other. There are 6 intercultural student clubs that foster community and identity: Black Student Union, Latino Student Union, Asian Student Association, the International Student Club, Commuter Student Association, Advocates (LGBTQ+) and One Circle.

Student Life also manages the Intercultural Student Space for intercultural student groups to gather for programming and community.

Other Student Life Services

Motor vehicles and bike registration

Students, faculty, and staff must register all motor vehicles to be used on campus. Register vehicles through the campus safety web site at goshen.edu/safety/parking. A validation sticker will be sent in campus mail or, if the student does not have a campus mailbox, the director of campus safety will make arrangements for delivering the sticker. Vehicles must be covered by liability and property damage insurance. 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.

Withdrawal procedures

The program director 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.

Student Conduct Standards

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. The strengths perspective and student development provides a framework for empowering students in these life tasks.

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

- Equity
- Inclusion
- Strengths
- Service
- Civility

In the principle of **Equity**, there is a commitment to address historical and current manifestations of social bias and exclusion, including the ways in which social arrangements disadvantage some groups and legitimate others. As professionals, we will strive to make student life work about opportunities for all of our students. By practicing **Inclusion**, staff strives to create an environment where students are respected, accepted, and connected to one another. Staff engages with students in a caring, friendly, and authentic manner that allows for opportunities to increase belonging and build traditions within the campus community. By starting with the student's **Strengths**, staff creates opportunities for students to think about who they are and how they can contribute to the Goshen College community. Staff work with students to go deeper in understanding their strengths and encourage students to explore untapped strengths that can lead to self-discovery and growth. Through **Service**, staff invites students to create connections and relationships through serving the other. This can be done through service opportunities on-campus or off-campus. Students work to bring out the potential they want to help bring out in the community. Practicing **Civility** for staff means having conversations in a respectful manner that honors the differences in others. Talking about aspects of diversity and inclusion requires students to build trust with one another.

Restorative process

The response process is meant to be 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.

Student Conduct Standards

Members of the Goshen College community are expected to demonstrate individual responsibility by 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).

The [Student Handbook](#) can be found on Goshen College's website and contains guidance related to the expectations which govern the conduct of Goshen College students.

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 the Good Library features historical exhibits, art exhibits from the Art Department, and various other exhibits organized by the Good Library.

Performing arts series

The annual Performing Arts Series brings world-class performers to the campus Music Center. Recent artists include Lyle Lovett and Shawn Colvin, Audra McDonald, Emmylou Harris, Chris Thile, the Silk Road Ensemble, National Symphony Orchestra of Ukraine, Chinese Acrobats, and Bobby McFerrin.

Music activities

Students interested in music are invited to audition for music department ensembles, including Chamber Choir, Voices of the Earth, Vox Profundi, Orchestra, Lavender Jazz, and the All-Campus 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, musical, or scenes program is produced each year with the theater department.

Theater activities

Any student may audition for the two fully staged theater productions each year or any of the numerous student-directed one-acts. Students are welcome to volunteer as costume, light, sound, hair/makeup, props 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 bookstore is all virtual and operated by Akademos. Course materials for all courses can be purchased online at goshen.edu/bookstore. College branded merchandise is also available on the website. Many course materials are available as used, rental, or as ebooks. At the end of each term, students may sell their books back through the Akademos Marketplace at market rates.

Campus Center for Young Children (CCYC)

The Campus Center for Young Children (www.ccycgoshen.org) offers quality childcare services for children of students, faculty, staff and community members. CCYC is housed in the Church-Chapel building and is sponsored by the college and College Mennonite Church. Childcare scholarships are available to qualifying students.

Information Technology Services

ITS provides the campus with high quality, innovative technology services that are constantly evolving and improving. The campus has a robust network infrastructure, providing 10 Gbps of wired Internet service, and wifi services that support Wifi 6 standards for research and collaboration from the classroom, dorm room or lab. ITS offers access to Eduroam, a secure, worldwide Wi-Fi roaming service for the international research and education community which allows users to access free, high-

speed WiFi at participating institutions by using their Goshen College username and password credentials. Students have access to modern computer labs, both on the Windows and the Mac platforms. All major classrooms have presentation technology and access to Zoom for remote instruction. Students have access to a full complement of network services, all accessible via a single, personal user ID and password. The campus participates in Google Workspace for Education, providing email, calendar, cloud 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. For technical support, the ITS Helpdesk is available to students during the business day. 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 residence hall use. The ITS departments support a wide variety of academic software platforms and manages the technology resources used by academic departments across campus. 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.
- **Atlee and Winifred Beechy Peace, Justice and Reconciliation Lectureship** brings nationally known speakers to campus to address peace, justice and reconciliation issues.

Library

The Harold and Wilma Good Library sustains the Goshen College curriculum by providing quality sources, services, and instruction to cultivate intellectual inquiry and information literacy.

- Open 85 hours per week when classes are in session, including Sunday through Thursday nights until midnight.
- Assignment/ Research help available via email, walk-in, or by appointment
- **Interlibrary loan**
- **Course Guides** tailored for your class
- **Library Instruction** tailored for your class
- **Academic Success Center** for students who want to improve study strategies, accommodations for students with disabilities, and writing assistance and tutoring for everyone.

Collection

- Access to over **70 research databases** in every discipline or subject area
- More than **85,000 print sources** and more than **500,000 eBooks**
- **Royer Reading Room** – a collection of Juvenile materials and curriculum

- **Aschliman Peace Children's Peace Collection** – Literature, art, drama, and curriculum to educate children about ways of peaceful living
- Board game and video collection
- Spanish Language collection
- Popular reading collection (popular and award winning fiction and non-fiction)

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 contemporary global Anabaptists, the Protestant Reformation, local and family history and Pennsylvania Dutch culture.

Mail services

The campus receives deliveries of US Postal Mail, UPS, and FedEx each weekday. No services are offered on weekends. Residential and commuter students receiving mail and/or packages will be notified electronically and pick up their items in the co-located ITSMedia/Campus Post offices on the South side of the Union. Outgoing packages and returns may be shipped from the Printing and Mailing Offices in the basement of Coffman Hall. For more details, visit www.goshen.edu/printmail/campus-post.

Lost & Found

The central location for lost and found on campus is the Welcome Center. Some buildings, such as Good Library, maintain their own lost and found collection. Items not picked up by the end of each term are removed, recycled, or donated as appropriate. To access the Lost and Found collection, visit the Welcome Center Monday through Friday during business hours.

Motor vehicles and bicycles

Students must register all motor vehicles to be used on campus. Vehicles must be covered by liability and property damage insurance. Auto registration is available both online at <http://mygc.goshen.edu/checkin/vehicle/> and in person 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.

Broadcasting and publications

Radio and television

In 2018, WGCS, or 91.1 The Globe, celebrated its 60th anniversary. A year earlier, WGCS was named the National Signature Station by the Broadcast Educators Association, its highest honor. The Globe was also named the best college radio station in the nation in 2011, 2013, and 2022 by the Intercollegiate Broadcasting System, the only station to win the title more than once. In 2023, the College Media Association gave the Globe its fifth national title with Pinnacle award. 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. The Globe was named the Indiana "College Radio Station of the Year" in 2023, for the fifth consecutive year and eighth time in the last 12 years; the Globe has also been named the Indiana "TV School of the Year" four times in recent years. The Globe, which is based in the Center for Communication Studies, competes against all colleges and universities in the state.

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.

Admission

The directors of the graduate programs work individually with each applicant to ensure sound educational planning. College transcripts, references, and personal essays are all indicators of an individual's ability to work successfully in graduate programs; they are important factors in the admission decision. See individual program descriptions for more details.

Admission requirements for international students

Language requirements

An official TOEFL or IELTS score report is required for international applicants whose native language is not English. For the TOEFL, a score of at least 100 on the internet-based or 600 on the paper-based test is required. For the IELTS, a minimum score of 6.5 is required. Copies and faxes are not accepted as official documents; we must receive test scores directly from the testing service.

Transcript Evaluation

Applicants who complete post-secondary education abroad are required to submit non-U.S. transcripts to Educational Credential Evaluators, Inc. (ECE) or (for nursing applicants) the Commission on Graduates of Foreign Nursing Schools. The evaluation report must show that non-U.S. education is equivalent to a U.S. bachelor's of science in nursing degree for applicants to the master's of science in nursing program or, for applicants to the doctor of nursing practice program, equivalent to a master's of science in nursing degree or any other health-related master's degree, to be considered for admission.

Educational Credential Evaluators, Inc. (ECE)

www.ece.org

414-289-3400

Commission on Graduates of Foreign Nursing Schools (CGFNS)

www.cgfns.org

Academic Calendar

All graduate programs follow basic fall, spring and summer calendar session dates in the Goshen College campus calendar, with some minor variations. The MAEE program begins in July and ends in May, spanning two academic years.

Drop/add period

Students may drop or add courses without notation on the transcript, until the second course meeting for weekly courses and up to one week for courses that meet daily.

Withdrawal from courses

After the drop/add deadline, dropping a course is permitted until 60 per cent through the course or term. A "W" will be entered on the permanent record. Withdrawals after the 60 per cent date will not be permitted.

Financial Aid

Purpose and philosophy

The financial aid program at Goshen College is designed to assist students in financing a Goshen education and to supplement, not replace, family resources for college.

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.

Types of financial aid available

- Federal Direct Unsubsidized Loans
- Departmental Scholarships — The faculty for some graduate programs offer institutional scholarships under limited circumstances.

Procedures for applying for financial aid

Early and orderly planning is important for receiving financial assistance.

1. Apply for admission; a student must be admitted to the college before a financial aid offer can be made.
2. Submit a Free Application for Federal Student Aid (FAFSA). The FAFSA may be obtained online at www.fafsa.ed.gov. Students should specify 001799 as the code number for Goshen College in the appropriate section of the FAFSA.
3. Investigate other sources of financial aid: church, community service clubs, employer, industry or vocational rehabilitation.
4. The student financial aid office will begin awarding incoming students as early as January. Upon receiving a financial aid package, the student should review the award and respond to the guidelines stated in the financial aid notification.
5. Continuing students must reapply for financial aid each academic year. Aid usually continues at substantially the same level each year. All enrolled students receiving aid automatically receive information about applying for renewal awards. Award letters will be sent beginning in early April.

Financial information

2025-2026 Tuition and fees

Graduate Programs

Master of Business Administration (MBA) (per credit hour) \$784

36 credit hour program

Master of Arts in Environmental Education (MA) (per credit hour) \$870

33 credit hour program

Master of Arts in Teaching (MAT) (per credit hour) \$525

31-35 credit hour program

Master of Social Work (MSW) (per credit hour) \$525

30-57 credit hour program

Master of Science in Nursing (MSN) (per credit hour) \$765

48 credit hour program

Annual Program Fee \$600

Doctor of Nursing (DNP) (per credit hour) \$880

33 credit hour program

Other surcharges and special fees graduate programs

Audit Fee \$425

Credit for Prior Learning, per credit hour \$135

Coffman graduate student floor (single or shared double room) \$3,225/semester

Payment Information

Payment due dates

Fall Term August 1, 2025

Spring Term December 15, 2025

Summer Session June 5, 2026

To avoid monthly finance charges, make full payment of any balance due or enroll in a payment plan before the due dates listed above. Full payment also confirms your course registration and guarantees your seat in class. It is recommended that all applications for financial aid be submitted at least two weeks prior to the payment due date. **A \$200 late payment fee will be added to delinquent accounts 60 days after each semester due date.**

Interest of 12% annually (1% per month) will be charged against unpaid balances beginning 30 days after the drop/add period ends. Delinquent accounts will be sent to a collection agency at the college's discretion at any time after the account is deemed past due. All collection costs assessed by the collection agency are the responsibility of the student and are added to the balance due.

Note: All amounts listed on statements and estimated bills are in US dollars.

Financial terms and conditions are detailed in the Financial Responsibility Agreement, which every student must complete. Goshen College no longer mails out paper copies of statements or bills. Students will be notified by email when an estimated bill is ready, and will be expected to log in to MyGC to retrieve their bill. Real-time account information and monthly statements are available on MyGC under 'My Account Balances'. The student is responsible to authorize MyGC access (or provide updated account information) to any person(s) making payments on their account.

Option #1: Payment in full. Payments received after the due date are subject to finance charges and a late payment fee. For more information on payment methods, including online and foreign currency payments, visit goshen.edu/accounting-office.

Option #2: Nelnet Payment Plan (\$30 enrollment fee / 0% interest). Contracts may be arranged with Nelnet for a monthly payment plan to cover each semester. The enrollment fee for each semester-based plan is \$30. There are no interest charges if the contract covers the entire balance due. For additional information, please contact the Accounting Office or visit MyCollegePaymentPlan.com/Goshen.

Financial Suspension

All Goshen College students are required to keep current on their accounts, regardless of class, program, or degree. Accounts must be paid in full or have a payment plan in place to cover the entire cost of the semester by the due date. Administrative, clerical or technical billing errors do not absolve the student of their financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations assessed as a result of their registration at Goshen College. Full financial responsibilities are spelled out in the Goshen College Financial Responsibility Agreement (required from every student). Students with past due balances from current or previous semesters will be removed from future class rosters immediately after the end of mid-term break, unless a special waiver is granted by the Accounting Office. Appeals to financial suspension may be made to the Vice President for Finance.

Late graduation fee

The Goshen College Graduate School requires that a fee is paid if a student does not fulfill the requirements for graduation during the final semester of her or his cohort and must complete that coursework in a subsequent semester (or term). For instance, if a student was scheduled to complete the degree at the end of a semester/term, and is granted an incomplete grade ("I") in one or more courses, and then completes work in a subsequent semester/term to graduate, a fee must be paid equivalent to one semester credit hour. This requirement includes "incomplete" grades in regular courses, as well as practicum, clinical, research, thesis and/or project courses wherein time and duties, are required by faculty members to administer or supervise the student.

Refund policies and procedures

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.

Voluntary withdrawal process

Students who withdraw completely from the college initiate the process by contacting their academic adviser and graduate program director.

Pro-rated tuition refund policies

Students who drop from courses will receive a refund based on days completed in the respective course at the time the student has notified the Program Director and Registrar's Office that they are withdrawing. A student will be charged again for any course that is retaken. Specific refund information may be found at <https://www.goshen.edu/financial-aid/refund-policy/>

Financial aid refunds

Financial aid refunds may be available after financial aid processing is completed and enrollment status can be confirmed. Students enrolled in various sessions within a semester may receive refunds in installments after attendance in a registered course has been confirmed. Title IV Federal aid recipients who drop below half-time enrollment or withdraw completely from Goshen College may not be entitled to a loan disbursement or a refund of loan funds. If a Federal Direct Loan recipient drops below half-time enrollment during the expense period covered by the loan, ALL remaining disbursements will be canceled for that expense period.

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 term. If the withdrawal comes during the first 60 percent of the term, normal withdrawal and refund policies take effect. If departure comes after the 60 percent point, 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 pro-rated 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 Policies

Graduation requirements

Please see respective graduate program websites and handbooks and this catalog for graduation requirements. *In some programs, grading standards may be stricter than the minimum standards represented below.*

Time limits for completing degree requirements

All work for a graduate degree must be completed within six years from the date of matriculation to the graduate program. To request an extension of the time limit, the student must submit a written request to the director of the graduate program specifying the amount of time needed and the reasons an extension is necessary. The director, in consultation with the program faculty, will notify the student in writing of the decision on an extension request.

Graduate Full-time Enrollment

A graduate student taking 6 credit hours in a given semester is considered full-time.

Leave of absence policy

Students whose plan of study is interrupted by one or two consecutive semesters may apply for a leave of absence (LOA) at the time of their withdrawal. There must be sufficient evidence that medical, financial, or personal circumstances exist which make it impossible or difficult for the student to continue with a program of study; and there must be evidence that once these circumstances are resolved, the student would be able and committed to continuing the program of study.

Students contemplating a leave of absence should consult with their academic advisor and with financial aid. Specific refund information may be found on the financial aid website. Formal requests for leaves should be made by completing a leave of absence form prior to the end of the term and be submitted to the program director for approval.

Special Conditions for Medical Leave of Absence: A student who must interrupt study temporarily because of mental or physical illness or injury may be granted a medical leave of absence based on the written recommendation of a qualified, licensed healthcare provider. Goshen College reserves the right to place a student on medical leave of absence when it is determined that the student is a danger to self or others.

Transfer of graduate credit

A maximum of 9 total credit hours of comparable graduate level coursework from an accredited college or university may be transferred for master's programs, upon consent of the program director. A maximum of 6 credit hours of comparable graduate level coursework from an accredited college or university may be transferred for the Doctor of Nursing Practice Program upon consent of the program director. Comparable is defined as courses that can substitute for course requirements in the program to which the student will be enrolled. Courses considered for transfer must have a grade of B (not B-) or higher and taken within six years of matriculation into the graduate program. See MSW Program Director for transfer of additional graduate credits for generalist (500) courses.

Application for graduation required

Candidates for degrees must [apply online](#) for graduation no later than the beginning of the last term of study, upon which time a \$75 graduation application fee will be added to the student account. Late applications are subject to a \$25 late fee or degree conferral will be moved to the next conferral date. One commencement ceremony is held each year in spring. Degree conferral happens in May, August, and December.

Course cancellation

The college reserves the right to cancel courses or to combine class sections when

insufficient enrollment occurs.

Inclement Weather and Campus Closures

In the case of inclement weather or other emergencies, it may be necessary to shift face-to-face classes to remote learning. Goshen College will notify students by GC email if campus is closed and therefore a face-to-face class will be shifted to remote learning.

Dual Degrees

Dual degrees in the graduate programs offer the opportunity to earn two master's degrees in less time than it would take to earn them individually. Studying two fields simultaneously or sequentially can allow each area to inform the other in theory and practice. Students must be accepted to both programs and meet all admission requirements. Students must meet the GPA requirement for both programs, along with any prerequisites for each program. Program directors must determine what requirements overlap and can double count, not to exceed 9 credits.

Grading and evaluation

Graduate students are evaluated utilizing a letter grade system with quality points. To remain in good standing, students must maintain a cumulative 3.0 grade point average on a 4.0 scale.

A Excellent

A 4.0 quality points

A- 3.7 quality points

B Good

B+ 3.3 quality points

B 3.0 quality points

B- 2.7 quality points

C Marginal

C+ 2.3 quality points

C 2.0 quality points

C- 1.7 quality points

F Failure

F 0 quality points

CR Credit

Applies only to approved courses. No quality points. Indicates performance at B level or better.

NC No Credit

Applies only to approved courses. No quality points and no credit. Indicates performance at B- level or below.

SP Satisfactory Progress

A non-terminal grade for a continuing course.

W Withdrawal

Indicates student withdrawal from the course after the drop-add period and before 60 percent of the term is completed. Does not affect grade point average.

AU Audit

No credit given.

I Incomplete

Incomplete grades

A student may request a grade of "I" (incomplete) due to illness, death in the immediate family, or other extenuating circumstances. The student must be earning a "B" or higher and have completed at least 75% of the course at the time of their request for an "I" grade. The student will work with the professor to establish a plan and completion date on an Incomplete Grade Contract. The Incomplete Grade Contract must be approved as noted by signature of the student, professor, program director, and academic dean. The Incomplete Grade Contract must be completed no later than the end of the following term (see the Incomplete Grade Contract for specifics), at which time a grade will be assigned

based on the work completed up to that point. A plan for completion that extends beyond this date must be approved by the professor, the program director, and the academic dean. The new grade is used to compute the grade point average, but the “I” remains on the student’s permanent record.

Grade reporting

Grades are available to students by logging in through [MyGC](#) and accessing course history.

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 are factored into the cumulative grade point average. All courses in the collaborative MBA, MSW, and DNP are considered to be Goshen College courses. The quality points listed above are used to calculate a student’s grade point average.

Academic Probation and Dismissal

Students who have completed nine or more hours in a graduate program will be placed on academic probation if their cumulative GPA falls below 3.0. Students receiving a grade lower than a “C” must repeat the course. Students must pay for courses each time they are taken. The director of the program will notify such students in writing of the probationary status, which remains in effect until they raise their cumulative GPA above 3.0 or are dismissed from the program. Students on probation should work with their academic advisor to develop a plan for maximizing future academic success.

Graduate students may be dismissed from a graduate program upon receiving a grade of “C” or below on nine hours of graded work, receiving a second grade of “F”, or exhibiting attitudes, behaviors or lifestyle inconsistent with the mission of Goshen College.

MSN and DNP: MSN and DNP students must earn a “B-” or higher in each course to continue in the program. Consult the student handbook for academic requirements for continuation in the MSN and DNP programs.

MSW: MSW students who have been dismissed from the program may request reinstatement during the following academic semester and may not enroll in any MSW courses during that academic semester. Students must submit a written reinstatement request to the program director within 30 days of receiving notice of dismissal. See the MSW student handbook for more information.

Official transcripts

Goshen College partners with Parchment to provide a secure, electronic way to request and send transcripts. Transcripts can be sent in either electronic or hardcopy format and must be ordered online. See the link and information at the Goshen College [Registrar’s Office website](#).

Credits

A unit of graduate academic credit is awarded to a student after successfully completing an approved academic course, 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 (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 graduate 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 ensure that learning outcomes are equivalent to traditionally delivered courses.

Regardless of the method of determining a unit of graduate 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 graduate 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. One unit of graduate 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 graduate credit.
2. 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 graduate 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.
3. For supervised graduate research and other similar activities, the amount of effort required for one unit of graduate academic credit is determined by the supervising faculty and/or department.
4. For travel courses, instruction and student work for the purposes of credit hour computation may include class sessions and course assignments before and after the dates of travel in addition to the required experiences and assignments while traveling.

Academic integrity policy

Goshen College expects all students and faculty members to practice academic integrity, demonstrating honesty, trust, fairness, respect, and responsibility in all academic activities.

Academic Dishonesty

Academic dishonesty is any act that misrepresents academic work or interferes with the academic work of others and is considered a serious breach of the "Goshen College Commitment to Community Standards." It includes but isn't limited to the following:

- Plagiarism (giving the impression that the work is your own when it is not)
- 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
- Collusion (aiding another student's academic dishonesty, such as allowing another to use your work as their own)

First Offense

Faculty members will report incidents of academic dishonesty to the associate academic dean in writing or through an online report form found on the Academic Dishonesty and Grievance web page. Reports should include the student name, class, type of assignment and offense, date of offense, sanctions, and summary of communication with the student.

Instructors determine the outcome of a first offense as appropriate to the assignment, context, and severity of the offense. Responses may range from requiring that a student re-do an assignment or exam to failure of the assignment or course, depending on the

severity of the offense.

The associate academic dean will notify the student in writing that a report has been made and will extend campus resources to support academic integrity. The reporting professor and student's advisor(s) will be copied on this notice.

Second Offense

If more than one incident of academic dishonesty occurs, the associate academic dean will notify the student in writing and will meet with them to review the reports and assess the circumstances. The student may bring a support person to this meeting. The student's advisor(s) will be copied on the notice of academic review.

After gathering evidence of the academic dishonesty offenses, the associate academic dean will convene an Academic Response Team (ART) made up of two teaching faculty members and two students who are not members of the academic department in which violations occurred.

Identifying information about the student will be removed for the ART review unless the student chooses to provide a written statement for ART consideration or to meet with the ART.

The ART will determine the appropriate response for repeated violations of academic integrity, such as educational activities, academic warning, or suspension from the college for one or more semesters or dismissal from the college, depending on the severity of the offenses.

The associate academic dean communicates the final determination in writing to the student, the registrar's office, and the student's advisor(s). The student may appeal the ART determination according to Goshen College's Appeals policy. The associate academic dean oversees any required steps and maintains a record of all ART findings.

To remain enrolled at Goshen College, students need to complete these steps satisfactorily and avoid any additional academic integrity violations. Any subsequent violations may result in academic suspension or dismissal.

Artificial Intelligence

The use of generative artificial intelligence (AI) to complete assignments is considered plagiarism when it misrepresents work as a student's own words and ideas. Generative AI refers to tools capable of creating content such as text, images, music, code, and other outputs. The use of AI to bypass the learning process (for example using a tool to solve problems or summarize text in place of engaging the assignment) is also prohibited and will be treated as a violation of the academic integrity policy.

In some cases, professors may allow or require the use of AI for instructional purposes. In these cases, the use of AI must comply with the specific parameters articulated by the professor. Students must disclose and properly attribute the generative AI output.

Students are responsible for all content that they submit. AI-produced content may be biased, inaccurate, completely fabricated, or contain copyright-protected or proprietary information. As such, it always requires thorough human review prior to use.

When a student's use of generative AI does not comply with these stated acceptable uses, it will be reported to the associate academic dean to process through the academic dishonesty process outlined above.

Fraudulent Documents

The submission of documents such as transcripts, diplomas, test scores, references, or applications, that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by Goshen College.

Academic falsification occurs when:

- Someone falsely represents to Goshen College as having an academic

credential, including, but not limited to, degrees, certificates, grades, and credits, that the person never received or earned;

- Someone falsely represents having attended and/or received credits, grades, a degree, certificate, or other credential from Goshen College; or
- Someone provides anyone a Goshen College transcript, diploma, or other credential (or copy thereof) that has been altered or otherwise falsified.

All instances of academic falsification will be referred to the associate academic dean to process through the academic dishonesty process outlined above.

Possible consequences of academic falsification may include, but are not limited to, academic and/or disciplinary action which could include dismissal from a program and/or Goshen College; contacting authorities for possible criminal action; forfeiture of academic credits, or revocation of a degree or admission to college. When the registrar's office is aware of persons who present a false diploma or transcript, the employer or school will be notified of the fraudulent document.

Academic grievance policy

The academic grievance policy provides a fair process to resolve conflicts over academic matters, such as instructional activities, grading, or other incidents related to academic affairs and is overseen by the associate academic dean.

Students should work directly with the course instructor to address academic concerns, if possible. If they need assistance, students may also consult the department chair or associate academic dean. Students should also review academic policies stated in the course syllabus, departmental or program handbooks, and the Goshen College academic catalog to understand the academic policies guiding the academic matter.

Most academic grievances are resolved through an informal resolution process that utilizes facilitated mediation between the student and instructor. In some cases, a student may request a formal academic grievance process, in which the associate academic dean convenes an Academic Response Team (ART) for a hearing to determine whether an academic policy, college rule, or established practice has been violated, and to identify an appropriate response.

This policy does not limit Goshen College's right to change rules, policies, or practices related to academic policies. Some academic grievances may be referred to other conduct processes if a student or faculty member violates other campus policies in an academic context.

The following process is reserved for academic-related grievances. The associate academic dean will facilitate a process that provides each party a reasonable amount of time to respond to each step, generally within five (5) business days of written notice. Any party may bring an advisor or support person to a meeting and inform the other party in advance.

Informal resolution

1. Students are encouraged to contact the instructor to discuss the academic concern and consider ways to resolve the situation as soon as reasonably possible after an academic concern or alleged violation occurs.
2. The faculty member will respond in writing and meet with the student to determine if the situation can be resolved. The faculty member will provide a written summary of the outcome of their conversation.
3. If a student would like assistance in working with a professor, they may contact the department chair, an advisor, or the associate academic dean to identify appropriate steps to resolve the situation and assist them in their communication with the instructor.

Formal resolution

After receiving the instructor's written summary, the student or faculty member may contact the department chair or the associate academic dean for assistance. If the faculty member is the department chair, the associate academic dean leads the process.

1. The student must present a written statement to the department chair or associate academic dean and include the following elements:
 - An explanation of the academic concern
 - Any evidence on which the complaint is based
 - The steps they have taken to resolve the situation
 - Why the outcome was not satisfactory, and
 - The outcome that the student seeks.
1. The department chair and/or associate academic dean will meet with the student to review the concern and determine if there is evidence of a violation of academic policy and the appropriateness of a formal academic grievance hearing.
2. The department chair and/or associate academic dean and the faculty member will meet to review the circumstances and identify an appropriate resolution.
3. The associate academic dean will provide both the student and the faculty member with written documentation of the outcome of these meetings.
4. If the outcome is not satisfactory, the student may request a formal academic grievance hearing. The student should provide a written explanation why the proposed resolution is not satisfactory.
5. The associate academic dean will convene an Academic Response Team (ART) made up of two teaching faculty members who are not members of the academic department of the faculty member who is being disputed.
6. Both the student and the faculty member may provide a written statement for ART consideration or to meet with the ART. The ART may make such further investigation as is deemed appropriate and may seek assistance or information from other Goshen College personnel. All information will be confidential following FERPA regulations.
7. The ART will inform the associate academic dean of the outcome and possible sanctions, which may vary depending on the nature and severity of the issue.
8. The associate academic dean will provide a determination letter to the student, the faculty member, and the department chair that will include the relevant findings of fact, conclusions, and reasons for the decision. The student may appeal the ART determination according to Goshen College's Appeals policy.

Academic Amnesty

Academic amnesty is designed to assist the once-disqualified student to return to school under a reduced handicap. Only selected students may be considered for amnesty 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 amnesty 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 amnesty 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 amnesty.

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 another 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 to be 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, 400 Maryland 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:

- Student name
- Permanent address
- Local address*
- Telephone number*
- E-mail address*
- ID photo*
- Verification of birth date supplied by inquirer
- Dates of attendance
- Classification and enrollment status (full or part-time)
- Date of graduation and degree received
- Major field(s) of study
- Awards and honors received
- Most recent previous educational institution attended by the student
- Participation in officially recognized activities
- Height and Weight of an athlete

*Local address, phone number, email address and student ID photo are available on Goshen College's Web site, but only to people using a computer connected to Goshen College's on-campus network (physically connected to the network or remotely connected with a valid Goshen College username and password.) Goshen College does not provide student e-mail lists to public or private entities.

Any student who desires that any or all of the above listed information not be released may contact the registrar's office or or change their privacy preferences. Questions about this policy may be directed to the registrar or the dean of students.

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.

Please see respective graduate program handbooks for additional academic policies and procedures.

Program descriptions

Master of Science in Nursing

Associate Professor G. Sauder, Director of the MSN program

Professor R. Stoltzfus, J. Yoder

Associate Professor S. Setiawan

Assistant Professor K. Schramm, D. Brissett

Introduction

The master of science in nursing program is designed for the registered nurse who is a graduate of a baccalaureate program in nursing. Courses meet once per week during late afternoon and evening hours. The program is built on a tradition of excellence in nursing education at the undergraduate and graduate levels. A distinctive feature of the program is an emphasis on nursing care in a culturally diverse society. We believe in providing care that values understanding the stories of patients, including those who are marginalized in our society.

The graduate nursing program offers one track of study: Family Nurse Practitioner. The program prepares students for the certification exam through the American Association of Nurse Practitioners or the American Nurses Credentialing Center.

Admission information

Admission requirements include the following:

- GPA of at least 3.0 on a 4.0 scale (or equivalent) for the last degree earned
- Curriculum vitae
- Bachelor's degree in nursing from a school accredited by the Commission on Collegiate Nursing Education or by the National League for Nursing Accrediting Commission
- An active RN license in the state where clinical work will be completed
- One professional reference that attest to academic and professional achievements
- An introductory statistics course with a grade of 'C' or higher within the last seven years
- At least one year of clinical experience working as a registered nurse in the United States
- A personal interview with the director of the graduate program in nursing

If applicant's first language is not English, a TOEFL score of at least 100 on the Internet-based or 600 on written-based test or IELTS score of 6.5 is required.

The nursing department reserves the right to adjust the current admission criteria when outcome assessment data demonstrate the need for such changes.

A maximum of 9 credit hours of comparable graduate-level coursework from an accredited college or university may be transferred, with the consent of the program director. Comparable is defined as courses that fulfill the requirements for the program to which the student will be enrolled. Courses considered for transfer must have a grade of B (not B-) or higher.

Tuition and fees

M.S. in Nursing (per credit hour) (48.credit.hour.program) \$765
Annual Program Fee: \$600

Career opportunities

The family nurse practitioner is a provider of direct healthcare services. Within this role,

the family nurse practitioner synthesizes theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states.

Clinical information

Family nurse practitioner students are required to complete a minimum of 750 clock hours of clinical work with an approved preceptor.

Master of Science in Nursing

Family Nurse Practitioner – 48 credit hours

Core curriculum (24 credit hours)

Nurs 500, Foundations for Leadership	3
Nurs 520, Advanced Pathophysiology	3
Nurs 522, Pharmacology for Advanced Nursing	3
Nurs 524, Advanced Health Assessment	3
Nurs 600, Mental Healthcare for APRNs	3
Nurs 602, Theoretical & Ethical Foundations	3
Nurs 604, Promoting Health in Vulnerable Populations	3
Nurs 606, Research	3

Family Nurse Practitioner courses (24 credit hours)

Nurs 540, Primary Care II-Focus on Pediatrics	6
Nurs 542, Primary Care III-Focus on Gynecology and Obstetrical Care	6
Nurs 544, Primary Care I-Focus on Adult Health	6
Nurs 608, Primary Care IV-Focus on Transition to Practice	6

Planning and advising notes

Programs follow a cohort model, with students taking core courses together. The FNP program requires eight semesters of study.

MSN Student learning outcomes

Upon completion of the MSN program, graduates will demonstrate:

1. A faith that is active, reflective, sensitive, and responsive to the spiritual needs of self and others. (MSN Essential #9)
2. An understanding of ethical and moral issues that expand the advocacy role of the advanced practice nurse or clinical nurse leader. (MSN Essential #1; DNP Essential #2)
3. Utilization of knowledge from nursing, natural and social science and the arts in the management of patient health/illness status or management of microsystems of care. (MSN Essential #1; DNP Essential #1)
4. Interpretation and evaluation of research for the initiation of change, improvement of nursing practice, management of health outcomes, and provision of high-quality health care. (MSN Essential #4; DNP Essential #3)
5. Utilization of the research process for addressing clinical problems. (MSN Essential #4; DNP Essential #3)
6. Synthesis of knowledge into a personal leadership style that contributes to health for individual, family, and community. (MSN Essential #8; DNP Essential #6)
7. Promotion of policy development related to the emerging roles within nursing. (MSN Essential #6; DNP Essential #5)
8. Assimilation of knowledge and principles of teaching/learning in providing health education and health promotion activities. (MSN Essential #7 & #8; DNP Essential #7)
9. Contribution to health outcomes through advocacy within the profession, interdisciplinary healthcare teamwork, and the care of individuals, families, and communities. (MSN Essentials #3, #6, & #8; DNP Essential #3)
10. Application of information and communication technologies and resources in evidence-based care and health education. (MSN Essential #5 & #8; DNP Essential #4)

11. Taking initiative in providing culturally sensitive care. (MSN Essential #8; DNP Essentials #5, 7, & 8)
12. Exploration of personal and professional values in light of growing health disparities in the community and world. (MSN Essential #2; DNP Essential #2)
13. Assimilation of conflict transformation and social justice knowledge that is responsive to diverse needs of the individual, family, and community. (MSN Essential #3 & #8)
14. Application of advanced knowledge in the discipline to specific and vulnerable populations. (MSN Essential #9; DNP Essential #8)

Graduate nursing courses

NURS 500 Foundations for Leadership 3

Examines the theoretical principles and norms for practice for advanced practice nursing and advanced nursing practice. Content includes scope of practice, taking on the role of leader within the identified role, standards & competencies, public policy, legal issues, therapeutic use of self, and cultural competence.

NURS 520 Advanced Pathophysiology 3

Understanding of normal system-focused advanced physiology is applied to pathologic disease process to form a firm foundation for clinical assessment, decision making and clinical management. Includes in-depth study of cell structure and function as a foundation to understanding physiologic as well as pathophysiologic process. An in-depth examination of normal disease process including analysis of common disease, incidence, etiology, manifestation, and prognosis is included. Throughout the course, emphasis is placed on the student's ability to analyze and discuss changes in the normal physiologic function that occurs with the disease process.

NURS 522 Pharmacology for Advanced Nursing 3

Advanced pharmacology for nurses is the focus of this course. Therapeutic agents are compared and contrasted for therapeutic effects, adverse effects, indications for use, and drug interactions. This course provides students with a pharmacological basis for advanced practice as a nurse practitioner working with clients across the life span. This course meets Indiana State Board of Nursing's requirements for application for prescriptive authority.

NURS 524 Advanced Health Assessment 3

Builds on basic assessment skills. Attention is placed on the development of advanced assessment skills, collection of the data and documentation of the findings. The in-depth assessment is performed within the context of the family.

NURS 540 Primary Care II: Pediatrics 6

The focus of this course is on the primary care of infants, children and adolescents for the advanced practice nurse. For each developmental stage, the course examines health promotion, disease prevention, psychosocial issues, sexuality and treatment of select common diseases and problems. The student applies, synthesizes and evaluates content from nursing theory and sciences in the clinical practice setting. Requires clinical experience of 168 hours with an approved preceptor. Students may work with patients from across the lifespan, but the focus of the clinical is pediatric health. Prerequisites: Nurs 500, 520, 522, 524.

NURS 542 Primary Care III: GYN & OB 6

The focus of this course is primary care of women throughout the lifespan (adolescence through aging adult). For each developmental stage, the course examines health promotion and disease prevention, psychosocial issues, sexuality, and treatment of select diseases. The student applies, synthesizes and evaluates content from nursing theory and sciences in the clinical practice setting. Requires clinical experience of 168 hours with an approved preceptor. Students may work with patients from across the lifespan, but the focus of the clinical is women's health. Prerequisites: Nurs 500, 520, 522, 524.

- NURS 544 Primary Care I-Adult Health 6**
 The focus of this course is primary care for adults from early adulthood to the aging adult. Students build on their skills in interviewing and assessment while developing decision making skills in the diagnosis of common adult health conditions, including discussion about the management of adults with chronic health conditions. The student applies, synthesizes and evaluates content from nursing theory and sciences in the clinical practice setting. Requires clinical experience of 168 hours with an approved preceptor. Students may work with patients from across the lifespan, but the focus of the clinical is adult health. Prerequisites: Nurs 500, 520, 522, 524.
- NURS 600 Mental Healthcare for APRNs 3**
 Using evidence-based practice guidelines, students integrate screening, diagnosis, and treatment of mental health conditions for patients across the lifespan. Management approaches are examined including pharmacologic treatment, collaboration, and referral. There are no clinical hours connected with this course.
- NURS 602 Theoretical & Ethical Foundation 3**
 Theories from nursing, family studies, and related disciplines are examined, critiqued, evaluated, and applied to practice. Attention will be given to the transformational potential of theoretical frameworks within the context of a comprehensive, holistic approach to health care. In addition, the student will be introduced to frameworks for ethical decision-making based on theory and opportunities for the development of reflective moral thinking. The student will learn to utilize critical thinking as a basis for ethical reasoning.
- NURS 604 Promote Health/Vulnerable People 3**
 The focus of this course is public health promotion and disease prevention among vulnerable populations in the community. Core content includes: community assessment, health program planning, and evaluation for a select aggregate at risk with a focus on population-based interventions and health outcomes. Knowledge of basic epidemiology, communicable disease surveillance, survey data, and cultural assessment contribute to a thorough knowledge of the community and population at risk. Attention will be given to themes of cultural diversity, health disparities, and social determinants of health.
- NURS 606 Research 3**
 Prepares practitioners for utilization of knowledge to provide high quality health care, initiate change, and improve nursing practice. The focus is the understanding of scientific inquiry, knowledge generation, utilization and dissemination in nursing and healthcare. Scholarly literature review, ethical considerations and research critique are emphasized.
- NURS 608 Primary Care IV: Trans to Practice 6**
 Focus is on transition to practice. Issues include the professional role, legal issues, practice regulation, preparation for certification exam, negotiating practice agreements, financing healthcare, and fiscal stewardship and management. The student applies, synthesizes and evaluates content from nursing theory and sciences in the clinical practice setting. Requires clinical experience of 168 hours with an approved preceptor. Content will include an overall review of the program as well as focused didactic based on student self-assessment of need and content indicated by the outcomes of the predictor exit exam. Prerequisites: Nurs 500, 520, 522, 524, 540, 542, 544.
- NURS 698 Final Project Research & Writing 1**
 Registration for this course gives students access to library and computer resources while finishing research and writing for the final project. Should be taken only after all other requirements have been satisfied. Can be repeated.

Doctor of Nursing Practice

Professor J. Yoder, Co-Director of DNP Program

Professors B. Miller and J. Yoder

Associate Professor S. Setiawan

Introduction

The Doctor of Nursing Practice program is designed for the master's prepared registered nurse who is a graduate of a master of science nursing program or any master's in a business/health related degree (e.g. MPH, MBA, MHA). This is an asynchronous, online program offered in partnership with Eastern Mennonite University (EMU). The program is built on a tradition of excellence in nursing education at the undergraduate and graduate levels at GC and EMU. A distinctive feature of the program is an emphasis on stewardship of limited healthcare resources. Graduates of this program are well-prepared to be change agents in their place of employment.

Admission information

Admission requirements include the following:

- Earned a Master of Science in Nursing from a CCNE- or NLNAC-accredited program or any master's in a business/health related degree (e.g. MPH, MBA, MHA) from a regionally accredited school with a cumulative GPA of 3.3 or higher
 - If the applicant's bachelor's degree is not in nursing, the master's degree must be in nursing.
 - If the master's degree is not in nursing, the Co-Directors will review the applicant's transcripts and professional experience for evidence of meeting the MSN Essentials.
 - Non-MSN applicants must be working in the field of nursing/healthcare, either directly or indirectly.
 - The program will be longer if the master's degree is not in nursing.
- Provide documentation of post-baccalaureate supervised practice hours from an accredited MSN program. If there are fewer than 400 supervised practice hours, the DNP program will be tailored to achieve the required minimum of 1,000 hours of post-baccalaureate supervised practice.
- Evidence of an unencumbered RN license in the state of practice. (State of practice must be part of the SARA compact.)
- Completed reference form from three (3) individuals who are able to address the applicant's ability to succeed in a DNP program. Individuals completing the reference form should be among the following:
 - nurse faculty member who has knowledge of the applicant's academic ability
 - professional work-related colleague or supervisor
 - if practicing as an APRN, at least one should be from an APRN
 - if practicing as a nurse leader/executive, one should be from a supervisor who can address the applicant's leadership abilities
- Personal essay of 500 words or less that describes the applicant's career goals related to pursuing the clinical doctorate. The essay addresses the applicant's current thoughts on their preferred focus for the evidenced-based scholarly project.
- Current resume or curriculum vitae
 - evidence of currency in nursing practice
- Interview with the co-director via video-conferencing

If applicant's first language is not English, a TOEFL score of at least 100 on the Internet-based or 600 on written-based test or IELTS score of 6.5 is required.

The nursing department reserves the right to adjust the current admission criteria when outcome assessment data demonstrate the need for such changes.

A maximum of 6 credit hours of comparable graduate-level coursework from an accredited college or university may be transferred, with the consent of the program director. Comparable is defined as courses that fulfill the requirements for the program to which the student will be enrolled. Courses considered for transfer must have a grade of B (not B-) or higher.

Tuition and fees

Doctor of Nursing Practice (per credit hour) (33 credit hour program) \$880

Career opportunities

The DNP acts as a leader and a change agent within their work environment. Within this role, the DNP synthesizes theoretical, scientific, and contemporary clinical knowledge for the improvement of healthcare outcomes.

Clinical information

DNP students are required to complete 1000 faculty-supervised practicum hours. Students complete 600 practicum hours as part of course work. Up to 400 hours from post-baccalaureate studies may be accepted and counted toward the requisite 1000 hours. See program materials for details.

Doctor of Nursing Practice

33 credit hours

NURS 700, Foundations for DNP Scholarship	3
NURS 702, Health Information Technology	3
NURS 704, Biostatistics	3
NURS 706, Population Health & Epidemiology	3
NURS 708, Translational Science	3
NURS 710, Healthcare Policy	3
NURS 712, Organizational & Systems Leadership	3
NURS 800, DNP Project Development	3
NURS 802, DNP Project Implementation	6
NURS 804, DNP Project Analysis & Dissemination	3

Planning and advising notes

Program follows a cohort model with accelerated and traditional plan of study options. The accelerated option requires six semesters of study; the traditional option requires nine semesters.

DNP Student learning outcomes

Upon completion of the DNP program, graduates will demonstrate:

1. Implements and evaluates clinical practice based on the integration of nursing theory and nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences. (DNP Essential I, VIII)
2. Demonstrates advanced leadership skills for quality improvement and meeting system level challenges. (DNP Essential II, VIII)
3. Critically appraises evidence to determine best evidence for practice. (DNP Essential III, VIII)
4. Employs the use of information technology for the improvement and transformation of healthcare. (DNP Essential IV, VIII)
5. Demonstrates knowledge of healthcare policy to provide leadership for advocacy and education that shapes the future of healthcare. (DNP Essential V, VIII)

- 6. Lead interprofessional teams in the analysis of complex practice and/or organizational issues. (DNP Essential VI)
- 7. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. (DNP Essential VII)
- 8. Guide, mentor, and support other nurses to achieve excellence in nursing practice. (DNP Essential VIII)
- 9. Demonstrate cultural humility in the ethical delivery of care to vulnerable populations.

DNP graduate nursing courses

NURS 690 DNP Practicum	3
DNP Practicum (1 - 9 credits). Students enroll in this course when they transfer in less than 600 practicum hours from their Masters program. Registration for this course must be approved by the DNP Program Director. Tuition for this course is 60% of the current DNP tuition rate.	
NURS 700 Foundation for Clinical Scholarship	3
This course assists the student transition from practice into doctoral education from a sacred covenant philosophical framework. Additional topics to be considered are practice approaches based on theoretical, philosophical and historical underpinnings, scholarly writing, and introduction to grant writing. A guided executive summary is the major writing assignment for this course. There is a required residency in this course.	
NURS 702 Health Information Technology	3
This course covers key topics in changes in technology, policies and innovations that have occurred, historically and recently. Topics also include health informatics (HI) overview, electronic health records, healthcare data analytics, health information exchange, architecture of information systems, evidence-based practice, consumer health informatics, HI ethics, and quality improvement strategies for HI.	
NURS 704 Biostatistics	3
Provides an overview of principles, practices and influences of biostatistics. Topics include ability to critique relevance of statistical methods, basic data management skills, and application of research to the clinical setting. Students will use quantitative measures to determine risk and association with health outcome rates. Practicum hours: 20.	
NURS 706 Population Health & Epidemiology	3
Provides an overview of principles, practices and influences of epidemiology on health and health care delivery. Content includes identifying and evaluating key public health issues; exploring the roles of local, state, and federal governments in relationship to the core functions of public health; examining health disparities at the local, state, and federal levels; analyzing health systems' approach to health promotion and disease prevention; and exploring practice models that result in interprofessional collaborations for improved health outcomes.	
NURS 708 Translational Science	3
The course focuses on critically appraising existing quantitative and qualitative evidence from the literature. The overarching theme is for students to critically appraise existing evidence to develop methods to affect change in practice. Students will develop a literature review matrix in preparation for their DNP project. Practicum Hours: 20	
NURS 710 Healthcare Policy	3
This course examines political, ethical, and social factors impacting health policy as they intersect with the elements of cost, quality, and access. Students develop acumen in advocating for health policies consistent with the values of the profession. .	
NURS 712 Organizational & Systems Leadership	3
A variety of topics are explored in this course: leadership theory; risk management in organizations; leading Interprofessional teams; relationship management; shared decision-making; working within a diverse workforce; change management; and	

developing restorative organizations. Practicum hours: 20.

NURS 800 DNP Project Development 3

This is the first of three courses leading to the completion of the DNP project. Included in this course are 120 practicum hours working on the DNP project. Topics to be addressed include: ethics in project development and implementation; completion of a systematic review of the relevant literature; and design and approval of the DNP project. Division of the 3 credit hours: 1 hour is theory/didactic; 2 hours are practicum.

NURS 802 DNP Project Implementation 6

This is the second of the three DNP project courses. The DNP project is implemented in clinical practice; 300 practicum hours are required. Formal peer critique is included in this course. Students will synthesize knowledge from previous coursework and apply concepts to their DNP project. Division of the 6 credit hours: 1 hour is theory/didactic; 5 hours are practicum; CR/NC course.

NURS 804 DNP Project Analysis & Dissemination 3

This is the final course in the program. The focus on this course is for the student to analyze and disseminate their project. This course requires 120 practicum hours. Division of the 3 credit hours: 1 hour is theory/didactic; 2 hours are practicum. Credit/No Credit

NURS 898 Final Project Research & Writing 1

Registration for this course gives students access to library and computer resources while finishing the requirements for the DNP project. It can only be taken after all other requirements have been satisfied. Can be taken as many times as needed until project is completed. This is a semester-long course. Credit/No Credit.

Master of Social Work

Professor J. Harder, MSW Program Director, MSW Field Education Co-Director
Assistant Professor L. Neufeld Weaver, MSW Field Education Co-Director (Bluffton University, Goshen College Affiliated faculty)
Assistant Professor C. Cotter, Social Work Faculty Member
Assistant Professor A. Lopez, Social Work Faculty Member (Bluffton University)

Introduction

Goshen College's Master of Social Work program, conducted in partnership with Bluffton University, equips students with advanced knowledge and skills to meet the mental health needs of our communities.

The mission of the MSW program is: "Shaped by Anabaptist-Mennonite tradition and the social work profession's core values of social justice, service, the importance of human relationships, integrity, competence, and the dignity and worth of every person, the Master of Social Work (MSW) program's mission is to prepare students for specialized practice in mental health with an emphasis on anti-racism and anti-oppressive practices, and integration of spirituality."

The MSW program consists of 57 credit hours that can be completed in 2 to 4 years. Admission at the advanced standing level is offered to students with a BSW degree from a CSWE-accredited program within the last 10 years and with earned grades of B- or higher in their social work courses. Students admitted at the advanced standing level have the generalist courses (the 500-level courses) waived for them and only take the specialized practice courses (the 600-level courses) to earn the MSW degree in 1 to 2 years. Through offering advanced standing, BSW graduates do not repeat generalist content.

Students whose BSW degree was from a CSWE-accredited program but the degree was awarded more than 10 years ago may request admission at the advanced standing level through documenting how they have stayed current with the social work profession (e.g. through employment or volunteering in a social work position) on a special request form. The MSW program may grant these students advanced standing or it may admit students at the foundation level and waive some generalist courses based on a review of the student's transcript, references, resume, and/or an interview.

The MSW program may admit students at the foundation level when students earned lower than a B- in social work courses as part of their BSW degree from a CSWE-accredited program. Based on a review of students' transcripts, references, resumes, and/or interviews, the MSW program may waive some generalist courses for these students so they do not repeat generalist content.

Instructors record micro lectures that students watch at their convenience. Each course has a weekly 1-hour live Zoom class where we discuss the course materials for that week, engage in activities, and do Q&A about upcoming assignments. Zoom classes are held in the evenings.

Students complete field education hours in a social service organization that is local for the student. The MSW Field Director arranges field education placements in conversation with students. Students complete their field hours over two consecutive semesters or in one semester.

Our MSW program is new. We have approvals from the state and from the Higher Learning Commission. We are in the second year of accreditation candidacy with the Council on Social Work Education (CSWE) and expect to achieve accreditation in 2026. According to CSWE, "Students admitted during or after the academic year in which the program is granted candidacy will be recognized as having graduated from an accredited program, once the program is fully accredited."

Admission information

1. Complete [online application](#).
2. Request official transcripts to be mailed to Goshen College from all colleges and universities attended.
3. GPA of at least 3.0 on 4.0 scale (or equivalent).
4. Two professional references.
5. Personal statement.
6. Resume.

Click [here](#) for more information on MSW admissions.

Tuition information

Master of Social Work (per credit hour) (30-57 credit hour program) \$525

Career opportunities

Our MSW program specializes in mental health, preparing students for a variety of roles such as counselor/therapist, program manager, and community or policy advocate. Social workers are employed in a wide variety of settings including community mental health, hospitals, schools, and social service agencies and provide services to people across the lifespan.

Master of Social Work (MSW)

Generalist courses (27 credit hours)

SOWK 500, Foundations of Social Work and Social Work Values and Ethics	3
SOWK 510, Foundations of Social Work Practice with Individuals and Families	3
SOWK 520, Foundations of SW Practice with Groups, Organization, and Communities	3
SOWK 530, Racism and Oppression; Advancing Human Rights and Justice	3
SOWK 540, Human Behavior in the Social Environment	3
SOWK 550, Social Policy	3
SOWK 560, Social Work Research	3
SOWK 570, Generalist Field Education I	3
SOWK 571, Generalist Field Education II	3

Specialized courses (30 credit hours)

SOWK 600, Engagement and Assessment with Individuals	3
SOWK 605, Intervention with Individuals	3
SOWK 620, Advanced Social Work Practice with Families and Groups	3
SOWK 630, Advanced Social Work Practice with Organizations and Communities	3
SOWK 640, Addictions	3
SOWK 650, Mental Health Policy	3
SOWK 660, Social Work Evaluation	3
SOWK 670, Specialized Field Education I	3
SOWK 671, Specialized Field Education II	3
SOWK 680, Integrative Seminar and Career Advancement	3

MSW Student Learning Outcomes

The program is designed to train students in the nine core competencies as outlined by the Council on Social Work Education (CSWE):

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic and environmental justice.
3. Engage anti-racism, diversity, equity and inclusion in practice.
4. Engage practice-informed research and research-informed practice.
5. Engage in policy.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and

communities.

Social Work courses

SOWK 500 Foundations of Social Work 3

This course explores social work ethics and values and how they affect practice with individuals, families, groups, organizations, and communities. Utilizing anti-racist and anti-oppressive lenses, students learn social work's history, mission, roles, and the intersection with spirituality and religion. Foci include communication, self-awareness, and self-care in preparation for graduate education and career.

SOWK 510 Practice w Individuals & Families 3

This foundational course in social work practice invites students to build their knowledge and skills in the engagement, assessment, intervention, and evaluation of individuals and families. Students learn an ethical, strengths-based approach to social work practice that embraces diversity and respects client self-determination. Also taught are social work roles in providing case management and crisis intervention to individuals and families.

SOWK 520 Practice w Groups, Orgs & Comm 3

This foundational course in social work practice invites students to build their knowledge and skills in the engagement, assessment, intervention, and evaluation of groups, organizations, and communities. Students learn the purposes and characteristics of support, psychoeducation, and task groups as well as gain skills in leading these types of groups. The characteristics and policies and practices of not-for-profit, for-profit, and public organizations, and public-private initiatives are examined. Learn about community practice models and skills such as community organizing, asset mapping, needs assessments, and social action campaigns.

SOWK 530 Racism and Oppression 3

This course acknowledges the many dimensions of diversity, including intersectionality. Systemic racism shapes human experiences, including oppression, poverty, marginalization, and alienation. Through this course, students understand the societal and historical roots of social and racial injustices and mechanisms of oppression and discrimination at the individual, family, group, organizational, and community levels. Students gain knowledge on how social workers work across the globe to eliminate oppressive structural barriers to advance human rights, reduce inequities, and ensure dignity and respect for all. Students embrace inclusion and cultural humility to manage the influences of bias, privilege, and power.

SOWK 540 Human Behavior 3

This course presents theories of human development and functioning across the life span, including systems, ecological, and person-in-environment. This course also discusses models and frameworks by Piaget, Erikson, and Kohlberg, and their critics; and spiritual development. Students gain knowledge of how human behavior in the social environment informs engagement, assessment, and intervention in social work practice, and articulate the influences of institutional racism and systemic oppression.

SOWK 550 Social Policy 3

This course covers social policy at the local, state, federal, and global levels that affects well-being, human rights and justice, service delivery, and access to social services. Learn the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy and how they influence service delivery and social work practice. Students gain skills in policy formulation, analysis, implementation, and evaluation as well as engaging and advocating for anti-racist and anti-oppressive policies.

SOWK 560 Social Work Research 3

This course provides students with a framework for research-informed practice through the lens of social work values and ethics. Students learn how to access, critique, and synthesize empirically sound research using anti-racist and anti-oppressive perspectives to inform decisions pertaining to practice, policy, and programs. Students will develop appropriate research questions using qualitative and quantitative approaches. They will

learn how to access, understand, and use secondary data.

SOWK 570 Generalist Field Education I 3

As the "signature pedagogy" for social work education, field education provides students the opportunity to apply ethics, values, knowledge, and skills in a practice setting, with supervision and support. In consultation with students, the MSW field education director places each student in a field setting the semester preceding the student's enrollment in SOWK 570. Each student completes 200 hours in the field education setting (and an additional 200 hours in SOWK 571). Students participate in field education seminar which is led by a faculty field liaison and meets seven times for 1 hour (these hours count toward the 200 hours). An MSW faculty member meets with each student and field education instructor a minimum of three times during SOWK 570. The grading system for this course is credit/no credit.

SOWK 571 Generalist Field Education II 3

As the "signature pedagogy" for social work education, field education provides students the opportunity to apply ethics, values, knowledge, and skills in a practice setting, with supervision and support. In consultation with students, the MSW field education director places each student in a field education setting the semester preceding the student's enrollment in SOWK 570. Each student completes 200 hours in the field education setting (and an additional 200 hours in SOWK 571). The faculty field liaison meets with each student and field education instructor a minimum of two times during SOWK 571. The grading system for this course is credit/no credit.

SOWK 600 Engagement and Assessment 3

This course teaches engagement and assessment strategies for social work practice with individual clients. Engagement reflects the importance of human relationships, is trauma-informed, and respects client identities. Assessment in mental health practice is a collaborative process of defining presenting challenges, respecting client self-determination, and identifying client strengths to develop a mutually agreed-upon plan. Assessment includes knowledge of theoretical frameworks, psychopathology, and DSM diagnoses. This course helps students understand how bias, power, privilege, and personal values and experiences may affect their engagement and assessment with clients different from themselves.

SOWK 605 Intervention with Individuals 3

This course engages students in learning intervention theories and to practice intervention and evaluation strategies for social work practice with individual clients. Social workers understand and apply evidence-informed interventions to achieve client goals utilizing theories of human behavior and person-in-environment. This course helps students understand how trauma, bias, power, privilege, and personal values and experiences may affect their interventions with clients different from themselves. This course also covers psychopathology and psychopharmacology. Offered fall and Spring.

SOWK 620 Practice with Families and Groups 3

This course teaches engagement, assessment, and intervention strategies for social work practice with families and therapeutic groups. Students are invited to understand and apply evidence-informed theories and interventions for social work practice with families and groups. Practice with families acknowledges diverse family constellations, works across the lifespan, and recognizes and responds to violence within family systems. Students learn the role of therapeutic groups and how to form and facilitate them. Social workers understand how trauma, bias, power, privilege, and personal values and experiences may affect mental health practice with families and groups.

SOWK 630 Organizations and Communities 3

This course teaches engagement, assessment, and intervention strategies for social work practice with organizations and communities. Students are invited to understand and apply evidence-informed, interprofessional interventions and collaborations for mental health practice with organizations and communities. Students learn leadership and managerial skills including budgeting, grant writing, and strategic planning for use in a range of organizational settings and serving diverse populations. Knowledge and skills

for community practice are also taught, including collaborations and coalitions.

SOWK 640 Addictions 3

This course teaches engagement, assessment, and intervention strategies for social work practice with individuals with addictions including substance misuse, eating disorders, and gambling. Students are invited to understand and ethically apply evidence-informed, clinical and interprofessional interventions and collaborations for individuals with addictions and with co-occurring mental and addictive disorders, as well as recognize the connection between policy and treatment. Topics covered in this course include treatment types and levels, stages of change, psychopathology, psychopharmacology, and the role of bias, power, privilege, and spirituality.

SOWK 650 Mental Health Policy 3

This course examines mental health policies at the federal, state, and local levels as they relate to mental health treatment, service delivery, and intervention models and also settings such as community mental health, criminal justice, health care (VAs), housing, and private practice. The course guides social work students to understand the role of Medicaid, Medicare, and third-party insurers in clients' accessing mental health care and sources of funding for organizations. Students also gain skill in appraising and advocating for mental health policy that is ethical, anti-racist, and anti-oppressive.

SOWK 660 Social Work Evaluation 3

This course prepares students to conduct evaluation as an ongoing component of the dynamic and interactive process of mental health practice with and on behalf of diverse individuals and communities. Students gain the knowledge and skills to evaluate processes and outcomes to increase mental health practice, policy, and service delivery effectiveness. Social workers use qualitative and quantitative methods for evaluating mental health outcomes and practice effectiveness through anti-racist and anti-oppressive lenses.

SOWK 670 Specialized Field Education I 3

As the "signature pedagogy" for social work education, field education provides students the opportunity to apply ethics, values, knowledge, and skills in a practice setting, with supervision and support. In consultation with students, the MSW field education director places each student in a field education setting the semester preceding the student's enrollment in SOWK 670. Each student completes 250 hours in the field education setting (and an additional 250 hours in SOWK 671). Students participate in field education seminar which is led by a faculty field liaison and meets seven times for 1 hour (these hours count toward the 250 hours). The faculty field liaison meets with each student and field education instructor a minimum of three times during SOWK 670. The grading system for this course is credit/no credit.

SOWK 671 Specialized Field Education II 3

As the "signature pedagogy" for social work education, field education provides students the opportunity to apply ethics, values, knowledge, and skills in a practice setting, with supervision and support. In consultation with students, the MSW field education director places each student in a field education setting the semester preceding the student's enrollment in SOWK 670. Each student completes 250 hours in the field education setting (and an additional 250 hours in SOWK 671). The faculty field liaison meets with each student and field education instructor a minimum of two times during SOWK 671. The grading system for this course is credit/no credit.

SOWK 680 Integrative Seminar 3

As evidenced through a capstone project, this course facilitates students' integration of social work knowledge, skills, ethics, and values. This course prepares students for professional social work practice through preparation for social work licensure, supervision, and lifelong learning. Students re-examine their vision, skills, and preparation for securing and maintaining social work employment.

Master of Arts in Environmental Education

J. Martin, Executive Director of Merry Lea Environmental Learning Center

Professor J. Schramm

Associate Professor J. Mischler

Assistant Professor L. Kreider

Instructors K. Sproles, F. Bernston

Enrollment for this program is on pause for curricular updates. Anticipated return to instruction is Fall 2027.

Introduction

The master of arts in environmental education (MAEE) program is based at Merry Lea Environmental Learning Center of Goshen College and is housed in the Biological Sciences Department (BSD). Distinctive aspects of this 11-month program include an immersion in natural history, exposure to many forms of environmental education, developing leadership skills, and building curriculum through investigation and research. Students also engage with environmental education programs at Merry Lea and the surrounding region for grades PreK-12. Merry Lea's strengths in nature-based early childhood education and regenerative agricultural education can be especially helpful for students interested in those areas, but the flexibility of the program offers opportunities to learn and practice in many areas of environmental education. The degree has four major components: core courses, a project, an immersive intercultural experience, and an extensive practicum. Students integrate ecological learning with developing pedagogical skills. Additional practical concepts include land management, regenerative agriculture, leadership, and administration. See www.goshen.edu/graduate/environmental-education for more details.

Admission information

Requirements for admission include a resume, two letters of recommendation and official transcripts for all undergraduate and graduate coursework. In addition, applicants must complete the Confidential Health Report form prior to enrollment and provide proof of health insurance. A limited number of scholarships are available for environmental education graduate students, tied to the Merry Lea mission and goals.

Tuition information

M.A. in Environmental Education (per credit hour) (11 month, 33 credit hour program). . . \$870

Career opportunities

Graduates work as (environmental) educators in diverse settings such as nature centers, outdoor education programs, camps, parks and recreation programs, state and federal agencies, public and private K-12 schools, post-secondary education, for-profit businesses, and independent environmental organizations.

Master of Arts in Environmental Education

33 credit hours

Summer I: July-August

EnEd 510, Natural History of the Southern Great Lakes	3
EnEd 515, Research Methods and Measurements	3
EnEd 520, Principles of Environmental Education	3

Fall: September-December

EnEd 530, Leadership and Administration for EE	2
EnEd 550, Faith, Peacemaking & the Environment	1
EnEd 560, Creative Project and Paper	1
EnEd 580, Practicum in Environmental Education	3

Spring: January-April

EnEd 525, Environmental Issues & History	3
EnEd 535, Land Management for EE	2
EnEd 561, Creative Project and Paper II	1
EnEd 575, Intercultural Environmental Education	3

Summer II: May

EnEd 536, Land Management for EE II	3
EnEd 562, Creative Project and Paper III	2
EnEd 570, Professional Field Studies in Environmental Education	1
EnEd 581, Practicum in Environmental Education II	2

MAEE Student Learning Outcomes

Upon completion of the Environmental Education program, graduates will:

1. Exhibit and promote systems thinking by integrating knowledge from multiple disciplines into the design and delivery of environmental education.
2. Demonstrate an approach to environmental education that reflects an understanding of ecological processes common to all systems in rural, natural and urban settings.
3. Be proficient in the design, implementation, and assessment of environmental education programs and be familiar with the use of sociological research methods for evaluation.
4. Be competent in teaching skills and practices needed for the delivery of experiential, inquiry and field-based environmental education programs.
5. Be able to recommend and utilize best practices in leading people in the context of environmental education, to facilitate policy and/or behavioral change in individuals, organizations, and society in order to improve or preserve our environment.
6. Be able to evaluate resources and apply skills necessary for managing resources for the successful delivery of environmental education programs.

Environmental education courses

ENED 510 Natural History of So. Great Lakes 3

A study of the plants and animals of this region - and the ecosystems in which they are found. Emphasis on the 1) the interrelationships in ecosystems 2) the function of ecosystems, both how they operate and how they impact surrounding systems and humans, and 3) identity of the organisms that comprise the ecological community. Students will investigate the ecological relationships of the organisms identified as well as behaviors and life cycles.

ENED 515 Research Methods 3

This course investigates a wide range of research strategies that an environmental educator may use and/or encounter in the course of their career. The applied approach is primarily as a leader or director who is either evaluating an existing program, or designing a new program. We will also review and interpret both qualitative and quantitative studies (i.e. gathering information on people or natural resources) in ecological, social, and educational research.

ENED 520 Principles of Environmental Educ 3

A study of distinctive concepts and skills needed for delivering quality environmental education programs. The following themes-within the context of natural history-will be part of the course: field-based and experiential education, inquiry, questioning, interpretation, physical settings, responsive instruction, program design, assessment and evaluation, and learner outcomes.

ENED 525 Environmental Issues & History 3

A study of current environmental issues facing society. Topics include ethics, citizenry, environmental justice, theological implications, and organizations addressing issues, with a strong focus on climate change (its mechanics, consequences, and strategies for adapting to and mitigating its effects). Students in this course will also begin applying

their new climate systems knowledge to building curricula for secondary students that they will use in subsequent practicum teaching.

ENED 530 Leadership & Admin for Env Educ 3

This is a survey course on the essential skills and practices in leadership and administration of non-profit organizations. Topics include personnel management, strategic planning, personality styles, financial and resource management, budget preparation, board utilization, fundraising and capital campaign, day-to-day functioning of a nature center, and team development.

ENED 535 Land Management for Env Education 2

This is a study of both the theory and practice of managing the "place" for various ecological functions and human values that enhance an environmental education experience. Includes how land management practices need to reflect the economic/ social/spiritual values of humans, and the biological functions of the ecosystems it encompasses.

ENED 536 Land Management for EE II 2

Part two of this class. This is a study of both the theory and practice of managing the "place" for various ecological functions and human values that enhance an environmental education experience. Includes how land management practices need to reflect the economic/social/spiritual values of humans, and the biological functions of the ecosystems it encompasses.

ENED 550 Faith, Peacemaking and Environment 1

Environmental quality and care for creation are emerging as important components to faith, peace and justice across the globe. Creation care builds on spiritual and theological foundations that inspire us to care for God's creation. Environmental justice is the equitable distribution of costs and benefits from utilizing resources to all people regardless of class, generation, ethnic origin or gender. This seminar is a survey course of these topics.

ENED 560 Creative Project and Paper 1 ()

Your project is intended to be driven by your passion and interest in a topic within one of following themes: a) an environmental issue b) an ecological problem, or c) pedagogical challenges. The Creative Project is just that: a look into a challenging issue that requires creative insight. This is an applied experience and project that can be useful long into your career.

ENED 561 Creative Project and Paper II 1

Part two of your project is intended to be driven by your passion and interest in a topic within one of following themes: a) an environmental issue b) an ecological problem, or c) pedagogical challenges and possible solutions. The Creative Project is just that: a look into a challenging issue that requires creative insight.

ENED 562 Creative Project & Paper III 2

Part three of your project is intended to be driven by your passion and interest in a topic within one of following themes: a) an environmental issue b) an ecological problem, or c) pedagogical challenges and possible solutions. The Creative Project is just that: a look into a challenging issue that requires creative insight.

ENED 570 Professional Field Studies in EE 1 ()

Through a variety of professional field visits across the year, both on Merry Lea and in the broader region, students will gain professional experience with environmental education in many contexts. Emphasis of the course will include developing professional connections, and through written reflection, an understanding of EE as a professional in the broadest sense.

ENED 575 Intercultural Environmental Educ 3

Recent iterations have been on the Big Island of Hawai'i, Andros Island (Bahamas), and on tribal lands in Arizona. This three-week, immersion style, cross-cultural experience is designed to learn about a new ecosystem and work with local professionals to design EE

curriculum within an international and/or intercultural context. Participants will investigate a broad spectrum of opportunities and challenges for international non-profits delivering EE to local students, and/or in conjunction with tourism. Although the stay is relatively brief, students will work with local groups and professionals to design place-based curriculum; learn about the relationships between NGOs, government agencies, and businesses; apply natural history skills in a different ecosystem; and investigate first-hand the implications of climate change.

- ENED 580 Practicum in Environmental Educ** 3 ()
Being part of the delivery of Merry Lea's K-12 onsite and outreach programs in environmental education will fulfill the practicum in three major programming time blocks, giving students experience in multiple programs. Student will also have opportunities in specialty programs, such as summer camps and public programs. Assessment of student performance will occur after each of the three programming time blocks and as part of the final evaluation.
- ENED 581 Practicum in Environmental Ed II** 2
Being part of the delivery of Merry Lea's K-12 onsite and outreach programs in environmental education will fulfill the practicum in three major programming time blocks, giving students experience in multiple programs. Student will also have opportunities in specialty programs, such as summer camps and public programs. Assessment of student performance will occur after each of the three programming time blocks and as part of the final evaluation.
- ENED 698 Final Project Research & Writing** 1
Registration for this course gives students access to library and computer resources while finishing research and writing for the final project. Should be taken only after all other requirements have been satisfied. Can be repeated.

Graduate Semester in Sustainability Leadership

Professor J. Schramm, Biological Sciences Department Chair and Semester Director
Associate Professor J. Mischler
Assistant Professor L. Kreider

Program description

The fall Graduate Semester in Sustainability is a residential problem-based program, focused on understanding sustainable and regenerative communities by examining the local watershed. A cohort of students spends the fall 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. Students engage in critical issues of local concern. Students and faculty from diverse backgrounds and expertise engage with people from the local community who are faced with real environmental issues. They grapple with the complexity of and interdisciplinary nature of possible solutions. **This graduate semester is open only to AMBS students enrolled in the Environmental Leadership concentration of the Master of Arts in Theology and Peace Studies degree program.** Interested students from other graduate institutions should contact the SEED faculty chair and their home institution advisor to explore the possibility of special enrollment arrangements. Interested AMBS students should contact the AMBS Registrar for tuition information.

Graduate Sustainability Semester

- 12 credit hours**
- Sust 510, Integrated Social and Ecological Systems 4
Sust 540, Empowering Sustainable Communities 4
Sust 580, Community Leadership in Sustainability 4

Sustainability courses

SUST 510 Integrated Soc/Ecological Systems 4

The focus of this course is on understanding landscapes, ecological systems, social systems and their interconnection. Emphasis will be on how these interdependent systems contribute to the ecological, economic, and social health of a region, and models of systems thinking for understanding both the natural and social communities will be employed.

SUST 540 Empowering Sustainable Communities 4

This course considers the ethical, political, spiritual and structural frameworks that have led to our current unsustainable models of social systems and explores potential changes that could lead to more regenerative and sustainable communities for the future. There is an emphasis on understanding how societal changes occur and how communities can work toward a higher level of resiliency for future challenges.

SUST 580 Leadership Exp in Sustainability 4

This course works to help students develop and understand the role of individual agency in motivating and implementing societal and behavioral change. A large portion of this course is an applied learning experience where students engage with a group or organization within the region that is working on a sustainability initiative. Students take on the responsibility and leadership for a portion of the initiative and learn skills both in sustainability work and community partnership.

Master of Arts in Teaching

Professor S. Ehst, Program Co-Director
Assistant Professor S. Thalheimer, Program Co-Director
Professor K. Meyer Reimer, Education Department Chair

Introduction

The Master of Arts in Teaching is a graduate program that leads to an initial teaching license in elementary or secondary education. Students complete Praxis testing to earn their Indiana K-6 or 5-12 license partway through the program, then complete a series of courses that leads to additional licensure in teaching English language learners. (Students who stop at initial licensure will earn a graduate certificate.) The program is open to anyone with a bachelor's degree, but is tailored to those already working in schools, either on an emergency permit or in a support position. Those who already hold an initial teaching license may complete the graduate certificate in Teaching English Language Learners.

The Goshen College Teacher Education Department is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and is recognized by the Indiana State Board of Education as a provider of teacher certification.

Admission Requirements

Admission Information for Master of Arts in Teaching and Transition to Teaching Programs:

- Bachelor's degree from an accredited college or university with a GPA of 3.0 or higher.
 - Secondary educators must have earned their bachelor's degree in the content area they intend to teach, OR must pass the appropriate Praxis content exam as part of the admission process.
 - Those with an undergraduate GPA below 3.0 may pursue admission by passing the appropriate Praxis content exam(s) as part of the admission process.
- Completed reference forms from two professional references, documenting the applicant's ability to succeed in the field of education.
- A resume documenting relevant work experience.
- An interview with teacher education faculty members.

Admission Information for the English Learners Licensure Addition Certificate:

- A current educator's license in another field.
- One professional reference.

Tuition Information

Master in Arts in Teaching and Graduate Certificates (Per Credit Hour) \$525

Master of Arts in Teaching: Elementary Education

35 Credit Hours

Educ 500, Essentials of Teaching	2
Educ 505, Psychology of Learning	3
Educ 512, Introduction to Special Education	3
Educ 521, Elementary Methods and Environments	2
Educ 526, Elementary Math Methods	2
Educ 532, Developmental Literacy	4
Educ 535, Literacy: Diagnosis and Assessment	2
Educ 610, Capstone Teaching	2
Educ 515, Methods of Teaching English Learners	4

Educ 517, Linguistics for Teachers	4
Educ 605, Culture, Collaboration, and Advocacy	2
Educ 650, Integration Capstone	3

Master of Arts in Teaching: Secondary Education

31 Credit Hours

Educ 500, Essentials of Teaching	2
Educ 505, Psychology of Learning	3
Educ 512, Introduction to Special Education	3
Educ 520, Curriculum and Instruction I	2
Educ 525, Curriculum and Instruction II	4
Educ 610, Capstone Teaching	4
Educ 515, Methods of Teaching English Learners	4
Educ 517, Linguistics for Teachers	4
Educ 605, Culture, Collaboration, and Advocacy	2
Educ 650, Integration Capstone	3

Graduate Certificate, Transition to Teaching: Elementary Ed.

22 Credit Hours

Educ 500, Essentials of Teaching	2
Educ 505, Psychology of Learning	3
Educ 512, Introduction to Special Education	3
Educ 521, Elementary Methods and Environments	2
Educ 526, Elementary Math Methods	2
Educ 532, Developmental Literacy	4
Educ 535, Literacy: Diagnosis and Assessment	2
Educ 610, Capstone Teaching	4

Graduate Certificate, Transition to Teaching: Secondary Ed.

18 Credit Hours

Educ 500, Essentials of Teaching	2
Educ 505, Psychology of Learning	3
Educ 512, Introduction to Special Education	3
Educ 520, Curriculum and Instruction I	2
Educ 525, Curriculum and Instruction II	4
Educ 610, Capstone Teaching	4

Graduate Certificate, Teaching English Language Learners

10 Credit Hours

Educ 515, Methods of Teaching English Learners	4
Educ 517, Linguistics for Teachers	4
Educ 605, Culture, Collaboration, and Advocacy	2

MAT Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, graduates will

1. Understand and apply their knowledge of how learners develop, recognizing that individuals' development varies across cognitive, linguistic, social, emotional, and physical domains.
2. Create and maintain inclusive environments that support learning, positive social interaction, and active engagement.
3. Understand the core knowledge, skills, and ideas in the discipline(s) that they teach.
4. Apply content and pedagogical knowledge to plan curriculum that engages learners in critical thinking, creativity, and problem solving.
5. Use a variety of instructional strategies to help all learners develop

- comprehensive content knowledge, skillfully apply that knowledge, and make interdisciplinary connections.
6. Use multiple methods of assessment to monitor learner progress, reflect on their own instructional practice, and promote student learning.
 7. Engage in ongoing professional learning, demonstrate ethical practice, and collaborate with families and colleagues to ensure learner growth and well-being.
 8. Demonstrate advanced professional scholarship through text- and classroom-based research projects.

MAT Core courses:

EDUC 500 Essentials of Teaching 2

Essentials of Teaching is the first course in the Master of Arts in Teaching graduate program. Topics include instructional planning and delivery models, assessment techniques, and classroom and teaching pedagogies. By understanding research-based methodologies and approaches, students will be equipped to create inclusive and dynamic learning environments and reflect on their experiences in schools, providing the necessary link between theory and practice. Offered online. Enrollment limited to graduate students in Education.

EDUC 505 Psychology of Learning 3

This course is designed to give students a thorough understanding of the psychological theories and research that underpin learning, teaching, and educational interventions. Particular emphasis is given to learner development, memory, motivation, neuroscience and neuromyths, and trauma-informed practices. Students make direct applications of theory to instructional choices and student motivation. Offered online. Enrollment limited to graduate students in Education.

EDUC 512 Introduction to Special Education 3

This course serves as a comprehensive introduction to the field of special education, providing participants with foundational knowledge of key concepts, practices, and issues related to inclusive education. Participants will explore the diverse needs of K-12 students with exceptionalities and the strategies employed to support their academic, social, emotional, and behavioral development (including selecting, defining, measuring, and graphing behavior; developing ethical behavioral intervention plans; implementing and assuring the fidelity of behavior change procedures; and evaluating behavioral outcomes). Offered online. Enrollment limited to graduate students in Education.

EDUC 515 Methods of Teaching English Learner 4

This course provides an overview of research and language acquisition theories relevant to teaching English language learners, with an emphasis on methodology. Participants will learn and apply research-based strategies to meet the needs of EL students in the areas of listening, speaking, reading, and writing. The course also develops participants' professional knowledge of WIDA, legislation related to the field of EL, assessment procedures, and individualized learning plans. Offered online. Enrollment limited to graduate students in Education.

EDUC 517 Linguistics for Teachers 4

Serves as a foundational exploration of the field of linguistics as related to teaching. Assigned readings and projects will introduce students to central concepts of language including grammar, phonetics, phonology, morphology, syntax, language variance and language acquisition. Students will use these foundational principles to develop and apply new strategies for classroom teaching and to interpret ELL's language usage. Offered online. Enrollment limited to graduate students in Education.

EDUC 520 Curriculum and Instruction I 2

This course emphasizes instructional design principles for content-area teachers in grades 5-12. Students utilize the backward design framework to develop a three-to four-week unit plan. In the context of this project, they articulate learning goals, design valid

formative and summative assessments, evaluate curricular resources within the content area, and develop project-based modes of assessment. Class sessions focus on the intersection of participants' classroom experiences with effective instruction and discipline-specific resources. Offered online. Enrollment limited to graduate students in education.

EDUC 521 Elementary Methods and Environments 2

Designed for students to develop essential skills for teaching social studies and science through research-based instructional practices. Students will learn how to effectively organize and implement inquiry-based learning experiences to foster curiosity and critical thinking in their students. Key topics include student-centered learning, selecting and adapting materials for diverse learners, addressing learners' misconceptions, evidence-based reasoning, and strategies for productive discourse. Students will be prepared to create dynamic and inclusive learning environments and lessons that support growth in social studies and science for all students.

EDUC 525 Curriculum & Instruction II 4

This course is the second in a two-course series that addresses Indiana Educator Standards for grades 5-12. Emphasis is placed on knowledge, skills, and strategies for creating culturally responsive, inclusive classroom environments and curriculum. Students further develop classroom management using restorative justice practices. Curriculum theory is applied to the skill of long-range planning in a curriculum map project. The final unit of this course focuses on disciplinary literacy and equips teachers with effective strategies to support their students' general reading and writing skills, and to recognize and teach the literacies unique to their specific subject area. Offered online. Enrollment limited to graduate students in Education.

EDUC 526 Elementary Math Methods 2

A study of the concepts, processes, instructional techniques and key themes in teaching mathematics in the elementary school. Focus on research-based, standards-based, developmentally appropriate instruction, assessment and authentic engagement that leads to understanding mathematical concepts. This course will help teachers understand multiple representations of information, instructional resources and materials. Will include developing lessons. Offered online. Enrollment limited to graduate students in Education.

EDUC 530 Mentoring Beginning Teachers 3

Offered in collaboration with Goshen and Concord Community Schools. This course provides training for mentors of new teachers who are involved in the Indiana Mentoring and Assessment Program. Available only to licensed teachers who are currently serving as mentors.

EDUC 532 Developmental Literacy 4

This course explores current research, theories, and evidence-based practices in literacy development through the Science of Reading (SoR), emphasizing the translation of theory into classroom practice. Topics include phonological awareness, phonics, fluency, vocabulary acquisition, and reading comprehension, all examined through the SoR framework. Students will evaluate literacy programs and apply their learning in classroom or fieldwork settings.. Enrollment limited to graduate students in Education.

EDUC 535 Literacy: Diagnosis and Assessment 2

The second course in the elementary literacy sequence further explores the Science of Reading (SoR) framework through a study of the administration and interpretation of literacy assessments and their impact on classroom instruction. This class centralizes the research and theory behind assessment and diagnosis while engaging in the practical application and interpretation of the results. Students study the role of assessment and diagnosis in the Response to Intervention (RtI) framework as well as communicating results to stakeholders. Offered online. Enrollment limited to graduate students in Education.

EDUC 605 Culture, Collaboration, & Advocacy 2

This course examines issues encountered when crossing cultures, tools and methods for professional collaboration, and strategies to advocate for the rights of English language learners in K-12 school systems. Participants will apply theoretical readings by planning concrete ways to collaborate with other colleagues to support students, their families, and access to education. As the final course in the EL licensure sequence, the course contains a portfolio of artifacts that demonstrates participants' competence in the state standards for teaching English learners. Offered online. Enrollment limited to graduate students in education.

EDUC 610 Capstone Teaching 4

Fourteen weeks of full-time teaching in the participant's area of licensure, carried out either in their own classroom or in the traditional apprenticeship model. Capstone projects include an action research project and professional portfolio. Online seminar meetings provide support for capstone projects, input on research design, and discussion of professional laws and ethics. Online and field study. Enrollment limited to graduate students in Education.

EDUC 650 Integration Capstone 3

The final course in the M.A.T. program. Students pursue a master's thesis under the guidance of a faculty advisor. The project explores a specific aspect of teaching multilingual learners in the candidate's primary content area/developmental level. Project includes an oral defense with program faculty. Enrollment limited to graduate students in Education.

Master of Business Administration

Professor M. Horning, Program Director (Goshen College)

Professor J. Ross Richer, A. Hartzler

Associate Professor J. Geiser, A. Liljeqvist

Instructors J. Kauffman, B. Beachy

A full list of faculty teaching in the Collaborative MBA program can be found

at <http://collaborativemba.org/faculty/>

Introduction

Business is changing every day and organizational leaders are faced with complex challenges. Students in our MBA program develop high-level skills in business rooted in our commitment to sustainability, personal formation, and social and economic justice. Our graduates are prepared to positively impact their organizations and communities through leadership for the common good.

The MBA program provides two pathways to the MBA degree:

- Goshen College undergraduate students can begin taking MBA courses after earning 80 credit hours and a GPA of 2.50.
- Six-week courses delivered using synchronous videoconferencing (Zoom), asynchronous learning, or a combination of both are designed for working professionals. The program can be completed in 22 months by completing one course at a time.

The MBA program is a 36-credit hour program. Advanced Standing Credit (ASC) will be granted to students who have earned a minimum of a B- in undergraduate courses that have equivalent content to the MBA course, reducing the overall credit requirement for the MBA degree. The maximum ASC granted will be 6 credit hours. ASC will be granted upon admission to the MBA program.

All Goshen College MBA students have access to the in-person MBA courses and the MBA courses delivered on Zoom and online, through our collaborative partnership with Canadian Mennonite University and Eastern Mennonite University.

Admission requirements

1. Bachelor's degree (or equivalent) from an accredited institution.
2. Proficiency in Microsoft Word, Excel, and PowerPoint.
3. Strong written and oral communication and quantitative skills.
4. Ability to demonstrate leadership potential and/or leadership abilities through collegiate, work, community, and/or volunteer roles and experiences.
5. Applicants with fewer than two years of relevant professional experience must have an undergraduate GPA of 2.50 or higher.

Information about application requirements can be found at <https://staging.goshen.edu/graduate/collaborative-mba/application-requirements/>.

Tuition information

M.B.A. in Business Administration (per credit hour) \$784

Master of Business Administration

36 credit hours

MBA 522, Leadership and Management for the Common Good	3
MBA 564, Organizational Behavior	3
MBA 623, Financial Management	3
MBA 670, Strategic Leadership in a Multicultural World	3
Analytics course (choose one):	3
◦ MBA 520, Marketing Research & Analytics (3)	

◦ MBA 671, Data Analytics for Decision-Making (3)	
Sustainability course (choose one):	3
◦ MBA 525, Business Strategies for Sustainability (3)	
◦ MBA 535, Sustainability Reporting (3)	
◦ MBA 541, Global Sustainability (3)	
Accounting course (choose one):	3
◦ MBA 501, Cost Accounting (3)	
◦ MBA 585, Financial & Managerial Accounting (3)	
Economics course (choose one):	3
◦ MBA 545, Economics of Sustainability (3)	
◦ MBA 584, Economic Models & Measurement (3)	
◦ MBA 663, Managerial Economics (3)	
Marketing course (choose one):	3
◦ MBA 567, Integrated Marketing & Communication (3)	
◦ MBA 647, Strategic Marketing Management (3)	
Elective courses (choose three):	9
◦ MBA 512, Supply Chain Management (3)	
◦ MBA 523, Human Capital Development (3)	
◦ MBA 532, Investments (3)	
◦ MBA 543, Brand, Identity, & Design (3)	
◦ MBA 550, International Business (3)	
◦ MBA 615, Narrative Leadership (3)	
◦ MBA 680, Sustainable Organizations and Global Citizenship (3)	

MBA Student Learning Outcomes

Upon completion of the program, MBA graduates will demonstrate the following outcomes.

1. *Personal Formation:* Understand that personal, business, organizational, and community existence and success are tied to the sustainability of local and global systems.
2. *Competency:* Demonstrate an understanding of the relationships between business, society, and the global economy as well as an understanding of how current realities are informed by history of economic systems.
3. *Competency:* Apply economic theory to the functions of managerial planning and decision making.
4. *Competency:* Interpret an organization’s “story” through analysis of financial information and apply that information to strategic decision making.
5. *Competency:* Gather and analyze non-financial data including market research, business analytics, and environmental data, transforming it into meaningful information.
6. *Competency:* Demonstrate an understanding of the various components of strategic marketing and the role of marketing in creating and communicating value for customers.
7. *Competency:* Demonstrate an understanding of the key theories of organizational behavior and apply these theories to advance an organization’s mission, vision, and values.
8. *Relationships:* Understand that problem solving must be contextual, based on constituent and community life conditions.

MBA Core courses

MBA 501 Cost Accounting	3
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A study of how accounting information is used and communicated by managers to plan, control and evaluate decisions. Primary topics include costing systems, profitability analysis, variance analysis, cost-allocation issues, budgeting, and pricing decisions. Case studies are used extensively in this course.

MBA 512 Supply Chain Management	3
This course focuses on the role of the supply chain in creating customer value and competitive advantage. It examines the core operations that make up the supply chain and explores some of the strategies and challenges in managing today's global supply chains. Visits to several local firms allow students to see different approaches to managing this essential process of value creation.	
MBA 520 Marketing Research & Analytics	3
A comprehensive overview of the nature and scope of marketing research and its role in decision support systems. The course focuses on the practical aspects of marketing research and provides a framework for conducting quantitative and qualitative research.	
MBA 522 Leadership/Managmnt for Common Good	3
Complexity, globalization, and competing demands characterize the realities of leading and managing organizations in today's environment. The focus of the course is on developing systemic wisdom and long-term perspective. The course combines times for self-reflection, conversation, questioning, and integration of various leadership and management theories to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.	
MBA 523 Human Capital Development	3
Developing human capital means creating and nurturing organizational environments in which human beings can develop and apply new ideas, competencies, skills, attitudes, and behaviors. This course will enhance knowledge and understanding of the value created by an engaged workforce and will focus on supporting employees developing skills and abilities in an intrinsically engaging environment. In addition we will study ways individuals and organizations benefit from well-managed conflict while limiting destructive conflicts that sap organizational creativity and energy.	
MBA 525 Business Strategies for Sustainabil	3
Students will examine how businesses develop a competitive advantage through the integration of sustainability and strategy, insulating themselves from risks in an ever changing global environment.	
MBA 532 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 chosen objectives will be established and then implemented using a simulation program linked to online stock markets.	
MBA 535 Sustainability Reporting	3
This course focuses on an environmental, social, and governance reporting framework for organizations. Students will learn to identify, measure, evaluate, and communicate sustainability issues that are likely to affect the financial condition and operating performance of an organization.	
MBA 541 Global Sustainability	3
The global economic system produces goods and services on a massive scale. Consumers benefit from access to necessities as well as increased comfort, convenience and choice. Producers benefit from opportunities to innovate and invest, while also providing employment and generating returns to investors. The question many are asking, however, is simple: Can the current system be sustained in the long run? To be sustainable, businesses and nonprofit organizations must find ways to generate value and minimize waste while simultaneously satisfying human needs and protecting ecological systems. This course examines the global economic system from a triple-bottom line perspective--planet, people and profit. It utilizes systems thinking and explores seven forms of capital: financial, manufactured, natural, human, social, cultural and spiritual.	
MBA 543 Brand, Identity, and Design	3
Brands are a central organizing principle of successful organizations, guiding decisions	

and actions. Students will understand the value of a brand in a marketing and business environment, and how to build, manage, and protect a brand.

MBA 545 Economics of Sustainability 3

This course explores the transformation necessary to create a sustainable economy using a triple-bottom-line perspective: planet, people, and profit. Students will learn about the organizational and structural changes required to promote a sustainable economy, focusing on the objectives of sustainable scale, just distribution and efficient allocation as well as public- and private-sector strategies to support the transition from carbon-based resources to renewables.

MBA 550 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 this course.

MBA 564 Organizational Behavior 3

Utilizing an experiential case study method, this course surveys the evolution of theory, practice, and research in the areas of organizational behavior. Learning topics include motivation theory, group dynamics, leadership, decision-making, conflict transformation, change theory, organization structure, emotional intelligence and communication. This course affirms a systemic perspective and approach to organizational behavior and affirms the concepts implicit in the concept of Leadership for the Common Good.

MBA 567 Integrated Marketing & Communicatio 3

This course will examine the process by which integrated marketing communications (IMC) programs are planned, developed, executed, and measured. Emphasis is placed on building strategies for effective marketing campaigns. IMC requires an understanding of the marketing process, communications theory and processes, marketing communications tools, consumer behavior, organizational structures and operations.

MBA 584 Economic Models and Measurements 3

Micro and macro economic concepts using mathematical analysis will be included in this course.

MBA 585 Financial & Managerial Accounting 3

Managers and executives carry fiduciary responsibility for their organizations; it is therefore imperative that they know how to read financial statements, analyze financial health, assess financial risks, and communicate this knowledge effectively to others. The course emphasizes the role of the manager relating to finance and accounting through the analysis of quantitative information largely at the conceptual level. Topics include financial governance, understanding and reading financial statements, financial statement analysis, cost behavior, breakeven analysis, budgeting, balanced scorecard, working capital management, and the use of short-term cash planning. The overall aim is to improve organizational decision-making based on financial, social, and ecological metrics.

MBA 615 Narrative Leadership 3

Effective leaders communicate to inspire talent to excel; to partner with investors and communities; to engage with customers and clients and to grow their impact in the world as part of a global community. These communications are understood and acted upon based on the perceived context of the communication. Effective leaders are attentive to the ways that they shape the narratives that form the context for this communication. This course helps leaders to shape their own story and the organizational stories to cultivate an authentic, trustworthy and compelling narrative whether oral or written, in person or embedded within social media, in small groups and with large audiences.

MBA 623 Financial Management 3

The second course of this sequence examines more of the quantitative tools managers use in decision making. Topics include an in-depth analysis of value chains, including supply chain and distribution channels, activity-based management, analysis of external funds needed, in-depth analysis of time value of money, and capital budgeting.

MBA 647 Strategic Marketing Management 3

This course focuses on the tasks of creating and communicating value and gaining loyal customers for an organization in today's dynamic global marketplace. Topics include marketing strategy and planning, marketing research, the impact of technology on strategic marketing decisions, consumer behavior, ethics in marketing, social media and its role in marketing, internet marketing, customer relationships management, database marketing, and marketing evaluation. Leadership for the Common Good concepts are also offered as a backdrop for an ethical marketing framework.

MBA 663 Managerial Economics 3

This course applies insights from economic theory to the functions of managerial planning and decision making within a market-oriented business context. Specific content includes an overview of the market system, consumer demand theory, cost analysis, profit analysis, pricing strategies, the economics of technical change and innovation, the architecture of the firm, employee incentives, international economic impacts and government regulation. Leadership for the Common Good concepts are also offered as competing methods of improving the traditional market system.

MBA 670 Strategic Leadership in a Multicul 3

Historically the field of strategy has focused on strategies as mechanisms for winning and thus causing others to lose. Instead, we are learning that strategic partnerships and creation of manufacturing/service processes that develop human capabilities and use material resources wisely are needed to position the organization for sustained success in the marketplace. This course will help leaders develop approaches that strategically position their organizations to achieve this success. Theoretically this course will be grounded in Michael Porter's recent work on "creating shared value."

MBA 671 Data Analytics & Decision Making 3

The quality of decision making in organizations is greatly influenced by the quality of data gathered and by information derived from that data. This course focuses on the use of tools and processes to enhance corporate decision-making strategies. Microsoft Excel is the primary software used in this course and students will develop intermediate/advanced Excel skills.

MBA 680 Sustainable Org and Global Citizen 3

This course integrates the three pillars of The Collaborative MBA program of management, leadership and stewardship for organizational effectiveness and serving the common good. This course will be integrated with an international residency, most likely in a low-income country, and is designed to engage the students as reflective practitioners. This will involve a working case study to integrate student learning from other courses as well as additional case studies and readings on sustainable development and collaborative innovation. This "live" organizational case will demonstrate students' creative mastery of the MBA curriculum and the triple bottom line.

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