



UNDERGRADUATE COURSE CATALOG 2026-27

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The provisions and requirements stated in the Goshen College catalog are not to be considered as an irrevocable contract between the student and the college. The college reserves the right to make changes that it deems necessary at any time, without notification. Alterations may include course and program changes and cancellations. The online version of the catalog will be updated periodically to reflect such alterations. The responsibility for understanding and meeting the graduation requirements published in the Goshen College catalog rests entirely with the student.

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ACADEMIC CALENDARS

Traditional Calendar 2026-27

Fall Semester: August 31-December 10 (payment due August 1, 2026)

Monday, Aug. 31, 8:00 a.m.	Classes begin
Monday, Sept. 7	Labor Day holiday
Tuesday, Sept. 8, 5 p.m.	End of drop/add period (courses and grade plans)
Monday-Wednesday, Oct. 19-21	Midterm break
Monday-Friday, Oct. 26-Nov. 13	Academic advising period
Friday, Oct. 30, 5 p.m.	Last day to withdraw with a "W"
Wednesday-Friday, Nov. 25-27	Thanksgiving break
Friday, Dec. 4	Last day of class
Monday, Dec. 7	Reading day (no classes)
Wednesday-Friday, Dec. 8-10	Final exams

Spring Semester: January 13-April 23 (payment due December 15, 2026)

Wednesday, Jan. 13, 8 a.m.	Classes begin
Tuesday, Jan. 19, 5 p.m.	End of drop/add period (courses and grade plans)
Monday, Jan. 18	Dr. Martin Luther King Jr. Study Day (evening classes meet)
Monday-Friday, March 1-5	Midterm break
Monday-Friday, Mar. 15-Apr. 2	Academic advising period
Friday, Mar. 19, 5 p.m.	Last day to withdraw with a "W"
Friday, Mar. 26	Good Friday holiday
Wednesday, Apr. 7	Academic Symposium (no classes held)
Friday, Apr. 23	Last day of class
Monday, Apr. 26	Reading day (no classes)
Tuesday-Thursday, Apr. 27-29	Final exams
Saturday, May 1	Baccalaureate
Sunday, May 2	Commencement

May Term: May 5-26 (payment due April 10, 2027)

Wednesday, May 5, 9 a.m.	May term classes begin
Thursday, May 6, 5 p.m.	End of drop/add period (courses and grade plans)
Wednesdays, May 12 & 19	No class for 3-credit classes
Tuesday, May 18, 5 p.m.	Last day to withdraw with a "W"
Wednesday, May 26	Last day of May term classes

Summer Term: June 21-August 6 (payment due June 5, 2027)

Online classes and other special courses are available during the Summer Term. See course offering list on the registrar's web site for details.

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 17 percent of students and 55 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 a Baccalaureate-Arts & Sciences college by the Carnegie Foundation.

Goshen College is authorized by the Indiana Office of Educator Licensing and Development and accredited by the Council for the Accreditation of Educator Preparation [caepnet.org] for the preparation of elementary and secondary school teachers.

The division of nursing is approved by the Indiana State Board of Nurses Registration and Nursing Education. The baccalaureate degree in nursing at Goshen College is accredited by the Commission on Collegiate Nursing [cneaccreditation.org].

The bachelor's and Master's of social work programs are accredited by the Council on Social Work Education [cswe.org].

Alumnae of Goshen College are admitted to membership in the American Association of University Women. Goshen College is authorized by name by the State of Indiana. Goshen College 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/policies-statements/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.

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. The mission of Student Life is to foster an inclusive, dynamic community that promotes holistic well-being and belonging, where students engage in integrated learning and development. 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 Hall, first floor. Residence Directors can be found in their respective residence areas (Kratz/Miller/Yoder Hall or Romero Apartments). Athletics staff can be found in the Roman Gingerich Recreation-Fitness Center.

Student Life Departments

Athletics

Athletics are one of the main ways we, as a community, come together: in spirited support of our student-athletes. Goshen College Maple Leafs compete at the National Association of Intercollegiate Athletics (NAIA) and are members of the Crossroads League. The men's volleyball team competes in the Wolverine Hoosier Athletic Conference.

Men's sports: baseball, basketball, bowling, cross country, disc golf, soccer, tennis, track & field, and volleyball.

Women's sports: basketball, bowling, cross country, disc golf, soccer, softball, tennis, track & field, and volleyball.

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 events on campus. CAC sponsors a variety of events that include Kick-Off (annual talent competition), movie nights and game shows.

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.

Convocations and Chapels

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

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

Campus Safety

The Mission of Campus Safety is to monitor, secure, report, and enhance the living, learning, and working experience at Goshen College. Forming an alliance with the community that we serve, we are committed to the philosophy of “Community Caretaking” while 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.

Additionally, all students are encouraged to download the Annual Campus Safety Report and campus crime and fire statistics updated each year on our website.

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.

Community Engagement and Impact

The reach of Student Life does not stop with our campus community. In addition to our students participating in on-campus activities, students have the opportunity to serve the community through community partnerships, mentoring local students, and cultivating a sense of place. Community engagement through the Center for Community Engagement is

dedicated to supporting students' academic and social integration through advocacy events and educational partnerships with the wider community.

Commuter Student Life

The Commuter Student Lounge is located on the north side of the Union building, near the Leaf Raker. The lounge has a full kitchen, work tables, study rooms, personal lockers, social space, and WiFi. The Commuter Student Association (CSA) meets weekly to discuss special interests and concerns of students who live off campus. The CSA holds various events throughout the year that create a welcoming and supportive environment for commuter students. The CSA offers leadership opportunities through their leader-in-training program. Interested students are encouraged to contact the dean of students at gperez@goshen.edu.

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 are eligible for 8 free sessions per semester. Services support students' emotional, social and spiritual health while increasing students' ability to succeed academically. Counselors can also help facilitate referrals to community providers.

Diversity, Equity, & Inclusion (DEI)

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 7 intercultural student clubs that foster community and identity: Advocates (LGBTQ+), Asian Pacific Islanders Desi America (APIDA), Black Student Union (BSU), Latino Student Union (LSU), International Student Club (ISC), One Circle, and Muslim Student Association (MSA).

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

Intramural Sports

Intramural sports offer students with a wide range of athletic abilities the opportunity to participate in organized sports leagues and game tournaments that are both competitive and fun. Over half the student body participates in intramural sports programs. Intramurals offer full seasons and one-night tournaments in a wide variety of sports, including soccer (indoor/outdoor), basketball, volleyball (indoor/sand), racquet sports, spike ball, kickball, and more.

Leadership Development

Students at Goshen College can receive leadership development support through Student Life Leadership Summits and various student leader positions throughout campus.

Through the student development leadership framework and leadership programs, students are given tools to:

- Increase knowledge of the meaning of leadership development and various leadership styles.
 - Build competence in building healthy relationships and leading others by communicating well and managing their emotions.
 - Increase self-efficacy through the exploration of a healthy concept of self and interdependence with other student leaders and students.
-

- Understand their identity, articulate their values, and respect differences in the inclusive college community.
- Reflect on and live into their purpose, passion, and calling.

New Student Orientation

Orientation activities are offered for all new students. Fall orientation includes special activities for international students, transfer students, first-year students, and parents. An abbreviated orientation is also offered to new students at the beginning of the spring semester. Students are offered opportunities to serve as orientation leaders and support new students in their transition to GC.

Relationship and Sexual Violence Prevention (RSVP)

The RSVP Office at Goshen College addresses issues of interpersonal violence through prevention, education, advocacy, and response. Funded through the Campus Program Grant from the Department of Justice's Office on Violence Against Women, the RSVP Office is a capacity-building program that seeks to elevate GC's prevention and response efforts through training, best practices, educational events, collaboration, and institutional accountability. The Office of Relationship and Sexual Violence Prevention is guided by a dedicated Coordinated Community Response Team (CCRT).

The Goshen College CCRT is an interdisciplinary team composed of leaders, allies, educators, and campus and community representatives committed to the effective prevention of and response to dating and domestic violence, sexual assault, and stalking in our community. Guided by our shared values, trauma-informed best practices, and collaborative expertise, we will create a campus culture that pursues transformative justice, cultural inclusion, and empowering awareness and education. The RSVP Office seeks to equip students, faculty, and staff at Goshen College with the knowledge, resources, and skills necessary to create a safer and more equitable community through social, institutional, and cultural change.

Residence Life and Housing

The Residence Halls are a part of campus life and contribute in many ways to the education that residential students receive. Students live and work in groups in residence halls. All full-time students enrolled at GC who graduated high school in 2020 or later must live in campus housing unless they meet any of the following requirements:

- 4-years removed from high school
- Turn 23 years of age prior to Dec. 31
- Registered as a part-time student
- Live at home with parents/guardians or spouse within 30 miles of campus

New students' living arrangements are completed during the admission process. During spring semester, returning students select their housing for the following academic year.

Residence Halls

Kratz, Miller and Yoder Halls each house first and second-year students. Coffman Hall provides traditional residence hall living space for juniors and seniors. Coffman is designed to offer increased independence with the convenience of an on-campus location. Students who graduated from high school at least two years prior to the first day of classes are eligible to live in Coffman Hall. Each residence hall is co-ed and features men and women living on separate floors. Additionally, there is a gender inclusive housing option available for students, regardless of high school graduation year, on the second floor of Coffman.

Intentional Living Communities

Students who graduated from high school at least two years prior to the first day of classes can live in one of several designated intentional living community options. This program offers an opportunity to deepen friendships in a largely self-governing environment. Small groups are responsible for managing and cleaning their own facilities.

Romero Student Apartments

Romero Student Apartments are available for students who graduated from high school at least two years prior to the first day of classes. Each apartment is fully furnished and is configured with a kitchen, living area, one or two baths, and two-four bedrooms. The fourth floor features a loft area for additional lounge space. Laundry and individual apartment storage spaces are available to students in the basement. Apartments offer increased independence and flexibility within the proximity of the campus.

Student Senate and Clubs

The student body is represented by the Student Senate. A five-member cabinet is elected each spring to lead the Student Senate. Student Senate appoints members to campus committees where students are involved in making decisions side by side with faculty and administrators. The Senate also manages all club funds and club development for various student clubs and organizations.

In all cases, membership in clubs and organizations is open to any interested student. New clubs or organizations may be formed with the approval of Student Senate. Following is a complete listing of clubs and organizations that are currently recognized by the Student Senate:

- Advocates
- Art Club
- Asian Pacific Islander Desi Association (APIDA)
- ASL Club
- Black Student Union (BSU)
- Chess Club
- Commuter Student Association (CSA)
- Creative Writing Club
- Cycling Club
- Eco-Pax
- E-Sports
- GC Nursing Students Association
- Goshen Monologues
- International Student Club (ISC)
- Latino Student Union (LSU)
- Marine Science Club
- Muslim Student Association
- One Circle
- Peace and Justice Collective
- PIN (Prevention Intervention Network)
- Pre Health Club
- Roller Skaters
- Role Playing Game Club (RPGC)
- Social Work Action Association
- Squirrel Digest
- Voces Fuertes

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 website at goshen.edu/student-life/campus-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

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

Privacy Rights

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

Health and Wellness Services

Goshen Family Physicians provides medical services to Goshen College 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
Phone: (574) 534-8200
On-call after-hours line: (574) 364-4146

The Goshen College Student Health Services Coordinator can assist students in connecting with Goshen Family Physicians. Please call Student Life at (574) 535-7474. All health records are kept in accordance with HIPAA laws 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. on campus, online, or abroad).

The **Student Handbook** can be found on Goshen College's website and contains guidance related to the expectations that govern the conduct of Goshen College students.

CAMPUS OPPORTUNITIES AND SERVICES

Arts Opportunities

Art Galleries

The Art Department curates art exhibits featuring guest artists, art faculty, and art students in the Hershberger Art Gallery located in the Music Center. The Good Library 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 Girl Named Tom, Las Guaracheras, Kurt Elling, Indigo Girls, Apollo's Fire, and The King's Singers.

Music Activities

Students interested in music are invited to audition for music department ensembles, including Chamber Choir, Voices of the Earth, Vox Profundi, Orchestra, and Lavender Jazz. 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 and features the orchestra and all choirs. A fully-staged opera, operetta, musical, or scenes program is produced each year with the theater department. In addition to these groups, a variety of student-formed groups participate in coffeehouses, talent shows, and worship teams.

Theater Activities

Any student may audition for the two fully staged theater productions each year or any of the numerous student-directed one-acts. 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/Vitalsource. 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.

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 the Pinnacle Award. Students serve as station managers 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 2024, for the sixth

consecutive year and ninth time in the last 13 years; The Globe has also been named the Indiana "TV School of the Year" four times in recent years and "Video School of the Year" in 2024. The Globe, which is based in the Center for Communication Studies, competes against all colleges and universities in the state.

Newspaper

Students edit *The Record*, a weekly newspaper that includes news, features, and photographic coverage of campus events and issues, and provides a forum for student, faculty and staff opinion. *The Record* is published in both print and online formats. The newspaper, advised by communication faculty members, is based in the Center for Communication Studies. In competition with other colleges across Indiana, *The Record* was named the "Newspaper of the Year" in 2016, 2018, 2019, 2020, and 2021.

Creative Writing Publications

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

Campus Center for Young Children (CCYC)

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

Career Networks

The Career Networks office supports students in developing the skills they need to become employed during college and throughout their lifetime. Staff help students navigate career direction, confirm a choice of major, and connect with employers by helping them to create and/or edit their career readiness materials.

Available through the Career Networks office are career coaching, résumé and cover letter preparation, practice interviews, job search skills, job and internship listings, and alumni connections. This office also maintains an extensive website, including a job and internship bank and resources specific to each major.

Campus Jobs

Students who desire on-campus employment should contact the Career Networks office or check the online job bank.

Food Services

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

Information Technology Services (ITS)

ITS provides the campus with high-quality, innovative technology services that are constantly evolving and improving. 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 manage the technology resources used by academic departments across campus. For more information about technology at GC, see the ITS web page at oncampus.goshen.edu/campus-services/its.

Lecture Series

Goshen College's lecture series brings a diverse array of speakers to campus, covering topics like art, current affairs, science, religion and peace. The following endowed lectures make up the annual 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 over **75 hours per week** when classes are in session, including **Sunday through Thursday nights until 11 p.m.**, the library also features the following services:

- Interlibrary loan
- Course guides tailored for individual classes
- Library instruction tailored for individual classes
- Academic Success Center for students who want to improve study strategies, accommodations for students with disabilities, and writing assistance and tutoring for everyone.

Collection Highlights

- Subscription to approximately 70 databases with access to over 86,000 journals
- More than 85,000 print sources and more than 500,000 eBooks
- Royer Reading Room: A collection of Juvenile materials and curriculum

- Aschliman Peace Arts Collection: Literature, art, drama, and curriculum to educate children about ways of peaceful living
- Board and video game collection
- Spanish language collection
- Popular reading collection (popular and award-winning fiction and nonfiction)

Mennonite Historical Library

The Mennonite Historical Library, housed on the third floor of the Good Library, contains more than 65,000 volumes, an unrivaled collection of published works by and about Anabaptists, Mennonites and related groups (Amish, Hutterites, etc). Resources also include substantial source materials on the Protestant Reformation, contemporary global Anabaptists, local and family history, and Pennsylvania Dutch culture.

Mail and Package 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.

ADMISSIONS

First-Year Students

Admissions counselors work individually with each applicant to ensure sound educational planning. High school courses, grades, and test scores are all indicators of an individual's ability to work successfully in college programs, and they are important factors in the admission decision.

Requirements for Admission

First-year applicants must provide a completed application for admission and an official high school transcript. Students applying for their first year at Goshen College can be admitted based on a self-reported high school GPA, but will need to provide their official high school transcript before starting classes at Goshen College. Submission of SAT or ACT test scores is optional. (Prospective education majors are strongly encouraged to submit SAT or ACT test scores. Applicants without these scores will have to complete standardized testing as part of a later admission process to the education department.) Goshen College reserves the right to ask for additional supporting materials.

All degree-seeking students, both full-time and part-time, must provide all the application materials and supporting documents outlined above. To apply for admission to Goshen College, prospective students may use the Common Application or the Goshen College online application.

First-Year Application Deadlines

Applications will be reviewed on a continuous basis as they are completed, beginning **September 1** of the year prior to matriculation. Admitted students must submit a \$200 enrollment deposit in order to establish their priority for campus housing placement and to be eligible to register for classes. The \$200 enrollment deposit is fully refundable by written request until **May 1** for fall semester entry and **December 1** for spring semester entry.

High School Preparation

Graduation from an accredited high school is required. Students from a non-accredited school will be considered on a case-by-case basis. High school college-prep programs are the best way to prepare for Goshen College. This preparation usually includes the following areas of study and units: English – 4, science – 2-3; foreign language – 2-4; social science and history – 2-3; mathematics – 2-4. For Indiana residents, pursuing either the honors or honors-plus enrollment seals offer great preparation for Goshen College, though attainment of these seals is not required for admission. It is strongly recommended that nursing applicants complete two semesters of high-school chemistry with a grade of "B-" or higher.

Applicants who did not complete high school but have taken the General Educational Development (GED) or the Indiana High School Equivalency (HSE) test will be reviewed on an individual basis.

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

College Credit Earned in High School

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

Home-Schooled Students

Goshen College welcomes home-schooled students and recognizes the valuable contribution they bring to the diversity of the student body. Home-schooled students need to show that they have successfully completed a secondary school education in a home school setting and met state law requirements for secondary education. Applicants must submit high school equivalent transcripts with grades or evaluations. If these are not available, curricula for grades 9 through 12 may be provided.

Students Not Meeting Full Admission Standards

Students not meeting full admission standards are encouraged to apply for admission. Goshen College takes a holistic approach to admission decisions and will consider the merit of each applicant's academic record on an individual basis. Additional materials may be requested so that the Admission Board can learn as much as possible about each applicant to make admission decisions.

Learning Disabilities

After being admitted, students with diagnosed learning disabilities, who are otherwise qualified for admission to Goshen College, must provide documentation of their specific learning differences in order to receive reasonable accommodations.

Transfer Students

Requirements for Admission

Transfer student applicants must complete the application for admission. They must also submit official transcripts from previous colleges or universities attended. If a transfer student has not taken 24 credits in college or university after their secondary education was completed, they must also submit an official copy of their high school transcript, including official documentation for Advanced Placement or International Baccalaureate credit. Applicants are expected to be in good standing at the college or university they last attended and to have maintained a 2.00 GPA (out of 4.00) or higher.

Transfer of Credits

Students who transfer from regionally accredited colleges or universities can receive credit for work in which they received a "C" (2.00) grade or better. After one successful semester at Goshen College, students wishing to explore transfer credit from schools that are not regionally accredited must provide complete course syllabi to the registrar to begin the transfer evaluation process. A maximum of 12 hours of credit may be accepted for technical or skills-oriented courses from vocational training programs in technical schools, community colleges, or Bible institutes. Transfer credit is recorded with the same titles and credit hours as at the previous school. Transfer credits are not included in the Goshen College GPA. A minimum of 30 credit hours must be earned at Goshen College, at least 24 of those in the senior year, to receive a Goshen College degree.

Applicants may be asked to provide course descriptions or syllabi to aid in the transfer credit evaluation process. Departmental advisors evaluate courses that are to be considered for meeting requirements in majors, minors and professional programs. The registrar determines course equivalents for the Goshen Core. See the Goshen Core section of this catalog for reduced Core requirements for transfer students who have earned an associate degree in arts or science (not including applied arts or science degrees).

All transfer applicants must provide an official final transcript from each college attended. Registration for second-semester classes will be withdrawn and financial aid will be withheld until an official final college transcript is received. For AP or IB credit earned in high school to be posted on the student's academic record, official score reports must be sent to Goshen College.

Hesston College Transfers

Goshen College assures the acceptance of the Hesston College associate of arts degree and the associate of science degree and assures the student of junior standing. Hesston graduates have met all Goshen Core requirements except for global education. All other competencies and prerequisites must be met on the same basis as any other Goshen College student before a bachelor's degree will be granted.

Ivy Tech Community College Transfers

Goshen College assures the acceptance of associate degrees from Ivy Tech Community College. All other competencies and prerequisites must be met on the same basis as any other Goshen College student before a bachelor's degree will be granted.

Glen Oaks Community College Transfers

Goshen College assures the acceptance of associate degrees from Glen Oaks Community College. All other competencies and prerequisites must be met on the same basis as any other Goshen College student before a bachelor's degree will be granted.

Transfer Application Deadlines

Applications are reviewed on a continuous basis. Admitted students must submit the \$200 enrollment deposit in order to establish their priority for campus housing placement and to be eligible to register for classes. The \$200 enrollment deposit is fully refundable by written request until **May 1** for fall semester entry and **December 1** for spring semester entry.

International Students

Applicants who are not citizens or permanent residents of the United States may use the Common Application or the Goshen College online application.

Applications will be reviewed on a continuous basis up until the posted deadlines. Completed applications for fall enrollment are due **May 1**; completed applications for spring enrollment are due **October 1**.

Admitted students whose financial commitment has been approved by the Admissions Office must submit a \$200 enrollment deposit in order to establish their priority for campus housing placement, and to be eligible to register for classes. The deposit is applied to the student's account and goes towards the cost of attendance. The \$200 enrollment deposit is fully refundable by written request until **May 1** for fall semester entry and **December 1** for spring semester entry.

Students should start planning a year in advance of the time they plan to begin studies at Goshen College to take the required TOEFL, IELTS, or Duolingo exam and to prepare the other required documents for admission and financial aid consideration. **If funds shown on the form I-20 during the application process are not available after the student registers for classes, Goshen College reserves the right to terminate enrollment of the student.**

First-Year International Students

In addition to an application, first-year international students must submit the following materials to be considered for admission to Goshen:

1. **OFFICIAL ENGLISH ASSESSMENT.** If English is not the student's first language or was not the primary language of instruction at a previous educational institution in which the student earned the equivalent of a bachelor's degree, the student must submit official scores from one of the following:
 - o TOEFL iBT score: 79 or higher
 - o IELTS score: overall band score of 6.0
 - o Duolingo score: 105 or higher
2. Secondary school and/or post-secondary/university transcripts evaluated by WES (World Education Services) or InCred. Evaluations should be sent to the Goshen

College Admissions Office.

3. A copy of the first page of the student's passport.
4. Goshen College Student Financial Affordability Form with accompanying bank statements and/or salary statements and/or sponsor letters.

Transfer International Students (already studying in the U.S.)

In addition to an application, international transfer students must submit the following materials to be considered for admission to Goshen:

1. Official college transcript(s) from all colleges attended.
2. Secondary school transcript(s) evaluated by WES (World Education Services) or InCred if a student has taken 23 or fewer college credits. Evaluations should be sent to the Goshen College Admissions Office.
3. A copy of the first page of the student's passport.
4. Goshen College Student Financial Affordability Form with accompanying bank statements and/or salary statements and/or sponsor letters.

Depending on a student's academic record, the student may be required to submit a college reference form.

Goshen College reserves the right to request additional information and/or documentation regarding official English assessment.

Transfer International Students (who have attended university in another country)

In addition to an application, students must submit the following materials to be considered for admission to Goshen:

1. All secondary school and university transcripts evaluated by WES (World Education Services) or InCred. Evaluations should be sent to the Goshen College Admissions Office.
2. OFFICIAL ENGLISH ASSESSMENT. If English is not the student's first language or was not the primary language of instruction at a previous educational institution in which the student earned the equivalent of a bachelor's degree, the student must submit official scores from one of the following:
 - o TOEFL iBT score: 79 or higher
 - o IELTS score: overall band score of 6.0
 - o Duolingo score: 105 or higher
3. A copy of the first page of the student's passport.
4. Goshen College Student Financial Affordability Form with accompanying bank statements and/or salary statements and/or sponsor letters.

Early Enrollment Program

The early-enrollment program at Goshen College is for area high school juniors and seniors who excel in one or more subject areas and are ready for more advanced study at the college level. The student enrolls part-time at Goshen College while maintaining enrollment in high school. The total number of college courses a student may take each semester must be equal to or fewer than the number of high school courses taken during the same period. A separate application is required, and students enroll on a semester-by-semester basis. Early enrollment students may select from 100- and 200-level courses. Course prerequisite documentation must be provided by the student before registration is complete. Financial aid is not available. See financial information section for special tuition rates. Goshen College is currently in conversation with several schools to develop agreements for early enrollment and

dual credit programs for high school students. The terms of any of those agreements supersede this provision.

Readmitted Students

Students who leave Goshen College for one or two consecutive semesters, and who did not enroll at another college or university during their absence, may follow a simplified readmission process. Students intending to transfer credits earned during their absence from Goshen College and students not enrolled for more than two consecutive semesters must begin the re-admission process by submitting another application, which will then be processed by the Admissions Office.

Students who are academically dismissed from Goshen College and seek readmission must submit another application, which will then be processed by the Admissions Office.

Students contemplating a leave from their studies at Goshen College must complete the form titled "Leaving Goshen College," found in MyGC. The Leave of Absence policy is explained in the Academic Policies section of this catalog.

Students in Non-Traditional Undergraduate Programs

Admission criteria and requirements for undergraduate adult degree completion programs and for certificate licensure programs are detailed in the Adult Degree Completion section of this catalog.

Non-Degree Seeking Students

Individuals who want to take classes at Goshen College but are not interested in seeking a degree must still apply for admission using the Guest Student application. Non-degree seeking students can enroll full time or part time at Goshen College. Non-degree seeking students applying for the Merry Lea Sustainability Semester must also submit an official transcript from their current school. Degree-seeking students will have priority for limited-enrollment courses.

Student Consumer Information

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

FINANCIAL AID

Purpose and Philosophy

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

Financial Aid Packaging

All financial aid awards are determined by the Student Financial Services Office. Students applying for financial aid are considered for all aid for which they are eligible. Financial aid awards are officially provided in a "financial aid notification," a combination of institutional, state, federal and private loans, employment, and gifts. Goshen College attempts to provide financial aid adequate to meet the needs of each student who applies.

Students planning to attend Goshen College should see the Financial Information section of the catalog or the Student Financial Services Office website for details about expenses for the current academic year. Indirect expenses, including books and supplies, personal expenses, and transportation are added to tuition, housing and food costs to determine the total cost of attendance. The Student Financial Services Office considers the total costs of attendance when preparing a financial aid award.

Types of Financial Aid for Traditional Programs

- **Scholarships and Achievement Awards** – Merit aid awarded in recognition of outstanding achievement in academics, athletics, music, or other leadership areas.
- **Grants** – Grants are gift aid awarded to students, usually based upon demonstrated need. Grants come from Goshen College and from federal and state governments.
- **Loans** – The Federal Direct Subsidized Loan and the Federal Nursing Loan do not accrue interest while the student is enrolled half-time or more. The Federal Direct Unsubsidized Loan, the Federal Parent PLUS Loan, the Federal Graduate PLUS Loan, and the private or alternative loans, do accrue interest during the time of enrollment in college.
- **Work Study** – Part-time jobs are available on campus or in the community, where earnings can amount to as much as \$1,200 or more each school year. Full-time summer employment can provide additional earnings.

Financial Aid Package: Order of assembly for traditional programs

1. Federal Pell Grant
2. Federal Supplemental Educational Opportunity Grant (SEOG)
3. State grants
4. Academic scholarships
5. Achievement scholarships
6. Tuition discounts
7. Church Aid and Goshen College Church Aid Matching Grant
8. Goshen College Grant
9. Endowed Scholarships
10. Federal TEACH Grant
11. Federal Direct Subsidized Loan
12. Federal College Work-Study

13. Federal Nursing Student Loan to meet remaining need
14. Federal Unsubsidized Direct Loan
15. Federal Direct Parent Loan (PLUS) as requested

Financial Aid Package: Order of assembly for adult degree completion programs

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

Sources of Financial Aid

Federal and State Programs

Goshen College participates in all federal programs, including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Nursing Student Loan (NSL), Federal College Work-Study Program, the Federal Direct Student Loan, the Federal Direct Parent Loan for Undergraduate Students (PLUS), the Federal Direct Graduate PLUS Loan, and Veteran Educational Benefits.

Institutional Aid for Students in Traditional Programs

Goshen College President's Leadership Award (PLA)

The President's Leadership Award (PLA) is a competitive scholarship for high-achieving academic students who demonstrate exceptional leadership qualities. This scholarship requires an application, responding to a series of essay questions, and an interview or brief video. *Recipients will receive a full tuition scholarship renewable for a total of 8 semesters.*

To be eligible to apply for the PLA, students must be incoming first-year non-transfer and meet ONE of the following criteria:

- Have a cumulative GPA of at least 3.85 (on a 4.0 scale)
- Score at least 1340 on the SAT OR at least 29 on the ACT (note: submission of test scores is optional for students enrolling for their first year at Goshen College)
- Be a National Merit Semifinalist

PLA candidates must also:

- Apply for admission to Goshen College by the application priority deadline (including submission of a completed admissions application, high school transcript and SAT/ACT test score [optional])
- Participate in Celebrate Scholars Day at Goshen College in late January. If an applicant has an unavoidable conflict, the applicant should contact the Office of Undergraduate Admissions.

Note: The President's Leadership Award will replace the student's previously awarded academic scholarship.

First Gen Leadership Award

The First Gen Leadership Award is for incoming first-generation students who have demonstrated a distinguished academic record, leadership potential, and commitment to giving back to their community. The scholarship is for \$25,000 a year and is renewable for a total of eight consecutive semesters based on academic performance and program participation. This scholarship requires an application, a response to an essay question, and the applicant's high school transcript.

In order to qualify to apply, students must meet the following criteria:

- First-generation college applicant
- Be a U.S. citizen or permanent resident with a valid permanent resident card
- Have a cumulative high school grade point average of 3.0 or above (on a 4.0 scale)
- Score at least 970 on the SAT OR at least 18 on the ACT (note: submission of test scores is optional for students enrolling for their first year at Goshen College)
- Complete the Free Application for Federal Student Aid (FAFSA) by your state's deadline

First Gen Leadership candidates must also:

- Apply for admission to Goshen College by the application priority deadline (including submission of a completed admissions application, high school transcript and SAT/ACT test score [optional])
- Participate in Celebrate Scholars Day at Goshen College in late January. If an applicant has an unavoidable conflict, the applicant should contact the Office of Undergraduate Admissions.

Note: The First Gen Leadership Award will replace the student's previously awarded academic scholarship.

First Generation Scholarship

The First Generation Scholarship is designed to recognize qualified students who have demonstrated a strong academic record during their high school years. The scholarship is for \$2,500 a year (\$1,250 per semester) and is renewable for a total of eight consecutive semesters.

In order to be eligible to receive this scholarship, students must meet the following criteria:

- Be a U.S. citizen or permanent resident with a valid permanent resident card
- Have a cumulative high school grade point average of 3.0 or above (on a 4.0 scale)
- Score at least 970 on the SAT OR at least 18 on the ACT (note: submission of test scores is optional for students enrolling for their first year at Goshen College)
- Complete the Free Application for Federal Student Aid (FAFSA)

Goshen College Academic Scholarships (for first-year students entering in fall 2026)

These scholarships reward achievement in high school. Eligibility is determined by a combination of grade point average (GPA) and SAT or ACT scores (note: submission of test scores is optional for students enrolling for their first year at Goshen College). Awards based on academics are renewable based on a continued minimum GPA of 2.0.

Dean's Academic Scholarship.....	\$20,000
High Honors Academic Scholarship.....	\$18,000
Honors Academic Scholarship.....	\$16,000
Academic Excellence Scholarship.....	\$14,000

Goshen College Transfer Academic Scholarships

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

Transfer High Honors Scholarship.....	\$12,000
Transfer Honors Scholarship.....	\$10,000
Transfer Academic Excellence Scholarship.....	\$8,000
Transfer Academic Scholarship.....	\$6,000

Renewals are based on maintaining a minimum 2.0 GPA.

Athletic Scholarships

Scholarships for athletic leadership/achievement are awarded each year through the Athletic Department. Offers to prospective student athletes include all institutional gift aid, which would consist of an athletic scholarship and any combination of other scholarships or grants offered by Goshen College. Check directly with the athletic department for details.

Music Scholarships

The Goshen College Music Department offers music scholarships to first-year and transfer students who are majoring or minoring in music at Goshen College of up to \$10,000 annually and ensemble grants of up to \$1,000 annually for students not planning to major or minor in music. All instruments and voice parts are encouraged to apply, including students with interests in composition. Go to the Music Department website for more information and an application.

Endowed and Restricted Scholarships

Each year, the Student Financial Services Office administers several endowed and restricted scholarship funds provided through generous donations. Students will automatically be considered for endowed and restricted scholarships, using criteria specified by each donor.

Goshen College Grant

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

Church Aid Matching Plan

Goshen College provides grants to match assistance given by the student's congregation or conference aid plan. The Church Aid Matching Grant will be awarded in addition to other scholarships, grants or discounts for which the student is eligible. This program is available to any student, regardless of religious denomination. The Church Aid Matching Grant will apply dollar-for-dollar to the first \$1,000, and beyond that on a 1:4 ratio. The match is prorated for part-time enrollment.

Tuition Discounts

Related Mennonite institution discounts

Dependents of a faculty or staff member from schools of the Mennonite Secondary Education Council, Mennonite Elementary Education Council, Anabaptist Mennonite Biblical Seminary, or Eastern Mennonite Seminary are eligible for a tuition discount up to 25 percent. Dependents of faculty and staff from these institutions who are employed less than full-time receive a pro-rata share of the 25 percent discount, based on the percentage of the parent's employment.

Mennonite Colleges tuition discount reciprocity

Dependents of faculty and staff members from the following schools in the Council of Mennonite Colleges are eligible for a 50 percent tuition discount: Bethel College (Kan.), Bluffton University, Eastern Mennonite University, and Hesston College. Dependents of faculty and staff who are employed less than full-time receive a pro-rata share of the 50 percent discount, based on the percentage of the parent's employment.

Financial Aid Policies

Limits on Goshen College Aid

Unless otherwise stated in this catalog, students are limited to receiving institutional funds for the number of semesters articulated below. The following limitations only apply to credits earned after a student has graduated from high school. Any college credits earned before a student's high school graduation are not counted for purposes of this policy.

- Maximum of eight semesters for first-year students who begin their studies at Goshen College with less than 30 credits

- Maximum of six semesters for second-year students who begin their studies at Goshen College with more than 30 credits but less than 61 credits
- Maximum of four semesters for third-year students who begin their studies at Goshen College with more than 60 credits but less than 91 credits
- Maximum of two semesters for fourth-year students who begin their studies with more than 90 credits and less than 121 credits

Student athletes who redshirt to preserve eligibility beyond eight semesters may receive institutional funds up to an additional two semesters. Redshirt student athletes will not receive any institutional funds for any additional semesters if such redshirt student athlete does not for any reason play on their team during those additional semesters.

Students may apply or audition for any number of awards, but the total gift aid from Goshen College sources cannot exceed the cost of tuition. Aid from all sources cannot exceed the combined cost of attendance.

Part-Time Enrollment Accommodation Policy

At times students need adjustments to financial aid and housing as an accommodation due to a disability that causes them to need a reduced course load, less than 12 credit hours a semester. Students work directly with the Coordinator of Accessibility Services in the Academic Success Center to submit the appropriate documentation and review the criteria and potential impact on financial aid and housing.

Grounds for Termination of Financial Aid

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

Behavioral: Financial aid recipients must follow the community life and academic integrity standards of Goshen College. Deviation from these standards could cause a student to lose all scholarship and financial aid.

Withdrawal of Enrollment: Any financial aid held by a student who withdraws either voluntarily or by request will be adjusted according to federal and institutional refund policies found at goshen.edu/admissions-aid/financial-aid/refund-policy. Any loan or open account will become due and payable.

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

Satisfactory Academic Progress

Financial aid recipients must show sufficient academic progress toward completing degree objectives within a reasonable time period to remain eligible for federal, state, and Goshen College programs. Students who fail to make satisfactory academic progress (SAP) will become ineligible for federal, state and Goshen College financial aid and may be suspended from the college. The academic appeals committee hears appeals from those failing to meet minimum SAP. To continue receiving financial aid and enrolling at Goshen College, a student must meet the GPA and pace requirements set forth later in this section.

Grading and Evaluation

Goshen's system of evaluation offers a standard (letter) grading system and a limited option system (CR/NC). The student chooses at registration whether courses will be selected for the option system.

Standard System

- **A: Excellent**
 - A (4.0 quality points)

- A- (3.7 quality points)
- **B: Very Good**
 - B+ (3.3 quality points)
 - B (3.0 quality points)
 - B- (2.7 quality points)
- **C: Satisfactory**
 - C+ (2.3 quality points)
 - C (2.0 quality points)
 - C- (1.7 quality points)
- **D: Unsatisfactory, but Passing**
 - D+ (1.3 quality points)
 - D (1.0 quality points)
- **F: Failing**
 - F (0 quality points)
 - FW (0 quality points, issued for non-attendance)
- **NR: Grade not reported (temporary grade)**
- **I: Incomplete (temporary grade)**
- **W: Withdrew during 2nd-9th week, no evaluation made**

Grading Option System

Selected by the student for a maximum of 12 credit hours in the entire college program (prorated for transfer students) or by the instructor/department for certain courses. Students may not select the Credit/No Credit option for courses in the Goshen Core curriculum, including Global Education, nor for courses in a student's major or minor unless courses are designated with this grading option by the academic department. The student chooses at registration whether courses will be selected for the Credit/No Credit option system.

- **CR: Passing work of C level or better; no grade point value**
- **NC: No credit: equivalent to C- level or lower; no grade point value**

Changes in grade plan

Changes in the grading plan are possible only in the first week of each semester (two days in May term). Under a CR/NC plan, letter grades cannot be granted later.

Incomplete Grades

A grade of I (incomplete) may be given for illness, accident, or other unusual hardship beyond the student's control. For undergraduate students, a contract available from the registrar's office is normally initiated by the student and includes a rationale, completion plan, professor's and student's signatures of approval, letter grade to be given if the contract is not completed, and the signature of the academic dean. An Incomplete contract may not be initiated until the course is at least 75% complete, and the student must be passing the course at the time the contract is initiated. The completed contract must be submitted to the registrar's office by the last day of class in that term. Deadlines for incomplete work and reporting of the new grade are:

- For fall semester "I" grades – End of following spring semester
- For spring semester or May term "I" grades – Beginning of the following fall semester

If a new grade is not submitted by these deadlines, the registrar's office will enter the letter grade on the contract.

Grade Change

Faculty may request a grade change up to graduation, but only if it is due to a professor or software error and does not harm the student. Students may not raise a grade by submitting additional or revised work after a final grade has been posted.

NR (not reported) Grades

A grade of NR is entered by the registrar's office if no grade is submitted by the instructor. This is a temporary grade; credit is not granted to the student until a grade is reported.

Grade Point Average

A cumulative grade point average (GPA) for standard system courses is posted on the student's record at the end of each semester. Only courses completed at Goshen College (and Hesston College) are factored into the cumulative grade point average. For graduation, a minimum 2.00 GPA is required. Some majors require a higher cumulative GPA, ranging from 2.50 to 2.80. Courses may be repeated multiple times in an attempt to earn a higher grade. The previous attempt(s) will be specially marked on the transcript and only the final attempt will count in the grade point average (GPA) and in the total credit calculation. If the grade on the final attempt is W, then the previous grade will be used in these calculations. Federal financial aid will cover only one repeat of a course previously passed. See the Student Financial Services Office for details.

Total hours earned at Goshen or recognized for degree consideration from all institutions	1-29	30-44	45 and up
Minimum cumulative grade point average (GPA) required for academic good standing	1.75	1.90	2.00
Minimum pace: percentage of total credit hours passed compared to total attempted (including "W" courses)	67%		

Note: All periods of enrollment count toward SAP, including periods when a student does not receive Title IV aid.

Maximum Timeframe

The maximum timeframe to complete any degree or certificate is 150 percent of the published length of the educational program. For example, for our bachelor's degrees that require 120 credit hours, the maximum timeframe to complete this degree is 180 credit hours.

Satisfactory Academic Progress (SAP) Review Process

Student records are reviewed at the end of fall and spring semesters and at the end of the summer session. Any student not meeting SAP for GPA or pace is placed on academic notice for one semester. While on notice, students must increase their GPA to the required level and ensure their cumulative pace is 67 percent or higher. If these conditions are not met by the end of the semester, a one-year separation period is activated. A separation period is activated without an academic notice if fewer than 6 credit hours are passed in a full-time semester. This automatic separation does not apply to students who have officially withdrawn from all courses. However, if a student chooses to return, withdrawn courses will impact the pace requirement.

Appeal Process

A short appeal period is provided during which a student placed on separation can request an appeal hearing with the academic appeals committee, which takes final action at meetings in December, May, and August. An appeal appointment should be made through the registrar's office. In the meeting, students should be prepared to address why they failed to make Satisfactory Academic Progress and why another chance is justified. They should be prepared to explain what changes will contribute to future success. Students may provide

documentation describing unusual or mitigating circumstances that contributed to academic failure, such as injury, illness, death of a relative, or other special circumstance.

Successful Appeals

If the appeal is approved, the student's separation is changed to **academic warning with an academic plan**. The student will receive a letter detailing expectations for continuing academic studies. It is possible that the student would be asked to complete testing or counseling to diagnose and address academic or mental health difficulties. A student placed on academic warning with an academic plan is eligible to receive financial aid from the federal, state, or local governments or from Goshen College for **one** payment period.

Academic and Financial Aid Separation

For students who do not appeal or for whom the appeal is not granted, **suspension** will ensue. Separation lasts two semesters. The student may apply for readmission after that time and after successfully completing at least 12 credit hours at any college. Additionally, the student must submit a letter detailing their plan for reaching Satisfactory Academic Progress, which will be evaluated by the Academic Appeals Committee. A student suspended for violating the standards of academic integrity is eligible to receive financial aid upon return to Goshen College unless otherwise indicated by the Dean or the Director of Student Financial Services.

Transfer Credits and SAP

Transfer credits accepted by Goshen toward a student's degree program will be included when calculating the credit hour completion ratio, but not the GPA.

Change of Major/Double Major

If a student elects to double major, complete more than one degree at a time, and/or start a degree and then change majors, then all classes previously taken will count towards SAP.

Second Degree

All credits accepted by Goshen College towards a second undergraduate degree will count towards SAP. Students who have reached the 150% limitation and want additional financial aid must appeal for an extension. Students may appeal only once for an extension of their aid due to seeking a second degree. The Director of Student Financial Services and Registrar will review the appeal.

Repeated Courses

Students may repeat a course with W or F grade as many times as needed until passed. However, a previously passed course may be repeated only once if the student wishes to receive financial aid for that course. The new grade will replace the previously earned grade for GPA purposes. However, all attempts will count towards pace and maximum time frame.

Grade Change

If a student's grade is changed, the student may request another SAP review.

Withdrawal from Courses (W grade)

If students withdraw from a course and receive a W grade, those course credits are included in the total credit hours attempted when calculating the pace percentage of credits completed.

Incomplete Grades (I grade)

If students receive an Incomplete (I) grade, those course credits are included in the total credit hours attempted when calculating the pace percentage of credits completed. When the (I) is replaced with a final grade, the student may request another SAP review.

Additional Earned Credits

Credit hours earned by testing, special registration or other non-standard means are counted in the SAP calculations as both credits attempted and credits earned.

May and Summer

May-term and summer classes are combined and count as a single semester for SAP measurements.

Remedial Courses

Goshen College does not offer noncredit remedial courses.

Procedures for Applying for Financial Aid

Planning is important for receiving financial assistance. The following process should be followed:

1. Apply for admission; a student must be admitted to the college before an official financial aid offer can be made.
2. Annually complete the Goshen College Financial Aid Application. (For first-year and transfer students, a financial aid application is not required.)
3. Submit a Free Application for Federal Student Aid (FAFSA), preferably by the March 1 priority deadline. Students who are Indiana residents must file the FAFSA by April 15 to receive any state aid for which they are eligible. The FAFSA may be obtained online at www.fafsa.gov. Students should specify 001799 as the code number for Goshen College in the appropriate section of the FAFSA.
4. Investigate other sources of financial aid: high school, church, community service clubs, industry or vocational rehabilitation.
5. The Student Financial Services Office typically begins awarding incoming students in November. Upon receiving a financial aid package, the student should review the award and respond to the guidelines stated in the financial aid letter.
6. Continuing students must reapply for financial aid each academic year. Aid usually continues at substantially the same level each year unless the family's resources or the student's status change. All enrolled students receiving aid automatically receive information about applying for renewal awards. Award letters are sent beginning in early April.

International Students

International students are eligible for academic scholarships and need-based grants that cover part of the cost of tuition. The actual percentage depends on the financial need of the student as well as grades. International students may apply for aid as part of the admission process. To be considered, a completed application, along with all supporting transcripts and test scores, must be submitted along with the Goshen College Affordability Form. Goshen College also offers athletic and music scholarships for qualified international students. For music scholarships, an application and audition are required. *Note:* A student cannot receive both an athletic and a music scholarship.

Students in Non-Traditional Programs

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

FINANCIAL INFORMATION

Tuition and Fees for 2026-27

Traditional Undergraduate Program

	Fall	Spring	May Term	Total
Full-time tuition	\$20,630	\$20,630	Inc ¹	\$41,220
Housing (residence halls) ²	\$3,400	\$3,400	Inc ¹	\$6,800
Food (full board) ³	\$2,905	\$2,905	Inc ¹	\$5,810
Totals	\$26,935	\$26,935		\$53,870

Fall or Spring SST.....	\$26,935
Summer SST Base Rate (full time student both fall and spring semesters).....	\$21,530
Summer SST Base Rate (full time student fall OR spring semester).....	\$24,210
Summer SST Base Rate (not registered as a full time student either semester).....	\$26,935

There are additional destination costs for SST units: Ecuador (Spring, Summer) \$930; Tanzania, \$1,850.

¹ There are no additional costs for on-campus May term classes for students who are registered full-time, living on campus, and with a meal plan at Goshen College in both fall and spring semesters.

	Tuition	Room	Board (full)	Total
May term only	\$4,100	\$670	\$590	\$5,360
May term (if attended full-time either fall or spring, but not both)	\$2050	\$340	\$290	\$2,680

² Kratz and Yoder residence halls – \$3,400/semester
(Double room used as a single is \$1,190 additional per semester.)

Coffman junior/senior floors – \$3,650/semester for a single or shared double room

Intentional Living Communities & Living Learning Communities – \$3,725/semester

Individual apartment units at full capacity (SA 101-SA 311) – \$4,005/semester

Individual two-bedroom loft-style apartments at (4) capacity (SA 401-SA 411) – \$3,435/semester

(Apartments operating one below capacity are additional \$570 per resident. Students sharing a double room in SA 101-SA 311 receive a \$570 discount.)

³ Other meal plan options – 65 meals per semester + \$140 munch money – \$1,195/semester, 90 meals per semester + \$150 munch money at \$1,560/semester.

Commuters only – 30 meals per semester + \$125 munch money – \$530/semester

Other Tuition Rates for Traditional Undergraduate Programs

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

One-to-eleven credit hours (and May term part time) (per credit hour).....	\$1,700
Full-time extra hours above 16 (per credit hour).....	\$1,020

Full- and part-time:

Independent study, per credit hour (tutoring).....	\$1,700
Independent study, per credit hour (readings).....	\$1,020
Summer session: (each 3-4 credit hour course).....	\$3,030
Summer online courses: (per credit hour).....	\$540

Other Surcharges and Special Fees

Applied music surcharge.....	\$435
Applied music lessons fee over 6 credits.....	\$875
Applied music surcharge for 1 credit during May term.....	\$235
Audit fee, per hour.....	\$165
Credit by examination per hour.....	\$245
Credit for experience per hour.....	\$245
Early enrollment tuition, per credit hour.....	\$195
Dual enrollment tuition, per credit hour.....	\$80
Examination out of schedule.....	\$50
Graduation application fee.....	\$75
Late arrival for check-in.....	\$75
Late payment (payment received after due date).....	\$200
Nursing program fee (annual).....	\$1,200
Sign language interpreting fee (annual).....	\$450
Transcripts of credit.....	\$8

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

Payment Information

Payment due dates – Traditional Academic Calendar (Undergraduate & Graduate)

Fall Term.....	August 1, 2026
Spring Term.....	December 15, 2026
May Term & Summer SST.....	April 10, 2027
Summer Session.....	June 5, 2027

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 in 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.

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 \$25. There are no interest charges if the contract covers the entire balance due. For additional information, please contact the Student Financial Services Office or visit MyCollegePaymentPlan.com/Goshen.

To avoid monthly finance charges, make full payment of any balance due or enroll in one of the payment plan options 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 added to the balance due.

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

Adult and Continuing Studies Programs

Undergraduate programs

Bachelor of Science – Social Work (per credit hour).....\$525
18 month, 39 credit hour program

Bachelor of Science – Communication (per credit hour).....\$525
51 credit hour program

Bachelor of Science – Business Management (per credit hour).....\$525
60 credit hour program

Other surcharges and special fees for Bachelor of Science degrees

Audit Fee.....\$135

Restart Fee.....\$135

Credit for Prior Learning, per credit hour.....\$100

Credit by Exam, per credit hour.....\$170

Independent Study, per credit hour.....\$525

CLEP Exam Fees.....Exam fee + \$30 fee to GC

DANTES Exam Fees.....Exam fee + \$30 fee to GC

Certification and licensure programs (non-degree)

Accelerated Licensure: Elementary Education (per credit hour, 24 credits total).....\$525

Accelerated Licensure: Secondary Education (per credit hour, 18 credits total).....\$525

Transition to Interpreting (per credit hour, 26 credits total).....\$525

Transition to Interpreting one-time program fee.....\$750

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. 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.

Refund Policies

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. Students with a posted credit balance may request a refund through MyGC. No refund is issued while there is an incomplete payment plan. Housing refund rates apply to students who withdraw, are dismissed, or change from resident to commuter status. Food plans are not refundable.

Refund procedures for traditional undergraduate students

Voluntary withdrawal: Students wishing to withdraw completely from the college initiate the process by completing the "Leaving Goshen College" form found in MyGC. The Director of Orientation, Transition, and Retention receives the form and will direct the withdrawal process, including official notification to the academic advisor, registrar, resident director (if residence-hall student), Student Financial Services Office. Students who only reduce their hours of enrollment must contact their academic advisor and the registrar.

Involuntary withdrawal: The registrar's office establishes the last date of attendance for students who stop attending classes and do not follow withdrawal procedures. The dean's office contacts professors, the student's advisor, and residence life personnel to document the last date of attendance.

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

Housing refund rates, following day one of any term, are prorated daily until the last date to withdraw with a "W." No refunds are given after the "W" date.

Refund rates for students enrolled in the May term only are the same as those listed above, but the 100% refund rate applies only to days 1 and 2 (drop/add period). A student financial aid recipient will have earned aid according to the formula listed above. Exceptions are during the 100% refund period, where no aid is earned since no costs are incurred. The full formula for determining the amount of Title IV federal aid that is earned, and how unearned portions are returned to the federal programs is outlined in CFR 668.22. Institutional aid earned is calculated according to the same procedures, with the exception that any credit left on the student's account after the refund listed above will first pay back any current year loan owed to Goshen College.

Withdrawal and refund policy for reservists called to active duty

Any student called to active duty in the U.S. military may withdraw from courses up until the last day of the semester. If the withdrawal comes during the first nine weeks of the semester, normal withdrawal and refund policies take effect. If departure comes after the ninth week, the student has the option of withdrawal "W" or incomplete "I" grades in registered courses. Options should be discussed with and approved by the course instructor(s). If course withdrawal "W" is pursued, tuition and fees will be refunded on a prorated basis. The official date of withdrawal will be used to calculate the refund. Students receiving financial aid will be subject to refund policies as provided for by the agencies sponsoring the aid. Reservists called to active duty who wish to withdraw from courses must provide the Registrar with a copy of their orders.

Refund procedures for adult and graduate students

Students seeking a degree in the Adult and Graduate Programs who drop from courses will receive a refund based on the weekly refund schedule for the respective course at the time a student has notified the Program Director that they are withdrawing. A student will be charged again for any course that is retaken. Specific refund information may be found at goshen.edu/financial-aid/refund.

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 the expense period.

ACADEMIC POLICIES AND REQUIREMENTS

Academic Calendar

The traditional school year at Goshen College consists of two semesters and a May term. There is no tuition charged for on-campus May term classes if students are full-time in both fall and spring semesters. Commencement is scheduled between spring semester and May term. Summer SST units leave at the beginning of May term.

The adult degree completion program school year has three terms of fall, spring, and summer.

Degrees Offered

The Bachelor of Arts is the primary degree awarded by Goshen College. The program that leads to this degree includes Goshen Core requirements, a major, and electives that can also be used for a second major, one or more minors, or a certificate.

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

The Bachelor of Science degree is completed for programs in Business Management, Communication, and Social Work as a degree completion program designed for adult students who have completed two or more years of college. Classes are held in the evening and online and accommodate adult needs in both content and learning style. See more details in the Adult and Graduate Programs section of this catalog and also online.

Six graduate degrees are offered:

- Doctor of Nursing Practice
- Master of Arts in Teaching
- Master of Business Administration
- Master of Science in Nursing, Family Practitioner
- Master of Social Work
- Master of Arts in Environmental Education (program paused)

The Master of Business Administration program is offered in collaboration with Canadian Mennonite University and Eastern Mennonite University. The Master of Social Work program is conducted in partnership with Bluffton University. The DNP program is offered in collaboration with Eastern Mennonite University.

A separate graduate course catalog is available online and also from the Registrar's Office. See goshen.edu/academics/course-catalog

Majors and Minors

The major is a specified concentration of courses in a department, in addition to designated courses in related departments, which develop expertise in the concepts and skills of a discipline. Many majors offer specialized concentrations, which allow students to tailor a program to their personal interests. Each major includes a departmental or interdisciplinary seminar at the senior level and most include an internship. Majors range in size from 35 credit hours to 61 or more in professional programs. Minors supplement the major, often emphasizing an interdisciplinary approach or vocational skill. Typical minors require 18-20 credit hours of study.

Details on required courses and sequences for each major and minor appear in alphabetical order in the academic programs section of the catalog. Handbooks on professional programs such as nursing, education, or social work are available online and in the appropriate departmental offices. These three professional programs all require a separate application and admission process. See *Academic Programs and Requirements for a list of 45 majors and 47 minors available in the traditional program. See *Adult and Continuing Studies for descriptions of undergraduate programs for adult students.**

Declaring a major or minor: Students who wish to declare a major or minor should meet first with their academic advisor, then notify the registrar's office of their intent.

Catalog year: Students are responsible for the academic program as stated in the Course Catalog that is current at the time of their matriculation to Goshen College. Students using a pre-2022 catalog for their GC Core (general education) catalog year, in consultation with their advisor, may choose a major or minor in a 2022 or later catalog without having to change their general education plan. Students may not change to a previous catalog prior to their matriculation year. All catalog year change requests need to be sent to the registrar's office.

Graduation Requirements

1. Total Credit Hours

The minimum total credit hours for each bachelor of arts and bachelor of science degree is 120 credit hours, with the exception of the elementary education, elementary/special education and elementary/English learners education majors, which require 124 credit hours.

2. Goshen Core

Goshen Core requirements must be completed as listed in the catalog that is current at the date of matriculation. New students may use IB, AP, dual credit and transfer courses to meet some Goshen Core requirements. However, after initial enrollment, students who wish to use courses from another institution to meet Core requirements must petition the Goshen Core Curriculum Committee and have their transfer course approved before taking such a course. Petition forms are available in MyGC, the student portal. Students who transfer to Goshen College with a completed associate degree have a reduced Core requirement (see the Goshen Core section of this catalog). Students who are earning a second bachelor's degree have their Core general education requirements waived.

Core courses that meet multiple requirements:

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

3. Major

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

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

Double major policy within the same bachelor's degree (both B.A.): Students may declare a double major within the bachelor of arts degree program so long as the majors chosen have at least 18 credits of unique coursework. For the double major, required courses specifically required in both majors may double count, but elective courses may count in only one of the two majors. Students desiring a double major should consult with their advisor for details and a plan of study for completion of both sets of requirements. Some double major combinations are not possible because of significant overlap in program requirements.

Note: Credits that count for internship and senior seminar need to be earned in both majors unless permission is granted by both advisors to replace those credits with other courses in the major. Only one diploma would be issued if earning a 2nd subsequent major is within the same degree.

NOTE: Students with a double major in a combination of biological sciences, chemistry, or physics need to take only one senior seminar and are not required to substitute another course for the senior seminar in the other major.

NOTE: Students majoring in secondary education, which is structured as a double major, must take both the education senior seminar and the seminar in their content major. The twelve-credit student teaching experience covers internship requirements for BOTH education and the content major. Internship credits in the content major do not need to be replaced.

Double degree policy (B.S. and B.A.): Students pursuing a second bachelor's degree (BA and BS) concurrently or subsequently must be officially admitted to the programs and complete all requirements for both degree programs in addition to the university's undergraduate and residence requirements of 30 credits to earn a Goshen College degree. The same coursework may be used to meet the requirements of both degrees; that is, "double counting" is allowed as long as the courses are specifically required in both majors; however, all elective course options need to be unique, and all requirements for the GC Core curriculum are expected to be met for the BA degree. The maximum total credits earned cannot exceed the federal financial aid restriction of 150% or 180 credits to earn two bachelor's degrees.

4. Minor (optional)

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

Double-counting courses in more than one major and/or minor:

Some major-minor or double-minor combinations are not possible because of significant overlap in program requirements. A course may be counted in the major and minor or double minor if it meets the following criteria:

- Specifically required in both programs
- Approved by academic advisors for both programs.
- This option is limited to no more than two courses (maximum 8 credit hours) per program.

Note: double-counting courses is not possible for interdisciplinary majors.

5. Certificates (optional)

Certificate programs are part of the Goshen College mission to serve learners with short, focused programs for professional development, career advancement, or personal improvement. A certificate program offers a specified group of courses with learning objectives that meet market demand or licensure requirements and develop a specific skill set or knowledge base. Certificates range from 9-18 credits. At least 6 upper-level credits are required and certificates may require prerequisite courses prior to starting the program. Overlap of courses between certificate programs is prohibited. The amount of transferable credits toward requirements may not exceed 33% of the total number of credits for the certificate program. Certificates can be offered at the undergraduate or graduate level and are connected to existing majors. They are available to degree-seeking or non-degree-seeking students who meet admissions requirements.

6. Honors Program (by application)

An honors program is available by application for students who seek greater challenges in their college coursework and opportunities for leadership and civic engagement. Students

complete at least one honors-designated course each academic year and at least two short-term courses, resulting in at least 15 credits of honors coursework for those admitted to the program as first-year students. See the Honors section of the catalog for admission criteria and program requirements.

7. Grade Point Average

A minimum 2.00 grade point average (GPA) for all work at Goshen College is required for graduation. Some specific majors require a GPA of 2.50 – 2.80.

8. Minimum Credits of Coursework at Goshen College

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

9. Senior Credit Requirement

Of the minimum 30 credit hours taken at Goshen College, at least 24 must be completed in the senior year (after achieving 90 credit hours). Exceptions are made for certain professional curricula where the fourth year is spent at another institution and for students in degree completion programs through the Adult and Graduate Programs.

10. Limit of Credit Hours in One Department

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

11. Convocation/Chapel Attendance

Posted attendance requirements must be met. Current attendance policies are distributed to students annually and are available on the chapel/convocation website.

12. Full Financial Settlement

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

Special Degree Conditions

Credit Limitations

- **Technical education** – A maximum of 12 hours of credit may be accepted for technical or skills-oriented courses from vocational training programs in technical schools, community colleges, or Bible institutes.
- **Credit for internships** – A maximum of 12 credit hours of experience-based internship credit can be counted for the bachelor's degree.

Seven-Year Window to Complete Graduation Requirements

Students have seven years to meet the graduation requirements outlined in the catalog for the year of matriculation at Goshen College unless those requirements have been changed later by faculty actions that are to be applied retroactively. The time period is adjusted proportionally for transfer students. Students who do not finish their degree program within seven years will be subject to the graduation requirements currently in force. However, a student who, in spite of a period of absence, can graduate not more than seven years after first matriculation (or an appropriate share of this time, in the case of a transfer student), may elect the requirements in force on the date either of the first matriculation or of readmission.

Application for Graduation

All students who are planning to graduate within the academic year must apply online for graduation, upon which time a graduation application fee will be added to the student's account. So that proper course planning can be achieved, it is recommended that all grad candidates within an academic year apply by October 1 but no later than the start of the

semester in which the degree is to be conferred. 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. Students whose degrees are conferred within the year may participate in the commencement ceremony and will wear the regalia provided by the college. Students who plan to participate in commencement and do not apply for graduation by January 15 may be assessed a \$25 late fee.

Advising and Registration

Following admission for study in a particular semester, all new students participate in course registration as described below.

Registration Procedures

Registration for each semester begins with course selection, which involves consultation with a faculty advisor, followed by online course selection. Registration must be confirmed at the final check-in just before classes begin at the start of the fall semester. Fall check-in includes housing confirmation, meal plans, financial aid processing, ID cards, and other items. Fees must be paid prior to check-in by the published due date. Part-time students and late applicants may complete both course selection and check-in on the day before classes begin.

Fall semester

Continuing students select courses in March and April for the following year. New students participate in special orientation/registration days scheduled in the summer or register via telephone, video call, or email. In-person final check-in is required for continuing students the Monday after New Student Days.

Spring semester/May term

Students on campus select courses in November. New students complete course selection in December or on the first day of the spring semester. Check-in for all new students happens on the Monday before classes.

Academic Advising

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

During academic advising periods near the end of fall and spring semesters, all students are asked to consult with their academic advisors, but contact is not limited to these days. Faculty advisors are prepared to assist with a range of questions—career goals, graduate school, choice of major, course selection, and general adjustment to college. Some departments and professional programs also conduct group information or advising sessions for interested students. Students share responsibility with the faculty advisor for planning their college program, including course selection, and for becoming acquainted with requirements through reading printed and online materials and attending departmental meetings. Questions about the advising program should be addressed to the registrar.

Competency and Placement Testing

New students may establish competency for a Goshen Core requirement in a foreign language by taking a competency test online. Spanish, French, German, and Chinese languages are available. Students must also complete the online ALEKS mathematics placement assessment to determine the best course for meeting the Quantitative Literacy requirement. See the registrar's office webpage for complete information on competency and placement testing.

Changes in Registration (Drop and Add)

Students may make online changes to their course schedules during designated “open registration” times. Students may add new courses and change grading plans only during the first seven days of classes in the fall and spring semesters, the first two days of the May term, and first five days of summer sessions. Courses formally dropped before the end of the drop/add period do not appear on a student’s permanent record. Courses dropped from the end of drop/add through 60 percent of term length will appear on the permanent record with a W grade (withdrawal). Courses dropped after 60 percent of the term length are recorded with F (failing) or NC (no credit) grades. Course changes after the times specified above are permitted for approved health reasons only.

Hours and Course Load

A full-time academic load during the fall and spring semesters is 12-16 credit hours. An overload of additional credits may be possible with approval from the registrar. Extra tuition is charged for credit hours beyond 16.

Depth Credits

Depth credit is possible in some courses to encourage individual advanced study. Sophomore, junior, and senior students may register during the first 12 weeks of the semester for an extra credit hour in one or two such courses each semester. Registration for depth credit requires approval from the professor, and signed paperwork must be submitted to the registrar’s office.

Auditing Courses

Students are invited to enrich their education by auditing courses, with the exception of studio art courses, on a space-available basis. Auditors may participate in a class but are normally not required to complete assignments and tests. Classes that emphasize knowledge expansion rather than skill-building are most appropriate for auditing. To register, obtain an audit form from the registrar’s office and secure the instructor’s signature. A per-hour fee is charged for community members and part-time students; the fee is waived for full-time or fifth-year students. Community members without Goshen College credentials may attend in-person classes but will not be given access to online accounts or course materials. No attendance or achievement records are kept for auditors. Audited courses are not available for later credit by examination or examination to establish competency.

Consortium

Goshen College is a member of the Acadeum online consortium and Northern Indiana Consortium for Education (NICE), along with Bethel University, Indiana University South Bend, Purdue Polytechnic Institute South Bend, Holy Cross College, Saint Mary’s College, and Ivy Tech Community College in Elkhart and South Bend. Through these consortium options, Goshen College students may cross-register for courses offered at another member institution. Registration is on a space-available basis. The home school records the registration, and home-school fees are charged. Summer and online courses are not eligible for cross-registration in the NICE agreement; however, online registration through Acadeum is available. See the registrar for registration procedures.

College Credits Earned in High School

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

Advanced Placement

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

International Baccalaureate

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

A-level Exams

International students who completed A-level exams through Cambridge University may be granted college-level credit for test results if original score reports are sent to Goshen College. A chart of credit equivalents is available in the registrar's office.

Dual Credit and Early College

College credits earned through courses taught at a high school site are posted upon receipt of official transcripts from the credit-granting college or university, provided that grades are "B-" or higher. Students who complete the Indiana College Core in high school will have this credential transferred as a block toward general education requirements. Students who complete the Indiana College Core but earn lower than a B- in any class will need to repeat that corresponding class at Goshen College. Other Goshen College policies governing transfer credit also apply. See also the Admission and Core sections of the course catalog.

Special Courses by Request

Directed study

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

One-time course

A special course may be offered to students who propose and agree to enroll in it, provided a faculty member agrees to teach it. Off-campus courses and all courses not listed in the catalog need approval by the academic affairs committee. In some cases, courses may be offered during the summer or during the May term. The course title and description will be kept as a permanent record by the college. An advance deposit will be required from all students agreeing to enroll.

Special Registration Options

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

Independent study

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

Regular courses at a special time

An academic program may require that a student take a course not offered during a given semester. In some cases, it is possible to take such a course by independent study, under the direction of a faculty member. To register for such a course, the student obtains a special registration form from the registrar. The instructor indicates approval on the form, which the

student then returns to the registrar's office. Students may register for an independent study at any time during the year. All independent studies are charged at one of two special rates: (1) Tutorial, which assumes an equal amount of professor contact hours as when the course is normally offered, or (2) Readings, which assumes about one-fifth the normal contact hours. Payment must be made at the time of registration.

Special independent courses

A student may wish to engage in an independent study project in an area not covered by the regular curriculum, especially during the summer, when full-time can be devoted to the project. The study may occur at the Goshen campus or at any appropriate location. To take a special independent course, the student makes an initial proposal to the faculty member under whom the project would be conducted. If the faculty member approves, the student submits a more detailed proposal in writing. Next, the registrar must approve this proposal, then the student registers for the course and pays the usual fee for independent study at the point of registration.

Credit for learning based on work and/or experience

Students may seek college credit for learning acquired through significant experiences in work, travel, and service assignments, provided that the area of study is educationally valid and is compatible with college academic programs. The learning experience should involve both thorough preparation and systematic reflection on the importance of what has been learned. Contact with a faculty member before, during, and after the experience is crucial for planning and evaluating readings, journals, portfolios, and other materials. Registration must precede the actual experience, and payment in full is required to validate the contract. From 80-to-120 hours of experience will be expected for one hour of credit. A maximum of 12 hours of experience-based credit can be counted for a bachelor's degree. Students have two years from the date of registration to complete credit-by-experience contracts. For special circumstances, the professor may request one extension with a specific completion date, generally not to exceed three months.

Credit by examination

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

Grading and Evaluation

Goshen's system of evaluation offers a standard (letter) grading system and a limited option system (CR/NC). The student chooses at registration whether courses will be selected for the option system.

Standard system

- **A: Excellent**
 - A (4.0 quality points)
 - A- (3.7 quality points)
- **B: Very Good**
 - B+ (3.3 quality points)
 - B (3.0 quality points)
 - B- (2.7 quality points)

- **C: Satisfactory**
 - C+ (2.3 quality points)
 - C (2.0 quality points)
 - C- (1.7 quality points)
- **D: Unsatisfactory, but Passing**
 - D+ (1.3 quality points)
 - D (1.0 quality points)
- **F: Failing**
 - F (0 quality points)
 - FW (0 quality points, issued for non-attendance)
- **NR: Grade not reported (temporary grade)**
- **I: Incomplete (temporary grade)**
- **W: Withdrew during 2nd-9th week, no evaluation made**

Grading Option System

Selected by the student for a maximum of 12 credit hours in the entire college program (prorated for transfer students) or by the instructor/department for certain courses. Students may not select the Credit/No Credit option for courses in the Goshen Core curriculum, including Global Education, nor for courses in a student's major or minor unless courses are designated with this grading option by the academic department. The student chooses at registration whether courses will be selected for the Credit/No Credit option system.

- **CR: Passing work of C level or better; no grade point value**
- **NC: No credit: equivalent to C- level or lower; no grade point value**

Changes in grade plan

Changes in the grading plan are possible only in the first week of each semester (two days in May term). Under a CR/NC plan, letter grades cannot be granted later.

Incomplete Grades

A grade of I (incomplete) may be given for illness, accident, or other unusual hardship beyond the student's control. For undergraduate students, a contract available from the registrar's office is normally initiated by the student and includes a rationale, completion plan, professor's and student's signatures of approval, letter grade to be given if the contract is not completed, and the signature of the academic dean. An Incomplete contract may not be initiated until the course is at least 75% complete, and the student must be passing the course at the time the contract is initiated. The completed contract must be submitted to the registrar's office by the last day of class in that term. Deadlines for incomplete work and reporting of the new grade are:

- For fall semester "I" grades – End of following spring semester
- For spring semester or May term "I" grades – Beginning of the following fall semester

If a new grade is not submitted by these deadlines, the registrar's office will enter the letter grade on the contract.

Grade Change

Faculty may request a grade change up to graduation, but only if it is due to a professor or software error and does not harm the student. Students may not raise a grade by submitting additional or revised work after a final grade has been posted.

NR (not reported) Grades

A grade of NR is entered by the registrar's office if no grade is submitted by the instructor. This is a temporary grade; credit is not granted to the student until a grade is reported.

Grade Point Average

A cumulative grade point average (GPA) for standard system courses is posted on the student’s record at the end of each semester. Only courses completed at Goshen College (and Hesston College) are factored into the cumulative grade point average. For graduation, a minimum 2.00 GPA is required. Some majors require a cumulative GPA of 2.50 to 2.80. Courses may be repeated multiple times in an attempt to earn a higher grade. The previous attempt(s) will be specially marked on the transcript, and only the final attempt will count in the grade point average (GPA) and in the total credit calculation. If the grade on the final attempt is W, then the previous grade will be used in these calculations. Federal financial aid will cover only one repeat of a course previously passed. See the student financial aid office for details.

Latin Honors

Academic honors are awarded to baccalaureate degree graduates who have earned a cumulative grade point average of 3.6 or above (A = 4.0) and with no grade lower than a C (including NC) at Goshen College. To qualify for graduation honors, students must have completed at least 48 graded semester hours in a traditional program or at least 40 graded semester hours in a degree completion program at Goshen College. Academic Honors indicated in the commencement program are reflective of fall semester grades and are subject to change with the addition of spring, May term, and summer grades. Recipients are recognized with a gold cord worn with regalia at the commencement ceremony.

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

Dean’s List

The Dean’s list is published after the fall and spring semesters. Students who have earned a semester GPA of 3.75 or higher on at least 12 credit hours of coursework for a letter grade and who have no grades of incomplete (I) will be named to the list.

Standards for Academic Progress

Students must show Satisfactory Academic Progress (SAP) toward completing degree objectives within a reasonable time period. Exceptions may be granted for remedial work or other unusual circumstances. All periods of enrollment count toward SAP, including periods when a student does not receive Title IV aid. Students who fail to make satisfactory progress will become ineligible for federal, state, and Goshen College financial aid and may be suspended from the college. The academic appeals committee hears appeals from those failing to meet the minimum SAP. To continue receiving financial aid and enrolling at Goshen College, a student must meet the GPA and pace requirements in the table below.

Total hours earned at Goshen or recognized for degree consideration from all institutions	1-29	30-44	45 and up
Minimum cumulative grade point average (GPA) required for academic good standing	1.75	1.90	2.00
Minimum pace: percentage of total credit hours passed compared to total attempted (including “W” courses)	67%		
Maximum total credit hours of aid eligibility to complete first academic major requirements (150%)	180 credit hours (186 for elementary education)		

Athletic eligibility

Student-athletes must pass at least 24 credit hours in an academic year to maintain eligibility. Determination of athletic eligibility is a separate process from SAP review.

SAP Review Process

Student records are reviewed at the end of the fall and spring semesters and at the end of the summer session. Any student not meeting SAP for GPA or pace is placed on academic notice for one semester. While on notice, students must increase their GPA to the required level and ensure their cumulative pace is 67 percent or higher. If these conditions are not met by the end of the semester, a one-year separation period is activated. A separation period is activated without an academic notice semester if fewer than 6 credit hours are passed in a full-time semester. This automatic separation does not apply to students who have officially withdrawn from all courses. However, if a student chooses to return, withdrawn courses will impact the pace requirement.

Appeal process

A short appeal period is provided during which a student placed on separation can request an appeal hearing with the academic appeals committee, which takes final action at meetings in December, May, and August. An appeal appointment should be made through the registrar's office. In the meeting, students should be prepared to address why they failed to make Satisfactory Academic Progress (SAP) and why another chance is justified. They should be prepared to explain what changes will contribute to future success. Students may provide documentation describing unusual or mitigating circumstances that contributed to academic failure, such as injury, illness, death of a relative, or other special circumstances.

Successful appeals

If the appeal is approved, the student's separation is changed to **academic probation with an academic plan**. The student will receive a letter detailing expectations for continuing academic studies. It is possible that the student would be asked to complete testing or counseling to diagnose and address academic or mental health difficulties.

Academic and financial aid separation

For students who do not appeal or for whom the appeal is not granted, a **separation period** will ensue. Separation lasts two semesters. The student may apply for readmission after that time and after successfully completing at least 12 credit hours at any other college. Additionally, the student must submit a Request to Return letter detailing their plan for reaching Satisfactory Academic Progress, which will be evaluated by the Academic Appeals Committee.

Transfer credits and SAP

Transfer credits accepted by Goshen toward a student's degree program will be included when calculating the credit hour completion ratio, but not the GPA.

Change of Major/Double Major

If a student elects to double major, complete more than one degree at a time, and/or start a degree and then change majors, then all classes previously taken will count towards SAP.

Second Degree

All credits accepted by Goshen College towards a second undergraduate degree will count towards SAP. Students who have reached the 150% limitation and want additional financial aid must appeal for an extension. Students may appeal only once for an extension of their aid due to seeking a second degree. The Director of Student Financial Services and Registrar will review the appeal.

Repeated courses

Students may repeat a course with a W or F grade as many times as needed until passed. However, a previously passed course may be repeated only once if the student wishes to

receive financial aid for that course. The new grade will replace the previously earned grade for GPA purposes. However, all attempts will count towards pace and maximum time frame.

Grade Change

If a student's grade is changed, the student may request another SAP review.

Withdrawal from courses (W grade)

If students withdraw from a course and receive a W grade, those course credits are included in the total credit hours attempted when calculating the pace percentage of credits completed.

Incomplete grades (I grade)

If students receive an Incomplete (I) grade, those course credits are included in the total credit hours attempted when calculating the pace percentage of credits completed. When the (I) is replaced with a final grade, the student may request another SAP review.

Additional earned credits

Credit hours earned by testing, special registration, or other non-standard means are counted in the SAP calculations as both credits attempted and credits earned.

May and summer

May-term and summer classes are combined and count as a single semester for SAP measurements. Students whose financial aid has been suspended may enroll in May term and summer session classes without financial aid. Students suspended at the end of the spring semester may, if they wish, drop their May term class within three business days after notification of separation, with a full refund if separate May term tuition had been paid.

Remedial courses

Goshen College does not offer noncredit remedial courses.

Withdrawal and Absences

Undergraduate and graduate students seeking to withdraw from Goshen College must follow the procedures established by the Office of the Registrar. Withdrawal and absence procedures, with distinct processes and documentation, vary based on the circumstances. To formally discontinue enrollment at the college, all students must initiate the withdrawal process by completing the Leaving Goshen College Form found in MyGC. Undergraduate students will be prompted to schedule a meeting with the Director of Orientation, Transition, and Retention, who is located in the Academic Success Center. Graduate students should contact their program director. Standard withdrawal and refund policies apply if the withdrawal is made within the first 60% of the course. Students who request an extended absence (1-3 weeks) must initiate the absence request with the Associate Academic Dean's office, located on the first floor of the AD building.

Standard Withdrawal (Leaving the College)

Standard Withdrawal is defined as dropping all classes for the current term before the term withdrawal deadline or not returning for the following term. The withdrawal procedures established by the Office of the Registrar must be followed; otherwise, course instructors will assign the appropriate grades at the end of the term.

Medical Withdrawal

A student who must interrupt study because of illness or injury may be granted a medical withdrawal based on the written recommendation of a qualified, licensed healthcare provider. The student must completely withdraw from all courses in the term by the last day of classes. Students who desire to return within a year must provide documentation of clearance for academic readiness from a qualified, licensed healthcare provider.

Withdrawal and Refund Policy for Reservists Called to Active Duty

Any student called to active duty may withdraw from courses up until the last day of the semester. If the withdrawal occurs before the term withdrawal deadline, regular withdrawal

and refund policies apply. If departure occurs after the ninth week, the student may withdraw (“W”) or take incomplete grades (“I”) if they are passing the course and have completed at least 75% of the coursework. Options should be discussed with and approved by the course instructor(s). If course withdrawal “W” is pursued, tuition and fees will be refunded on a prorated basis. The official withdrawal date 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.

College-Initiated Separation

In certain circumstances, college administrators may revoke a student’s registration at any time for the following reasons:

- Registration violates college regulations (e.g., academic ineligibility to register: fraudulent documentation or identity).
- Failure to comply with academic requirements, such as absences beyond three consecutive weeks, violation of a learning contract, or an academic integrity violation while on academic warning for previous violations.
- Failure to pay college tuition and fees by the due date.
- Disciplinary suspension (removal from the institution for one or more semesters) or dismissal (permanent removal from the institution) for behavioral misconduct.
- Physical or mental health condition that poses a significant risk to the health or safety of the student or the campus community, or which cannot be reasonably accommodated by the institution.

College-initiated separations after the withdrawal deadline in the term are not eligible for a tuition refund. Students wishing to re-enroll in future terms must complete the readmission process and resolve any holds on their student account. Reapplying does not guarantee automatic admission.

Leave of Absence

Students who have completed a term but do not intend to return for the subsequent term or up to two consecutive terms may apply for a leave of absence by completing the “Leaving Goshen College” form found in MyGC. Students who interrupt enrollment for more than one academic year must apply for readmission through the Admissions Office. All students who take courses elsewhere during their leave must also apply for readmission to the university.

Extended Absence

When unavoidable circumstances require students to have an extended absence from classes (more than one week and no more than three weeks or the equivalent for evening or accelerated courses), students may request an approved extended absence through the Academic Dean’s office. If approved, the Academic Dean’s office will notify the faculty, who will provide the student a reasonable opportunity to participate in class learning activities and complete coursework without penalty to their overall grade. If unapproved, faculty will apply their syllabus policies for missed classes and assignments.

An extended absence may be granted for a medical emergency (including concussions and surgery), mental health crisis, family emergency (death in the family, serious illness/accident), unavoidable visa delays, jury service, military service, or other documented extenuating circumstances. When an approved medical absence needs to extend beyond three weeks, the student will work with the Director of Health and Wellness and the Associate Academic Dean to determine the best steps for enrollment and completion of coursework.

To request an approved extended absence, students must:

1. Complete the **extended absence request form** in conversation with their advisor and/or the Associate Academic Dean,

2. Attach documentation of circumstances requiring extended absence (ex: doctor's note, a note from an international student advisor regarding visa circumstances, or other verification of circumstances), and
3. Submit the request to the Associate Academic Dean (AAD) for review and determination.

Professors, in consultation with the department or program chair, will determine when class format (i.e. lab or studio class) prevents a student from completing course content with an alternative learning plan and communicate those situations to the Associate Academic Dean. In those cases, students may be required to withdraw from a class or take an incomplete.

The following are examples of activities that **do not** qualify for an extended absence:

- Travel schedules or delays, including transportation challenges
- Family vacation or events
- Extra-curricular activities, such as non-GC athletic events or arts performances
- Technology issues
- Non-academic work conflicts

Late Arrivals and Early Departures

Students are expected to be present by the first posted class day, and are to remain in attendance through their last scheduled final exam. Students arriving late at the start of the semester or departing before the completion of exams must fill out the request for extended absence form and submit it, along with documentation, to the Associate Academic Dean.

Absences of up to three weeks are excused for reasons such as medical emergency, family death, extreme illness, or other hardship beyond the student's control. If an absence is excused by the dean's office, professors are expected to provide ways for the student to make up all work without incurring any academic penalty. In rare cases, particularly with experiential or accelerated courses, students may be required to drop a course when their late arrival extends beyond one week and cannot be accommodated. Students with an excused absence at the end of the semester will be allowed to take their exams at a different time for no additional fee.

Late arrivals and early departures are not considered excused for reasons such as family trips, routine medical appointments, travel costs, work schedules, and other non-emergency situations. When a late arrival is unexcused, students may experience academic penalties for missed work and/or class sessions. Students arriving after the posted drop/add deadline will lose their enrollment in any courses with a waitlist, and may lose their seat in accelerated courses. When a student departs before a scheduled exam, and the early departure is not excused, professors are not required to allow make-up exams. If they choose to allow a student to take an exam early, the student must pay a \$50 proctoring fee for each exam.

If students are not present by the drop/add deadline and have not completed the late arrival form, they will be removed from all classes and dropped as an active student.

Other Academic Policies

Official Transcripts

Official transcripts of a student's academic record can be released only at the request of the student. Goshen College partners with the Parchment organization to ensure security for all transactions. Transcripts can be sent in either electronic or hardcopy format. See the registrar's webpage for instructions and fees.

Classification

Students enrolled for 12 to 16 credit hours are considered full-time; those enrolled for one to 11 credit hours are considered part-time. All students are classified each semester as freshman,

sophomore, junior, or senior according to the following scale, based on total hours at the beginning of the semester:

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

Attendance Regulations

Regular class attendance and participation in a course are essential for student learning. Each instructor will include attendance expectations in their syllabi, including conditions for excused and unexcused absences and specific requirements for making up missed work or alternative learning plans. Students are responsible to communicate promptly with instructors about absences and work completion plans. When a class field trip will cause students to miss other classes, the instructor will provide the dean's office with a list of students at least 3 days in advance, so that the dean's office can notify other instructors.

English Language Learners (ELL) Extended Test-Taking Time

When instructors are adhering to a time limit on tests or quizzes and are not able to offer extended time to all learners, ELL (those for whom English is not their heritage language) may submit a request to the Academic Success Center (ASC) for extended time on tests or quizzes. Note: There may be tests in which limited time is a part of the assessment and will be clearly stated in the syllabus, indicating no time adjustments would be made. These exceptions could include, but may not be limited to, professional licensure tests.

Final Exams out of Schedule

Changing a final examination time is only possible with permission from the professor and is subject to a fee (see Financial Information for current fee). The Dean's Office determines whether the student is charged or the Dean's Office is charged, according to the criteria below.

To take an exam at a different time, the student secures the faculty member's assent for a special examination time on a form available through MyGC and includes the reason for the change to the exam time. The student returns the signed form to the dean's office and is given a payment form for the special exam fee. The student takes the payment form to the cashier for payment and signature and returns this receipt of payment to the instructor at the specially arranged time of the exam. The faculty member should not give the exam unless the student presents the receipt of payment form signed by the dean's office and the cashier.

There are four situations in which the fee for a special examination time is not charged to the student for personal reasons, but is charged to the dean's office:

- When there is a conflict in the final examination schedule
- When the student has three or more scheduled exams in one day and wishes to take one of them at another time
- When the student was verifiably ill or hospitalized, or absent because of a death in the immediate family
- If there is a school-sponsored event scheduled at the same time (i.e. athletics, music)

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 another person's work is your own, including the unattributed use of sources and generative AI)
- 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 in MyGC. Reports should include the student's 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 initiate a meeting with the student to discuss the violation. 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 requests to meet with the ART.

The ART will determine the appropriate response for repeated violations of academic integrity, such as educational activities, academic warning, 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 an academic integrity violation when it misrepresents AI-generated 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 submission.

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 individuals 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 grade disputes, contested charges of academic integrity violations, or other incidents related to academic matters. This process is overseen by the Associate Academic Dean.

Students should first attempt to work directly with the course instructor to address academic concerns. If this does not yield a satisfactory outcome, 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. 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 has been violated or unfairly applied.

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. 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.
3. In some cases, the department chair or associate academic dean may negotiate a mutually acceptable outcome and communicate that outcome in writing to the student and the faculty member.
4. If the informal resolution is not satisfactory, a student may pursue the formal resolution process.

Formal resolution

To initiate the formal grievance process, students must follow these steps:

1. The student must present a written statement to the department chair or associate academic dean and include the following elements:
 - o An explanation of the academic concern,
 - o Any evidence on which the complaint is based,
 - o The steps they have taken to resolve the situation,
 - o Why the outcome was not satisfactory, and
 - o The outcome that the student seeks.
2. 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.
3. The department chair and/or associate academic dean will meet with the faculty member to review the circumstances and document the faculty member's description of the situation.
4. 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 and one to two students.
5. Both the student and the faculty member may provide a written statement for ART consideration. They may also provide additional documentation to support their desired outcome.
6. 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.

9. The outcome may only be appealed if additional information is brought forward as part of the appeals process.

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 Goshen College study for at least one year, 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.

Credit Definition

A unit of 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 (a Carnegie Unit of Credit). In this context, an hour is defined as 50 minutes. Goshen College guidelines for the academic calendar require a 3-credit lecture class to meet for a minimum of 2,100 minutes, including the final examination period. Non-traditional delivery methods require determining a unit of undergraduate credit with alternate means not based on time. Courses with non-traditional delivery methods shall assess students' demonstration of competency or proficiency or fulfillment of learning outcomes to ensure that learning outcomes are equivalent to traditionally delivered courses.

Regardless of the method of determining a unit of academic credit, the quality of student learning must be the primary concern of all Goshen College faculty members. Quality of learning requires continuous evaluation and assessment of student learning outcomes.

Quality of learning also requires regular student attendance and/or participation to justify awarding a unit of academic credit. Students are expected to attend all planned class sessions and/or participate fully in the various components of online courses. Faculty members are required to report students that cease to attend a face-to-face class and/or cease to participate in an online course via the early alert system or directly to the Registrar's office, noting the date of last attendance/participation. This reporting is necessary for the appropriate administration of federal, state, and institutional financial aid.

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

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

- o For traditional delivery methods other than fall or spring semesters, such as May term and 7-week sessions, total hours shall equal the above guidelines.
- 2. For synchronous delivery methods in 5-week cohort-based adult degree-completion courses, one unit of academic credit equals 1.5 hours of lecture or student/faculty interaction and 3 hours of study per week.
- 3. For asynchronous delivery methods, such as online courses, one unit of academic credit shall be determined by demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of credit.
- 4. For internships, student teaching, clinical practice, community-based learning, and similar educational activities that are not under the direct supervision of a Goshen College faculty member, one unit of academic credit is commensurate with the hours involved and the quality of the learning experience. Academic credit is awarded when the student fulfills the objectives and/or obtains the required competencies as set by the academic department.
- 5. For supervised research, communication, and theater practice, private music lessons, and similar activities, the amount of effort required for one unit of academic credit is determined by the supervising faculty and/or department.
- 6. For the study-service term and travel courses, instruction and student work for the purposes of credit hour computation include some or all of the following:
 - o Course meetings before, during, and after the dates of travel
 - o Language instruction and testing
 - o Viewing and reading assigned texts
 - o Lectures and discussions led by the instructor and guest speakers
 - o Museum, clinic, business, government, church, natural world, and other site visits
 - o Cultural excursions, performances, and lessons
 - o Service-learning projects
 - o Home stays with significant intercultural learning
 - o Student journaling for recording observations, reflection, and synthesis
 - o Collaborative and independent projects
 - o Oral presentations
 - o Electronic portfolio postings of selected work
 - o Consistent with on-campus class expectations in #1 above, a 3-credit travel course requires a total of 105 hours of learning activities and a 14-credit study-service term requires a total of 490 hours of learning activities.
- 7. Special credit may be awarded to degree-seeking Goshen College students who possess, by previous education or experience, a background in a discipline represented by a Goshen College program. The categories under which students are awarded credit are (1) credit by experience, (2) credit by examination, and (3) credit for prior learning.

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, dean of students, or other appropriate officials, 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 should write to the college official responsible for the record, clearly identify the part of the record they want to change, 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 a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
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's 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 and sports
- Height and weight of an athlete

*Local address, phone number, e-mail address, and student ID photo are available on Goshen College's Web site, but only to people using a computer connected to Goshen College's on-campus network (physically connected to the network or remotely connected with a valid Goshen College username and password.) Goshen College does not provide student e-mail lists to public or private entities. Any student who desires that any or all of the above-listed information not be released may contact the registrar's office or 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.

SPECIAL ACADEMIC PROGRAMS

Academic Success Center

The Academic Success Center (ASC) aims to build an inclusive community that supports students in their successful transition to college and ongoing persistence to graduation. ASC services include accessibility and testing for students with disabilities and English language learners; tutoring for content learning support; holistic success coaching to help students transition to college, identify academic, career, and personal goals, and develop effective time management, organization, and learning strategies; and collaborative student programming and workshops tailored to address academic needs.

Early Alerts System

The Academic Success Center and the Director of Orientation, Transition, and Retention coordinate an early alerts system to identify and provide timely support services to students who are experiencing barriers that impact their academic performance.

Adult and Non-traditional programs

Goshen College offers several programs for adult non-residential students. See the Adult Programs section of this catalog for details. Graduate degree programs are noted in the Graduate Catalog.

Research Opportunities

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

Academic Symposium

An annual Academic Symposium features exemplary student research and performance. The symposium brings together students and faculty members involved in original research and scholarly activity from all disciplines. The Academic Symposium program is published annually on the Goshen College website.

Maple Scholars

Each summer the Maple Scholars program supports numerous student-faculty research partnerships. Maple Scholars is an eight-week program that gives students the opportunity to participate in independent research alongside Goshen College faculty members of various disciplines. Each scholar is paired with a faculty member who works with and supervises student researchers to help carry out their work. Students who are selected as Maple Scholars live in campus housing and receive a stipend.

Inquiry Programs

The Goshen College Inquiry Programs give students the opportunity to spend three months in a camp, congregation, or service agency with the goal of exploring the intersection of faith and vocation, while also developing skills for leadership. The program provides students with a stipend to be put toward tuition and the opportunity to earn college credit.

Professional and Pre-Professional Programs

Undergraduate Professional Programs at Goshen College

Three undergraduate professional programs are offered at Goshen College: education (elementary and secondary), nursing and social work. In addition, accounting and sign language interpreting majors offer a full-time semester-long internships. Other majors such as business, broadcasting, communication, film production, journalism, public relations, and

informatics offer extensive opportunities for internships and professional preparation. Details about these programs are in the academic programs section of the catalog.

Teacher Certification Programs

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

American Sign Language education.....	(5-12)
Business education.....	(5-12)
Elementary education.....	(K-6)
Elementary education/Exceptional needs: Mild intervention.....	(K-6)
Elementary education/English learners.....	(K-6)
English/language arts education.....	(5-12)
English Language Learners (ELL) education.....	(5-12 or P-12)
Mathematics education.....	(5-12)
Music education.....	(P-12)
<i>Vocal and/or instrumental and general</i>	
Physical education.....	(P-12)
Science education.....	(5-12)
<i>Biology, Chemistry, Physics</i>	
Social studies education.....	(5-12)
<i>Historical perspectives and government and citizenship; optional additions: psychology, sociology, geography, and economics</i>	
Spanish education.....	(5-12)
Theater arts education.....	(5-12)
Visual arts education.....	(P-12)

Professional Undergraduate Programs Completed at Another University Engineering

Goshen College offers a two degree, or 3-2, engineering program resulting in a B.A. in physics, chemistry or computer science from Goshen and a B.S. in engineering from a major university with an accredited engineering program. Goshen College has articulation agreements with University of Notre Dame, Case Western Reserve University, and Valparaiso University. The student spends the first three years at Goshen and the final two years at the university. Engineering specialties available at the University of Notre Dame are mechanical, civil, environmental, electrical, computer, chemical, and aerospace. For details and requirements, see the engineering physics major on the physics department website at goshen.edu/physics.

Pre-Professional Programs that Require Graduate Degrees

Pre-health sciences

Goshen College provides excellent pre-professional preparation for students interested in medicine, veterinary science, physical therapy, occupational therapy, dentistry, optometry, pharmacy, and physician’s assistant programs. Since course sequencing is important, any student interested in these programs should consult the pre-medical advisor or other faculty advisors in the biology, chemistry or kinesiology departments about course selection and the graduate school application process. The major in molecular biology/biochemistry provides a strong foundation for careers in medicine and related fields. The major in exercise science is good preparation for careers in physical or occupational therapy.

Pre-law

Law schools want students who can think, read, write and speak well and who have some understanding of public policy and human experience. A major in history pre-law is available

and minors in pre-law and political studies are described in this catalog. Although no specific major is required for law school admission, most students who successfully apply to law school have majored in history. Other major choices for pre-law students could include communication; English; peace, justice and conflict studies; psychology; business; or social work. Materials for the Law School Admissions Test (LSAT) and information about law schools and pre-law internships are available from history department advisors.

Pre-seminary

Goshen College has a close historical relationship with Anabaptist Mennonite Biblical Seminary (AMBS), Elkhart, Ind.; however, Goshen graduates attend a variety of seminaries for theological study or preparation for ministry. Students anticipating seminary study are counseled to complete a B.A. degree with a major in religion; peace, justice, and conflict studies; English; history; sociology; or psychology. If not majoring in religion, students are encouraged to complete a minor in theological studies and Christian ministries. They also should plan to serve as a Ministry Leader on campus, attend the annual fall missions banquet on campus and the annual spring vocation banquet at AMBS, and participate in a summer Ministry Inquiry Program internship in a congregation.

Merry Lea Environmental Learning Center

Owned and operated by Goshen College, the Merry Lea Environmental Learning Center is a nature sanctuary rich in biodiversity located near Wolf Lake, Indiana, 28 miles from the Goshen College campus. Most of the habitats found in northeastern Indiana are present in the 1,189 acres of Merry Lea. Unique geological features such as peat bogs, a marl pit, and glacial gravel formations are present.

Management practices include wetland, prairie, and savanna restorations, as well as sustainable agriculture. Management of the center is guided by commitments to creation care from a Christian perspective.

More than 5,000 Pre-K-12 students come to Merry Lea for environmental education programs annually. Facilities include an environmental education building, a farmstead, and Rieth Village, a set of "green" collegiate laboratory/residence buildings. 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. The Biology and Environmental Studies Department offers a distinctive residential semester in sustainability leadership at Merry Lea. A master's degree in environmental education is also delivered onsite. In addition, Merry Lea serves as an ecological field station for research and field lab experiences. See goshen.edu/merrylea for more information.

J.N. Roth Marine Biology Station

The Jonathan N. Roth Marine Biology Station, owned by Goshen College, is located in Layton, Florida, about 1 1/2 hours from Miami in the Florida Keys. The station includes the C. Franklin Bishop laboratory, which facilitates research and study in marine science.

The marine station enables students to explore a world-class marine ecosystem, with coral reefs, mudflats, and seagrass beds adjacent to the station. The marine biology program at Goshen includes an annual May term marine biology course, summer research opportunities, and a semester-long residential program in the fall. Building on a 50-plus year old marine biology program at Goshen College, the Marine Biology Semester in the Florida Keys is a semester-long residential program in which students complete two classes, an internship with a local marine organization, and design their own research project — all while living at the college's unique J.N. Roth Marine Biology Station in the culturally rich and diverse setting of Layton, Florida.

Goshen College Music Center

The Goshen College Music Center is a beautiful, award-winning facility with excellent acoustics. The Music Center contains the 1,000-seat Sauder Concert Hall, 250-seat Rieth Recital Hall, rehearsal rooms, classrooms, practice rooms, and offices. The Hershberger Art Gallery features rotating exhibits by guest artists, faculty and students. The Music Center hosts a popular annual Performing Arts Series with world-class performers as well as dozens of other concerts. The Community School of the Arts, based in the Music Center, offers piano lessons, Suzuki string lessons, three children's choirs, two youth orchestras, and the Music Together program for parents and pre-school children to more than 300 families. The Community School of the Arts also administers ECoSistema, a music and youth development program focused on building community through music, which is offered through partnership with the Boys & Girls Club of Elkhart County, the Tolson Center for Community Excellence, and Elkhart Community Schools. More information is available at gcmusiccenter.org.

Off-Campus May-Term Courses

Each May term, marine biology courses are offered at Goshen College's marine biology facility on Long Key in Florida. Most other courses in the list below are offered every two years; some are special one-time courses. The off-campus May term courses offered by Goshen College in recent years include:

- The Arts in London
- Film School (L.A.)
- Marine Biology (Florida)
- Entomology (Merry Lea)
- Ornithology (Merry Lea)
- Field Experience in Environmental Biology (Merry Lea)

Other Off-Campus Programs

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

Financial Policies for Off-Campus Programs

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

Goshen College tuition discounts, scholarships, and direct financial aid can be used only if a sponsored program is required for a student's major and when those requirements cannot be fulfilled without the sponsored off-campus experience (Spanish major, e.g.). For Goshen College financial aid to apply to required off-campus study, an application must be submitted and the major must be declared by spring advising days prior to the year of off-campus study.

To obtain information on financial aid, contact the student financial aid office. Academic credits earned in these sponsored off-campus programs are considered residential credits. However, these are not Goshen College programs. Therefore, May-term fees are charged for students who were off-campus in one of these affiliated programs during fall or spring semester.

Off-Campus Programs Affiliated with Goshen College

- **Mennonite Colleges & Universities Cross-Cultural program** offers cross-cultural experience equivalent to SST through a collaborative program with Mennonite colleges/universities. See listings at Bluffton University, Eastern Mennonite University, Bethel College, and Hesston College.
- **Au Sable Institute of Environmental Studies** offers summer programs in Mancelona, Michigan, and other locations. Contact the environmental science director for more information or see ausable.org.
- **CEA** offers semester and summer study abroad programs in twelve countries in Europe, Latin America, China, and South Africa. See ceastudyabroad.com.
- **Central American Study and Service (CASAS)** in Guatemala offers semester or summer programs in Spanish and Central American studies. See semilla.org.gt/casas for more information.
- **Council for Christian Colleges and Universities (CCCU)** offers various semester and summer programs at locations including Oxford, Granada, and Los Angeles.
- **Council on International Education Exchange (CIEE)** offers many academic-year and half-year programs in Europe, Asia, and Latin America. See ciee.org for more information.
- **Lithuania Christian College** has summer and semester study opportunities. See lcc.lt/home/study-abroad for more information.
- **Oregon Extension**, in an old logging camp, offers an interdisciplinary fall semester for students from Christian colleges. Contact oregonextension.org for more information.
- **Washington Community Scholars Center**, sponsored by Eastern Mennonite University, has semester, year-long or spring/summer programs available in Washington, D.C. Includes significant internship experience and coursework at a nearby university. See emu.edu/wcsc for more information.

THE GOSHEN CORE

Director, S. Ehst

What we call “the Goshen Core” (sometimes called “general education” at other schools) is the set of courses and requirements that apply to all students no matter what major they choose. A Bachelor’s Degree at Goshen consists of 120 credit hours. For most students, the Goshen Core curriculum is 41 credit hours. See goshen.edu/academics/undergraduate-programs/goshen-core for more detailed information about the Core for traditional programs. For the Goshen Core in non-traditional programs, see details in the Adult and Graduate Programs section of this catalog or its website.

Core Curriculum

We designed the Goshen Core with the college’s core values in mind. Goshen College embraces the five values of passionate learning, Christ-centeredness, compassionate peacemaking, servant leadership, and global citizenship. In order to express these values through our curriculum, we developed a set of student learning outcomes and then created a program with three main parts:

1. Three threads of coursework:

- *Foundational Coursework*, which develops students’ fundamental academic skills and introduces them to the college’s core values
- *Global Education*, which prepares students for the increasingly global world of the 21st century
- *Disciplinary Perspectives*, problem-based courses that help students see how knowledge is constructed in multiple areas of study

2. Other requirements: convocation and chapel, language proficiency.

Students at GC are required to attend and participate in convocation and chapel events that foster intellectual exploration and faith formation. We also require that students demonstrate proficiency in a foreign language equivalent to two semesters of college-level study.

Foundational Coursework

First-year courses

See course descriptions in the undergraduate courses section of this catalog. Transfer equivalents are listed below. Note: students transferring fewer than 17 credits and all first-time college students are required to complete Core 100 and Core 104 at Goshen College.

CORE 100 Identity, Culture and Community.....	3
CORE 104 Career and Calling.....	1
CORE 110 Academic Voice:Speaking and Writing.....	3-4
CORE 115 Wellness for Life.....	1
CORE 120 Engaging the Bible.....	3
Quantitative Literacy (various).....	3

Communication Skills in the Goshen Core

Must be completed by fall of second year

Students are placed in one of the following communication courses in the first semester based on test scores, high school grade point average, or college-level credits:

1. Core 110, Academic Voice (3 cr., prerequisite to Research and Writing)

- EBRW score of 540 or higher
- ACT English score of 20 or higher

- Advanced Placement score of a 3 or an International Baccalaureate score of 3 or 4
 - High school GPA of 3.5 or higher
- 2. Core 110, Academic Voice** (4 cr., prerequisite to Research and Writing)
- EBRW score below 540
 - ACT English score of 19 or lower
 - High school GPA below 3.5
 - *Students who would like extra writing support may also opt into the four-credit section of Academic Voice.*
- 3. Research and Writing** (a research-intensive Perspective course, taken in any of the five areas)
- AP English composition score of 4 or 5
 - IB SL English score of 5, 6, or 7
 - College credit that meets Core 110 learning outcomes, passed with a B- or higher

CORE (various nos.), Research and Writing (3 credits)

A research and writing course designed to help students think broadly about complex problems, shape capacity for research, and reinforce communication and information literacy skills. Each Research and Writing course also meets one of the Disciplinary Perspective course requirements in the Goshen Core. Credits earned in high school cannot meet the research and writing requirement. Prerequisite: Core 110, The Academic Voice (or equivalent).

Quantitative Literacy

Quantitative literacy courses require students to interpret, create, and value quantitative information in personal, professional, and/or societal contexts. Students use quantitative data to solve problems, understand phenomena, draw conclusions, and make decisions. Students should consult with their academic advisors and reference the course descriptions to select the best course for them. Incoming students also take the ALEKS placement test to help guide course selection.

Options:

- Bus 190, Personal Finance
- Cosc 206, Computational Thinking
- Math 105, Practical Math Concepts
- Math 112, Introduction to Data Science
- Math 115, Applied Algebra
- Math 170, Functions, Data, and Models
- Math 211, Calculus I
- Math 233, Statistical Models
- Soc 154, Statistical Literacy

Foreign Language

Two-semester foreign language proficiency is a requirement for all students. This can be met through coursework or through a proficiency exam. Students may also meet this requirement through 101-level courses in two different languages.

Global Education

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

Three global education study paths

1. Semester Study-Service Term (SST)

GLST 250 Study Service Term.....	13
GLST 305 SST Integration Capstone.....	2

Immerses groups of students in a significantly different culture for a semester, with a faculty leader. Includes study of language and culture, a service-learning placement, and homestays with host families. Prerequisite is language competence equivalent to one semester of college-level study; the second language course is taken on SST.

2. Sequential Study-Service Term (SST)

Students must take each of the following four courses, preferably within a sequence unified by a common theme. Language requirement for graduation can be completed by taking any world language at the 102-level, a placement test, course credit, or CLEP exam. For nursing majors, the community health clinical course counts as GLST 271. Education majors may also request that one of their immersive major courses double counts toward the global education requirement. All other students must take the following 4-course sequence to complete SST.

GLST 241 Foundations.....	3
GLST 251 Cultural Perspectives.....	3
GLST 271 Community Engaged Learning.....	3
GLST 300 Global Issues.....	3

3. Study with other global education programs

See details in the Global Education section of the catalog.

Disciplinary Perspectives Courses

These courses take a complex problem or issue and explore it through the lenses of the arts, sciences, social sciences, religious studies, and peacemaking. Students take one course in each of five categories. All students must take one research-intensive perspective course, indicated by a Core course number and the title "Research and Writing." Some students will meet a perspective through their major requirements. Descriptions of individual courses are in the undergraduate course listing pages at the end of the catalog.

Perspectives courses are designated on the printed and .pdf course offering lists with AW, NW, PX, RW, or SW. For a list of current Perspectives courses, see the Registrar's Office homepage at goshen.edu/registrar.

Artistic World (AW) – 3 credit hours

Forms of human thought, movement, imagination, and innovation. Options:

- Core 181, Research & Writing: Writing about Home
- Core 184, Research & Writing: Are We Still Human?
- Core 187, Research & Writing: The Poetry of Hip Hop
- Core 188, Research & Writing: Art and the Environment
- Comm 215, Turning the Lens on Documentary Film
- Engl 212, Word and Image
- Engl 213, Shakespeare and Film
- Engl 235, Comics and Graphic Novels
- Mus 204, Western Music and Expression
- Mus 206, Music Theater: Story and Song
- Mus 218, Music and Social Change
- Mus 355, Arts in London (off campus, extra course fee)

- Thea 201, Theater for Social Change

Natural World (NW) – 3 credit hours

The natural created order, including the earth and its systems. Options:

- Core 160, Research & Writing: Energy and Environment
- Core 162, Research & Writing: Investigating Epidemics
- Biol 205, Pollinators in Peril
- Biol 207, Roots of Environmental Crisis
- Biol 210, Biology of the Sea (off campus, extra course fee)
- Biol 212, Empathic Animals
- Chem 103, Chemistry and Health
- Phys 154, Descriptive Astronomy
- Phys 215, Climate Change

Peacemaking (PX) – 3 credit hours

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

- Core 192, Research & Writing: War, Peace and Nonresistance
- Nurs 309, Healthcare Ethics
- PJCS 201, Violence and Nonviolence
- PJCS 202, Spiritual Path of Peacemakers
- PJCS 210, Transforming Conflict and Violence
- Sowk 229, Child Welfare
- WGS 205, Gender Conflict and Community

Religious World (RW) – 3 credit hours

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

- Core 172, Research & Writing: Religion & Politics
- Core 173, Research & Writing: World Christianity
- Core 176, Research & Writing: Amish, Mennonite, and American Religion
- Hist 204, What is the Good Life?
- Hist 218, Anabaptism in a Global Context
- Phil 203, Living Ethically
- Rel 205, Religion in America
- Rel 214, Sustainability and the Sacred
- Rel 215, Religion and Health
- Rel 220, Introduction to World Religions

Social World (SW) – 3 credit hours

Values and histories underlying cultures, societies, and religious traditions and the relationships between them. Options:

- Hist 211, Revolution!
- Hist 212, Thinking About the Dead
- Hist 214, American Culture Wars
- Psyc 210, Developmental Psychology
- Psyc 217, Cross-Cultural Psychology
- Soc 216, Youth in Society
- Sowk 221, Human Behavior
- Sowk 231, Aging in U.S. Society

Convocation and Chapel

Convocation and chapel programs gather the Goshen College campus community together for shared learning experiences and for worship, usually in the church-chapel sanctuary. Students are asked to attend a set number of events each semester.

The purpose of chapel is to tend to the Christian spiritual formation of our gathered community. Sometimes chapels feature an invited speaker, and sometimes they are planned and led by the student ministry team. Convocation provides opportunities for personal, intellectual, and social growth. In convocation, we explore complex problems and contemporary issues. Some convocations celebrate students' learning and accomplishments. There are also campus-wide events that can be attended for convocation credit as a way of encouraging students to engage with various lecture series and other academic events. These events will be advertised as "bonus convos."

Transfer Equivalents for Core Requirements

Core 100, Identity, Culture and Community/Core 104, Career & Calling.....	4
<i>(required for transfer students with fewer than 17 credit hours, excluding high school dual enrollment courses)</i>	
Core 110, The Academic Voice: Speaking & Writing.....	3-4
<i>(college speech and/or composition course, upon review of the registrar)</i>	
Core 115, Wellness for Life.....	1
<i>(holistic health and fitness course)</i>	
Research and Writing.....	3
<i>(second college composition course taken after high school, upon review of the registrar)</i>	
Core 120, Engaging the Bible.....	3
<i>(New Testament, Old Testament or Bible survey)</i>	
Quantitative Literacy.....	3
<i>(Mathematics, statistics, or finance)</i>	
Religious World perspectives course.....	3
<i>(religion, philosophy or ethics)</i>	
Peacemaking perspectives course.....	3
<i>(peace, justice, or conflict studies)</i>	
Artistic World perspectives course.....	3
<i>(literature, art, music or theater appreciation; history of art, music or theater)</i>	
Natural World perspectives course.....	3
<i>(biology, chemistry, physics, geology or astronomy)</i>	
Social World perspectives course.....	3
<i>(history, psychology, political science, economics, geography, sociology or anthropology)</i>	
Global engagement, on-campus option courses.....	3
<i>(international or U.S. minority: intercultural communication, culture, history, politics, or religion)</i>	

Modified Core Requirements for Students Completing the Indiana College Core

Students who complete the Indiana College Core in high school will have the 30 credit hours transferred to Goshen College as a block toward general education with modified remaining requirements. While the state of Indiana requires a C or better for completion of the Indiana College Core, Goshen College requires a B- for requirements to be waived. Students earning below a B- in any course may be required to retake a Core course in a corresponding area to demonstrate proficiency. The Goshen Core requirements for students earning the College

Core are listed below. In addition, convocation requirements must also be met. After matriculation to Goshen College, all remaining Core requirements must be met at Goshen College or must follow the institutional petition process.

CORE 100 Identity, Culture and Community.....	3
CORE 115 Wellness for Life.....	1
Core 120, Engaging the Bible OR Religious World Perspective.....	3
Peacemaking Perspective.....	3
Core 1XX, Research and Writing.....	0-3
Two of the following.....	6
• GLST 241 Foundations	
• GLST 251 Cultural Perspectives	
• GLST 271 Community Engaged Learning	
GLST 300 Global Issues.....	3
World Language Proficiency to the 101 level.....	0-4

Modified Core Requirements for Students with an Associate Degree (A.A. or A.S.)

In recognition that associate degree programs have general education requirements that differ from Goshen's distinctive Core, students transferring to Goshen College with an associate degree in arts or science have a modified Core requirement. The Goshen Core requirements for these students are listed below. In addition, convocation requirements must also be met. After matriculation at Goshen College, remaining Core requirements must be met at Goshen College, or must follow the institutional petition process. Notes:

- These modified requirements do not apply to A.A.S. (associate of applied science) degrees.
- Students earning an associate degree in high school must take Core 100/104 in their first year at Goshen College, and must also take a research and writing course as part of or in addition to the requirements below.

Choice of one (must be taken at Goshen).....	3
• Core 120, Engaging the Bible	
• Religious World perspectives course	
• Peacemaking perspectives course	
Global education (two options).....	6-19
1. <i>Sequential SST (6-10):</i>	
One semester of foreign language or equivalent (0-4)	
GLST 251 Cultural Perspectives or GLST 271 Community Engaged Learning (3)	
GLST 300, Global Issues (3)	
2. <i>Semester SST (15):</i>	
One semester of foreign language or equivalent (0-4)	
Study Service Term semester (15)	

Student Learning Outcomes

The "Core Curriculum" is aptly named, as it is the core of the Goshen College degree. The student learning outcomes are rooted in our institutional values, the Anabaptist-Mennonite tradition, and the liberal arts. These classes allow students to share common learning experiences that enhance their various majors, develop foundational academic skills, and provide a breadth of knowledge to complement the depth of the major. The following learning outcomes are integrated into the Core courses and are reinforced through students' major and minor programs.

Passionate Learning

In keeping with this core value, all Goshen College students will...

1. Explore the lenses through which academic disciplines investigate, comprehend, and marvel at the world.
2. Strengthen their oral, written, quantitative, and information literacy skills.
3. Apply disciplinary knowledge to probe complex problems, make well-reasoned arguments, and craft original work.

Christ-Centeredness and Compassionate Peacemaking

In keeping with these core values, all Goshen College students will...

1. Reflect on their own identities, gifts and privileges in relationships with other people and communities.
2. Articulate their spiritual and ethical commitments in conversation with the Christian story and principles of nonviolence.
3. Apply their faith commitments and ethical reasoning to their personal, professional, and spiritual lives.

Global Citizenship and Servant Leadership

In keeping with these core values, all Goshen College students will...

1. Expand their knowledge of and appreciation for multiple histories, cultures, and global systems.
2. Acquire language and intercultural communication skills to engage with people and communities across differences.
3. Connect with local and global communities through civic engagement, building restorative relationships, and working toward climate justice.

GLOBAL EDUCATION

Introduction

Goshen College's Study-Service Term fulfills the Core requirement for global education. Two different formats of SST, with the same student learning goals and series of courses, both in the US and abroad, are offered: a semester-long program and a sequential set of thematically related courses, with at least two immersive, experiential off-campus courses for both "study" and "service." In addition, a minor in global studies and a variety of other global educational opportunities are available through Goshen College or other organizations with whom we partner. For contacts and related information, visit the Study-Service Term website at goshen.edu/sst.

I. The Study-Service Term (SST)

Program Description

SST is a program designed to immerse students in a significantly different culture for experiential learning. Its goals for each student are to function competently and collaboratively in cross-cultural relationships, to analyze a critical global issue within systems of unequal power, to gain skills in language and cross-cultural communication, to engage in cultural analysis from a perspective of empathy and cultural humility, to develop a personal sense of social responsibility in civic engagement, and to actively and critically reflect on one's own identity and position in the world.

Semester SST

International SST units are one-semester immersion experiences. Spanish units are offered every year in Latin America. Currently, other semester SST units operate in Indonesia and Tanzania.

Students choose a language area and location for semester SST in consultation with their academic advisors. See planning and advising notes for individual majors to determine the best timing for SST. Students are urged to plan and sign up early for the semester-long international SST. Most students participate in semester units in their sophomore or junior years, but the opportunity is open to everyone.

At each location, Goshen faculty leaders arrange the academic program and give personal direction to a group of up to 23 students. The first six weeks of the term are spent studying the language and culture of the host country or community, focusing on a particular global topic. The faculty leader uses local resources to support a largely experiential learning program, including host family relationships, lectures, discussion, field trips, journal writing, readings, special projects, and examinations. During the last six weeks of the term, students work in a service assignment for community-engaged learning in another part of the country and complete an immersive community research project to present during the last week of the term. On SST, students live with host families throughout the term, often constituting their most significant cultural learning.

We hope that all students get the opportunity to spend a semester abroad on SST and will be working with each student in orientation to make sure that they are ready for the special challenge of living and studying abroad. Preparation includes a review of health, academic, and behavioral performance. Orientation takes place throughout the semester before departure.

The minimum GPA requirement to participate in all off-campus travel courses is 2.0. The Global Engagement Office will be in consultation with students who are near the GPA minimum the semester before leaving. Students must also receive a minimum of a C- in the language that is required for a particular unit. On location, all SSTers are expected to follow

both the standards of the college and the guidelines more specific to the norms of the host culture and host family. There are extra fees associated with all travel courses.

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

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

Student fees vary by unit location and from year to year. Please contact the Global Engagement Office for more information.

Language Prerequisites

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

1. Students participating in a foreign language unit will complete at least one elementary course in that language before leaving. Special languages are offered on campus especially for that SST group prior to departure. Students will complete their second language requirements while on SST. Students are encouraged to take additional language beyond the minimum requirement.
2. Competence in a language may be demonstrated by course credit, placement test, or CLEP test. See the director of global engagement for questions about individual situations.
3. Students participating in American Sign Language units in Ecuador need to establish 102-level competency at the outset of the term prior to departure. They are also highly encouraged to learn Spanish.

SST locations for 2026-2028 (tentative)

2026-27	Fall semester None	Spring semester Ecuador Tanzania	Summer semester Ecuador
2027-28	Fall semester None	Spring semester Ecuador Indonesia	Summer semester Ecuador

Credit Hours and Evaluation for Semester SST

World language.....	4
GLST 250 Cultural Perspectives.....	3
GLST 260 Global Topics:.....	3
GLST 270 Community Eng Learning:.....	3
GLST 305 SST Integration Capstone.....	2

Sequential SST

Following the same learning goals and course sequence as semester SST, students can choose to meet the global education requirement by doing SST courses one at a time during a regular semester on campus or in May or Summer terms. Students will take each of these courses within a series of sequenced courses focused on a global theme. Some of the current themes include Ecological Justice, Global Health and Equity, Hispanic Identities and Resilience, Arts and Purpose, Global Heartland, and Indigenous Perspectives.

GLST 241 Foundations.....	3
GLST 251 Cultural Perspectives.....	3

GLST 271 Community Engaged Learning.....	3
GLST 300 Global Issues.....	3

The Foundations course is offered on campus and prepares students with the concepts, skills, and place-specific knowledge for this SST. Cultural Perspectives and Community Engaged Learning courses are immersive/experiential classes that may travel abroad, in the US, locally, or virtually. Locations have included Puerto Rico, Guatemala, India, Chicago, Detroit, Elkhart County, London, and Northern Ireland. Global Issues is the capstone course on campus that puts the learning into a global context where students will reflect on their experience. Students are advised to choose their sequential SST in their first year and put it in their four-year plan so they can begin to take these courses in order as they are offered. Most courses are offered at least every 1-2 years. There are extra fees associated with the short-term travel courses, including room and board for commuter students.

Note: Courses designated for sequential SST may not be used to meet any other graduation requirements.

Language requirement for the SST sequential courses

Students taking SST one course at a time will also complete one of four options for language acquisition other than English:

1. Demonstrate competence at the 102 level of any world language
2. Demonstrate competence at the 101 level of two different languages
3. Demonstrate competence in one language at the 101 level and complete either Comm 206, Communication across Cultures or Engl 310, Linguistics (The latter two courses may not double count for something else if used to meet the language requirement.)
4. Demonstrate that the student's native language is not English, either via F-1 status or via approval by the director of global engagement.

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

Exceptions for nursing majors

Students with a major in nursing have a modified on-campus program available. The community health clinical course counts as the community engaged learning course. Students must take the following a course sequence in a theme to complete SST.

- Language prerequisite: one semester (101 level) of any world language by placement test, course credit, CLEP exam, or native language other than English.
- GLST 241, Foundations
- GLST 251, Cultural Perspectives
- GLST 300, Global Issues

II. Other Study Abroad Options with Goshen College

During the May term or summer, Goshen College may offer special courses abroad within academic departments. Locations vary, but recent courses have operated in Japan, London, and Spain. Credits may be earned in several areas, among them business, economics, art, music, theater, communication, religion, sustainability, nursing, and global studies.

III. Study Abroad with Other International Programs

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

- Mennonite Colleges and Universities Cross-Culturals
- Cultural Experiences Abroad (CEA)

- Council on International Educational Exchange (CIEE)
- Council of Christian Colleges and Universities (CCCCU)
- Lithuania Christian College (LCCU)
- Central American Study and Service (CASAS) in Guatemala

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

Financial Aid Policies

The Mennonite Colleges Consortium (Eastern Mennonite University, Bluffton University, Hesston College, and Bethel College) for cross-cultural programs allows the student to take an immersive cross-cultural program with another Mennonite College while still being registered at their own college and getting the credit directly on their transcript. They pay the same fees as they would for tuition, room and board plus whatever extra fees the other college charges. They can also continue to get their financial aid from their own university for this program.

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

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

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

HONORS PROGRAM

The honors program is designed for the traditional undergraduate student who attends Goshen College full time. As members of the larger GC community, the Honors Program seeks to enhance the learning experience of all GC students by cultivating intellectual and cultural humility in the classroom and beyond. The honors program cultivates deep learning in a community cohort to connect intellect, service, and faith into an ethical whole. This work will prepare students professionally as well as intellectually, as they enter the workforce and select graduate and professional programs ready to contribute, collaborate, and address challenges as opportunities.

Admission Criteria

The program seeks to be welcoming to all students who seek greater challenges in their college coursework and opportunities for leadership and civic engagement. High achieving high school students will be invited to participate during the college application process. Current GC students and transfer students may join the program during the sophomore or junior year, if qualified. After an application, the Honors director in collaboration with an Honors Advisory Committee will determine which students are admitted to the program.

1. Requirements for incoming first year students:
 - o Have graduated from high school and have taken less than 24 credits at another college
 - o High school GPA of 3.6 or higher on a 4.0 scale
 - o Submission of an honors application, which includes an essay
2. Requirements for transfer students
 - o Have taken at least 24 credits prior to admission to Goshen College
 - o College GPA of 3.6 or higher on a 4.0 scale
 - o Submission of an honors application, which includes an essay
3. Current GC students
 - o Good standing as a sophomore or junior student (completed 31-90 credits)
 - o College GPA of 3.6 or higher on a 4.0 scale
 - o Submission of an honors application, which includes an essay
 - o Students joining the program as sophomores or juniors may have either the HON 150 or the HON 200 requirement waived.

Honors Courses (15 credits)

- **HON 150, Honors Research & Writing** (3): for honors students only, a disciplinary approach that meets a GC requirement for first year students.
- **HON 200, Honors Perspectives** (3): for honors students only, a course that meets a GC Core requirement for second year students.
- **Depth credit added to a course** (3) in the major to meet the honors requirement for junior students (3+1). The depth credit is to be initiated by the student who would present what they intend to do for their depth credit project to the professor of the course.
- **HON 310, Honors Seminar** (2): a short course organized around a big question or interdisciplinary theme; students take at least **two** of these seminars during their four years in the program. Examples of these seminars include:
 - o Leadership Seminar with the GC President: students will participate in this course during their second year in the program. Focus on leadership development using a guided book study.

- Special topic: faculty-designed experience including travel, completion of a group service project, or other interdisciplinary topic. Offered during fall break, spring break or weekend.
- **Honors Capstone (3):** designated Capstone for honors students, which includes common integrative reading in philosophy with discussion visits by the GC President and other outside guests to address the learning outcomes; registration limited to juniors and seniors.

Student Learning Outcomes

At the conclusion of the program, students will be able to:

1. Apply knowledge of their academic discipline and how it relates to other disciplines to probe complex problems, make well-reasoned arguments and craft an original research or scholarly project.
2. Communicate spiritual and ethical commitments through a personal leadership philosophy.
3. Demonstrate service to the college and/or community through avenues such as civic engagement, building restorative relationships and working toward climate justice.
4. Articulate their role in a global community demonstrating intercultural communication skills to engage with people and communities across differences.

Other Program Requirements

1. Document leadership experience for at least 2 semesters on campus or off campus with the Honors Director. Examples of leadership could include serving as an officer of an on-campus club, leading an off-campus club or service group, or serving as a teaching assistant or peer mentor on campus. The Honors Director will consult with the Honors Advisory Committee to determine appropriate service and leadership activities to meet this requirement.
2. Complete a research or scholarly project with faculty supervision either via Maple Scholars, Hickory Scholars, Honors synthesis project (disciplinary capstone), or Research Experiences for Undergraduates (National Science Foundation program). Honors students will present their research at the Academic Symposium in their junior or senior year. While this is a requirement of the program, there is no credit attached to the experience. Students would qualify for the stipends available in the programs.
3. Successful completion (GPA of 3.6 or better) will be acknowledged on the official GC transcript and at graduation. This may include specialty stoles worn in the procession and notes in the program.
4. If a student falls below a 3.6 GPA while in the program they will be given 1 semester to raise the GPA back to 3.6 before they exit the program.

Advising Notes

The Honors director serves as a second faculty advisor for students in this program and will help them plan for honors courses each year and organize additional activities.

ACADEMIC PROGRAMS AND REQUIREMENTS

Below are comprehensive lists of all majors, minors, and certificates offered at Goshen College in this academic year. Subsequent pages detail the specific requirements for each program.

45 Majors Available in the Traditional Undergraduate Program

- Accounting
- Art
- Biology
- Broadcasting
- Business
- Chemistry
- Communication
- Computer Science
- Criminal Justice and Restorative Justice
- Deaf Studies
- Elementary Education
- Elementary Education/Special Education
- Elementary Education/English Learners
- Engineering Physics
- English
- Environmental and Marine Science
- Exercise Science
- Film Production
- Graphic Design
- History
- History Pre-Law
- Information Technology
- Interdisciplinary Studies
- Journalism
- Marketing
- Mathematics
- Molecular Biology/Biochemistry
- Music
- Nursing
- Peace, Justice, and Conflict Studies
- Physical Education
- Physics
- Psychology
- Public Health
- Religion
- Secondary Education (double major required)
- Sign Language Interpreting
- Social Work
- Sociology
- Spanish
- Sport Management
- Sustainability
- TESOL (Teaching English to Speakers of Other Languages)
- Theater
- Writing and Publishing

47 Minors Available in the Traditional Undergraduate Program

- Anabaptist-Mennonite Studies
- Art
- Bible and Religion
- Broadcasting
- Business
- Chemistry
- Communication
- Computer Science
- Conflict Transformation Studies
- Criminal Justice Restorative Justice
- Deaf Studies
- Disability Studies
- English
- Entrepreneurship
- Exercise Science
- Film Production
- Financial Management
- Game Development
- Global Studies
- Graphic Design
- Healthcare Management
- History
- Information Technology
- Journalism
- Marketing
- Mathematics
- Multimedia Communication
- Music
- Music for Social Change
- Music in Worship
- Musical Theater
- Peace and Justice Studies
- People and Culture Management
- Physical Education

- Political Studies
- Pre-Law Studies
- Psychology
- Public Health
- Sociology
- Spanish
- Sport Management
- Sustainability
- TESOL (Teaching English to Speakers of Other Languages)
- Theater
- Theological Studies and Christian Ministries
- Women's and Gender Studies
- Writing

Certificates Available

- Accelerated Licensure, Elementary or Secondary Education (post-bacc)
- Bible and Religion Education (for education majors only)
- Coaching
- Conflict Transformation
- Educational Interpreting (for sign language interpreting majors only)
- Global Health
- Healthcare Interpreting (for sign language interpreting majors only)
- Library Science
- Performance Interpreting (for sign language interpreting majors only)
- Transition to Interpreting (post-bacc)

ACCOUNTING

A major in Accounting is available. See also the Financial Management minor.

Major in Accounting

56 credit hours

ACC 200 Principles of Accounting.....	3
ACC 210 Accounting Information Systems.....	3
ACC 301 Cost Accounting.....	3
ACC 302 Intermediate Accounting I.....	3
ACC 303 Intermediate Accounting II.....	3
ACC 304 Individual Income Taxation.....	3
ACC 306 Intermediate Accounting III.....	3
ACC 405 Auditing.....	3
ACC 434 Business Income Taxation.....	3
BUS 155 The Organization of Business.....	3
BUS 220 Spreadsheet Skills.....	3
BUS 282 Business Analytics.....	3
BUS 310 Business Law.....	3
BUS 317 Financial Management.....	3
BUS 318 Operations Management.....	3
One of the following experience-focused courses.....	3
• ACC 409 Accounting Internship	
• BUS 309 Job-Connected Applied Learning	
• BUS 360 Java Junction Operations	
• BUS 370 Business Process Innovation	
• BUS 409 Business Internship	
BUS 410 Strategic Management Capstone.....	3
COSC 106 Foundations of Information Systems.....	2
ECON 200 Principles of Economics.....	3

Student Learning Outcomes

Graduates with a major in Accounting will:

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

Planning Guide

First year	Goshen Core The Organization of Business Principles of Accounting Spreadsheet Skills Foundations of Information Systems
Second year	Goshen Core Accounting Information Systems Principles of Economics Intermediate Accounting Business Analytics Operations Management
Third year	Goshen Core Individual Income Taxation Financial Management Business Income Taxation Experience-focused course
Fourth year	Goshen Core Auditing Business Law Cost Accounting Strategic Management Capstone

Planning and Advising Notes

Double Majors in accounting and business are not allowed due to the significant overlap in required courses. Accounting majors may consider completing a complementary minor based on career goals and/or personal interest.

Indiana requires 120 credit hours to take the CPA exam. Each state has unique CPA exam eligibility and licensing requirements. Students should work with their academic advisor to plan a course of study to meet the licensing requirements of a particular state.

Students may begin taking courses in Goshen College's MBA program upon earning 60 undergraduate credit hours and having a GPA of at least 2.50. Contact your academic advisor for more information.

Minimum academic requirement for majors: All accounting majors must earn a grade of C- or higher in all courses required for the major.

ANABAPTIST-MENNONITE STUDIES

A minor is available in Anabaptist-Mennonite studies. See also related majors in Religion and Peace, Justice, and Conflict Studies.

Minor in Anabaptist-Mennonite Studies

18 credit hours

Core courses selected from the following list.....12

- BIBL 321 Biblical Themes of Peace
- ENGL 207/307 Lit of Ethnicity, Gender, and Race
- HIST 318 Anabaptist/Mennonite History
- HIST 321 History of Mennonites in America
- One of the following related topics course or independent study
- HIST 375 Topics
- REL 315 Religion in Culture & Society

Elective courses selected from core courses above or the following list.....6

- HIST 304 Renaissance and Reformation
- MUS 311 Topics in Music Literature
- REL 320 Christian Theologies
- SOC 334 Race, Class & Ethnic Relations
- Related course taken at Anabaptist Mennonite Biblical Seminary
- Internship with a Mennonite organization or congregation

Student Learning Outcomes

Graduates with a minor in Anabaptist-Mennonite Studies will:

1. Demonstrate knowledge of Anabaptist history and theology.
2. Explore Anabaptist practice in a variety of creative fields: art, music, or literature.
3. Apply Anabaptist theology to current issues and problems.
4. Interpret personal and social moral responsibilities using the Anabaptist lens.

Planning and Advising Notes

It is assumed that students who apply the elective courses above to the minor will do a focused study (paper or project, e.g.) that makes an explicit connection with an Anabaptist-Mennonite topic.

Special resources at Goshen College include the Institute for the Study of Global Anabaptism (see goshen.edu/institutes/anabaptism/), the **Mennonite Historical Library**, the Archives of Mennonite Church USA, and *The Mennonite Quarterly Review*, a respected scholarly journal published by Goshen College.

ART

A major and a minor in Art are available. Visual arts education is available for grades P-12. See also Graphic Design, Marketing, and Multimedia Communication.

Major in Art

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

Core Courses for all art majors (29 credit hours)

ART 101 Drawing.....	3
ART 107 Foundations of Design.....	3
One 2-D course from the following.....	3
• ART 202 Painting	
• ART 205 Figure Drawing	
• ART 207 Printmaking	
One 3-D course from the following.....	3
• ART 204 Ceramics	
• ART 206 Sculpture	
• ART 217 Jewelry	
ART 241 History of Art I.....	3
ART 242 History of Art II.....	3
ART 343 Contemporary Art History.....	3
ART 255 Photography.....	3
ART 409 Internship.....	1
ART 410 Senior Seminar.....	3
ART 411 Senior Exhibit.....	1

Art Entrepreneurship Concentration (15 credit hours)

Two upper level studio electives.....	6
BUS 190 Personal Finance.....	3
BUS 244 Consumer Behavior Customer Journey.....	3
One of the following.....	3
• BUS 121 Entrepreneurship	
• BUS 316 Marketing Management	
• BUS 343 Brand, Identity, and Design	
• BUS 344 Digital & Social Media Marketing	

Studio Art Concentration (6 credit hours)

Two upper level studio electives.....	6
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Pre-Architecture Concentration (14 credit hours)

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

Two upper level studio electives.....	6
MATH 211 Calculus I.....	4
PHYS 203 General Physics.....	4

Advising note: Pre-architecture students should take Art 206, Sculpture as their 3-D art class.

Pre-Art Therapy Concentration (15 credit hours)

Pre-graduate school program. Graduate programs leading to a Master of Arts in Art Therapy require prerequisite coursework in studio art and psychology.

ART 312 Teaching Visual Arts.....3
 One upper level studio elective.....3
 Three of the following.....9

- PSYC 100 General Psychology
- PSYC 210 SW Developmental Psychology
- PSYC 306 Abnormal Psychology
- SOWK 221 SW Human Behavior

Art Education Concentration (16 credit hours)

In addition to this concentration, completion of the Secondary/All-Grade Education Major detailed in the Education section is needed for P-12 certification (35-38 credit hours).

ART 108 Digital Design.....3
 ART 312 Teaching Visual Arts.....4
 Three additional studio electives (Two must be 300 & above).....9

Advising note: All Art Education majors should take the following studio courses as they fit in their schedule: painting, printmaking, ceramics, and sculpture/jewelry.

Student Learning Outcomes

Graduates with a major in Art will:

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

Planning Guide

First year	Drawing Foundations of Design History of Art I or II Goshen Core courses
Second year	Painting or Printmaking Photography Balance of remaining first-level studio courses Begin art concentration courses History of Art I or II Goshen Core, including SST
Third year	History of Art I or II or Contemporary Art History Art concentration courses Seminar Goshen Core

Fourth year	Art internship Remaining major courses, concentration courses and electives Remaining Goshen Core and electives Senior Exhibit and Senior Seminar
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PLANNING AND ADVISING NOTES

At least one, but no more than two studio art courses are recommended per semester. At least 75 non-art credit hours are required for a Goshen College degree. For art education majors, student teaching meets the Art 409 Internship requirement. Students may not earn a double major in Art and Graphic Design.

Minor in Art

21 credit hours

ART 101 Drawing.....	3
ART 107 Foundations of Design.....	3
One of the following.....	3
• ART 241 History of Art I	
• ART 242 History of Art II	
ART 343 Contemporary Art History.....	3
9 credit hours of art electives; 5 or more must be upper level (300 and above).....	9

Student Learning Outcomes

Graduates with a minor in Art will:

1. Demonstrate technical proficiency in at least one medium.
2. Create artwork that communicates coherent, expressive content.

BIOCHEMISTRY

Major in Biochemistry

See Molecular Biology/Biochemistry pages for requirements, student learning outcomes, and planning information.

BIOLOGY

See also the Molecular Biology/Biochemistry and Environmental and Marine Science majors. Teacher certification is available in life sciences for grades 5-12.

Major in Biology

42-46 credit hours

BIOL 115 Ecology and Evolution.....	4
BIOL 120 Cell Biology and Genetics.....	4
BIOL 130 Organismal Biology.....	4
BIOL 331 Junior Research Seminar.....	2
BIOL 409 Biology Internship.....	0-3
BIOL 410 Biology Senior Seminar.....	1
Elective laboratory course.....	4
• BIOL 203 Human Anatomy & Physiology I	
• BIOL 300 Microbial Biology	
• BIOL 302 Developmental Biology	
• BIOL 303 Vertebrate Physiology	
• BIOL 311 Advanced Molecular Genetics	
• BIOL 341 Advanced Cell Biology	
Elective field biology course.....	4-5
• BIOL 200 Zoology	
• BIOL 201 Botany	
• BIOL 208 Geology, Meteorology & Climate Sci	
• BIOL 304 Marine Biology	
• BIOL 308 General Entomology	
• BIOL 324 Restoration Ecology	
• BIOL 334 Marine Ecology	
• BIOL 345 Forest Resources	
• BIOL 350 Ornithology	
Additional biology elective course from lists above.....	4
CHEM 111 General Chemistry.....	4
CHEM 112 General Chemistry.....	4
CHEM 303 Introduction to Organic Chemistry.....	4
Quantitative course (one of the following).....	3
• MATH 233 Statistical Models	
• PSYC 380 Statistics in Research	

Student Learning Outcomes

Graduates with a major in Biology will:

1. Demonstrate knowledge of core biological principles spanning all levels of hierarchy (cells to ecosystems).
2. Provide examples of the fundamental role that evolutionary principles have in structuring biological systems from the cell to ecosystems.
3. Design and implement experiments through developing research questions, designing research methods, and interpreting and analyzing data using statistical techniques.
4. Use strong oral and writing skills to communicate scientific concepts.

5. Articulate how faith and/or worldview informs personal bioethical attitudes and behaviors.
6. Reflect on the systems-level connections between core biological principles.
7. Demonstrate safety and competence in implementing basic biology laboratory and field skills: taxonomic identification, quantitative measurement, sterile technique, microscopy and slide use, and good experimental design.

Planning and Advising Notes

Students expecting to major in biology may take General Chemistry, Chem 111-112, in the second year, but students majoring in molecular biology/biochemistry must take it in the first year. A double major in biology, environmental science, or molecular biology/biochemistry is not allowed.

Teacher education in life sciences is available for grades 5-12. Courses needed within or in addition to biology major requirements are: Biol 201, Biol 207, Biol 208, Biol 300, Biol 303, Biol 311, and Phys 201. Also 36 credits of education courses, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year, if possible.

Planning Guide

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

BROADCASTING

A major and a minor in Broadcasting are available.

Major in Broadcasting

45 credit hours

COMM 101 Introduction to Communication.....	3
COMM 200 Communication Practice.....	2
COMM 202 Purposeful Presentation.....	3
COMM 204 Expository Writing.....	3
COMM 212 Digital Media Production.....	3
COMM 240 Communication Research.....	3
COMM 250 Journalism Essentials.....	3
COMM 260 Broadcast Writing.....	3
COMM 270 Media, Law & Ethics.....	3
COMM 290 Radio Operations.....	1
COMM 312 Advanced Digital Media Production.....	3
COMM 360 Broadcasting for the Public Good.....	3
COMM 383 Communication and Society.....	3
COMM 409 Internship.....	3
COMM 410 Senior Seminar.....	3
Additional course(s).....	3

- COMM 292 Adv DM Methods:Client Production
- COMM 294 Adv DM Methods:Pre-production
- COMM 296 Adv DM Methods:Production
- COMM 298 Adv DM Methods:Post-production
- COMM 314 Advanced Digital Media Immersion
- COMM 324 Principles of Public Relations
- COMM 326 Creating for the Web
- COMM 386 Film
- COMM 412 Special Project
- THEA 235 Your Powerful Voice

At least four semesters participation in WGCS/Globe Media.

Student Learning Outcomes

Graduates with a major in Broadcasting will:

1. Demonstrate knowledge of core communication principles and research methods.
2. Create a diverse multimedia portfolio.
3. Demonstrate a set of professional skills and competencies.
4. Engage the campus and community through co-curricular media involvement.
5. Demonstrate learning and competence in completing one or more internships.
6. Report that courses and other collegiate training prepared them for a position in communication or a related career.
7. Engage in meaningful discussions about media, professionalism, and ethics.
8. Promote professional excellence and student recognition.

Planning Guide

First year	Goshen Core Introduction to Communication Communication Research 100-299 level courses in major
Second year	Goshen Core Media Law and Ethics Expository Writing Other courses in major SST
Third year	Goshen Core Communication and Society Courses in major
Fourth year	Balance of Goshen Core Balance of major Internship Senior Seminar

Planning and Advising Notes

Comm 200, Communication Practice should be with a co-curricular closely related to the area of concentration. The Comm 409, Internship should be in the student's area of concentration. A portfolio or its equivalent is required for graduation.

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

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

Minor in Broadcasting

18 credit hours

COMM 101 Introduction to Communication.....	3
COMM 212 Digital Media Production.....	3
COMM 260 Broadcast Writing.....	3
COMM 360 Broadcasting for the Public Good.....	3
COMM 409 Internship.....	3
Courses selected from the following, at least 2 credit hours upper level (300 and above).....	3

- COMM 202 Purposeful Presentation
- COMM 204 Expository Writing
- COMM 240 Communication Research
- COMM 250 Journalism Essentials
- COMM 270 Media, Law & Ethics
- COMM 290 Radio Operations
- COMM 312 Advanced Digital Media Production
- COMM 383 Communication and Society

Student Learning Outcomes

Graduates with a minor in Broadcasting will:

1. Engage the campus and community through co-curricular media involvement.
2. Demonstrate learning and competence in completing one or more internships.

BUSINESS

A major and a minor in Business are available, as well as teacher certification for grades 5-12.

Major in Business

49-50 credit hours (Business core plus one concentration)

Business core courses for all business majors (31 credit hours)

ACC 200 Principles of Accounting.....	3
BUS 155 The Organization of Business.....	3
BUS 206 Adventures in Business.....	1
BUS 220 Spreadsheet Skills.....	3
BUS 244 Consumer Behavior Customer Journey.....	3
BUS 282 Business Analytics.....	3
BUS 307 Career Planning.....	1
One of the following experience-focused courses:.....	3
• BUS 309 Job-Connected Applied Learning	
• BUS 360 Java Junction Operations	
• BUS 370 Business Process Innovation	
• BUS 409 Business Internship	
BUS 410 Strategic Management Capstone.....	3
COSC 106 Foundations of Information Systems.....	2
ECON 200 Principles of Economics.....	3
PHIL 203 RW Living Ethically.....	3

People and Culture Management Concentration (18 credit hours)

BUS 315 People & Culture Management.....	3
BUS 318 Operations Management.....	3
BUS 364 Organizational Behavior.....	3
Choose One:.....	3
• PSYC 210 SW Developmental Psychology	
• SOWK 221 SW Human Behavior	
PJCS 325 Mediation:Process, Skills, Theory.....	3
SOC 200 Principles of Sociology.....	3

Data and Systems Management Concentration (19 credit hours)

BUS 318 Operations Management.....	3
COSC 216 Programming I.....	4
COSC 226 Introduction to Project Management.....	3
COSC 266 Introduction to Databases.....	3
COSC 356 Computer Networking & Security.....	3
COSC 357 Data Privacy and Security.....	3

Operations Management Concentration (18 credits)

ACC 301 Cost Accounting.....	3
BUS 312 Supply Chain Management.....	3
BUS 315 People & Culture Management.....	3
BUS 317 Financial Management.....	3

BUS 318 Operations Management.....3
 BUS 325 Bus Strategies for Sustainability.....3

Healthcare Management Concentration (18 credit hours)

BUS 315 People & Culture Management.....3
 BUS 316 Marketing Management.....3
 BUS 318 Operations Management.....3
 PUBH 200 Introduction to Public Health.....3
 PUBH 310 Public Health Policy & Administrat.....3
 PUBH 320 Perspectives in Global Health.....3

Student Learning Outcomes

Graduates with a major in Business will:

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

Planning Guide

First Year	Goshen Core The Organization of Business Consumer Behavior Spreadsheet Skills Foundations of Information Systems
Second Year	Goshen Core Principles of Accounting Concentration courses Adventures in Business Business Analytics Principles of Economics
Third Year	Goshen Core Experience-focused course Concentration courses
Fourth Year	Goshen Core Career Planning Strategic Management Capstone Concentration Courses

Planning and Advising Notes

Double majors in business and accounting or business and marketing are not allowed due to the significant overlap in required courses. Business majors may consider completing a complementary minor based on career goals and/or personal interest.

Minimum academic requirement for majors and minors: All business majors and minors must earn a grade of C- or higher in all courses required for the major or minor.

Teacher education certification is available for grades 5-12. Courses needed in addition to business major requirements are Bus 322 and either Econ 306 or Bus 350. Also required are 36 credits of education courses, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or fall of the sophomore year. See Education department information for more details.

Students may begin taking courses in Goshen College's MBA program upon earning 60 undergraduate credit hours and having a GPA of at least 2.50. Contact your academic advisor for more information.

Minor in Business

20 credit hours

ACC 200 Principles of Accounting.....	3
BUS 244 Consumer Behavior Customer Journey.....	3
COSC 106 Foundations of Information Systems.....	2
ECON 200 Principles of Economics.....	3
Nine credits of upper level business courses.....	9

Student Learning Outcomes

Graduates with a minor in Business will:

1. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business functions as well as the relationships between the various functions in a business.
2. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
3. Demonstrate effective communication in a variety of business contexts.

CHEMISTRY

A major and a minor in Chemistry are available. Teacher certification is available for grades 5-12. See also the major in Molecular Biology/Biochemistry.

Major in Chemistry

51 credit hours

CHEM 111 General Chemistry.....	4
CHEM 112 General Chemistry.....	4
CHEM 200 Analytical Chemistry.....	4
CHEM 303 Introduction to Organic Chemistry.....	4
CHEM 304 Intermediate Organic Chemistry.....	4
CHEM 310 Thermodynamics.....	4
CHEM 312 Quantum Mechanics.....	4
CHEM 409 Chemistry Internship.....	3
CHEM 410 Senior Seminar.....	3
CHEM 415 Inorganic Chemistry.....	4
MATH 211 Calculus I.....	4
MATH 213 Multivariate Calculus.....	4
PHYS 203 General Physics.....	4
PHYS 204 General Physics.....	4

Student Learning Outcomes

Graduates with a major in Chemistry will:

1. Possess broad knowledge of fundamental principles from organic, inorganic, analytical and physical chemistry and use this knowledge for solving problems.
2. Demonstrate key laboratory skills for designing, executing, analyzing, recording and reporting laboratory experiments.
3. Use effectively a broad range of modern scientific instruments.
4. Demonstrate effective written and oral communication.
5. Practice safe handling of chemicals.
6. Use modern library tools to access chemical information.
7. Successfully achieve career objectives for either employment or advanced education in graduate/professional programs.

Planning Guide

Options A & B

Year	Option A	Option B
First Year	Goshen Core General Chemistry Calculus I	Goshen Core General Chemistry Calculus I
Second Year	Goshen Core Organic Chemistry Analytical Chemistry Multivariate Calculus SST (summer)	Goshen Core Organic Chemistry General Physics Multivariate Calculus SST (summer)

Third Year	Goshen Core General Physics Quantum Mechanics Inorganic Chemistry	Goshen Core Analytical Chemistry Biochemistry (recommended) Thermodynamics SST (fall or summer)
Fourth Year	Balance of Goshen Core Biochemistry (recommended) Thermodynamics Internship Senior Seminar	Balance of Goshen Core Quantum Mechanics Inorganic Chemistry Internship Senior Seminar

Planning and Advising Notes

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

Teacher education is available for grades 5-12. In addition to the chemistry major, 36 credit hours of education courses are required, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or fall of the second year. For more details, see secondary education information.

Minor in Chemistry

24 credit hours

CHEM 111 General Chemistry.....	4
CHEM 112 General Chemistry.....	4
CHEM 200 Analytical Chemistry.....	4
CHEM 303 Introduction to Organic Chemistry.....	4
CHEM 304 Intermediate Organic Chemistry.....	4
Choice of one.....	4
• CHEM 310 Thermodynamics	
• CHEM 312 Quantum Mechanics	
• CHEM 415 Inorganic Chemistry	
• CHEM 430 Biochemistry	

Student Learning Outcomes

Graduates with a minor in Chemistry will:

1. Possess knowledge of fundamental principles from organic, analytical, physical chemistry and one advanced field (options include biochemistry, inorganic chemistry, thermodynamics and quantum mechanics), and use this knowledge for solving problems.
2. Demonstrate key laboratory skills for designing, executing, analyzing, recording and reporting laboratory experiments.
3. Effectively use a broad range of modern scientific instruments and interpret their data.
4. Demonstrate effective written and oral communication.
5. Practice safe handling of chemicals.
6. Use modern library tools to access chemical information.

COMMUNICATION

A major and a minor in Communication is available. See also majors and minors in Broadcasting, Journalism, and Film Production, and the minor in Multimedia Communication.

Major in Communication

44 credit hours (core + one concentration area)

Core courses (26 credit hours)

COMM 101 Introduction to Communication.....	3
COMM 200 Communication Practice.....	2
COMM 202 Purposeful Presentation.....	3
COMM 204 Expository Writing.....	3
COMM 240 Communication Research.....	3
COMM 270 Media, Law & Ethics.....	3
COMM 383 Communication and Society.....	3
COMM 409 Internship.....	3
COMM 410 Senior Seminar.....	3

Generalist concentration (18 credit hours)

Any communication courses, with advisor's approval.....	9
Any upper level communication or related courses, with advisor's approval.....	9
At least four semesters participation in Communication department co-curriculars.....	NC

Public Relations concentration (18 credit hours)

BUS 316 Marketing Management.....	3
COMM 108 Digital Design.....	3
COMM 250 Journalism Essentials.....	3
COMM 322 Organizational Communication.....	3
COMM 324 Principles of Public Relations.....	3
Choose one.....	3
• ART 208 Graphic Design 2: Typography	
• BUS 121 Entrepreneurship	
• BUS 220 Spreadsheet Skills	
• BUS 315 People & Culture Management	
• BUS 338 Professional Selling	
• COMM 255 Photography	
• COMM 260 Broadcast Writing	
• COMM 308 Feature Writing	
• COMM 326 Creating for the Web	
• COMM 350 Reporting for the Public Good	
• COMM 412 Special Project	
• THEA 235 Your Powerful Voice	

Student Learning Outcomes

Graduates with a major in Communication will:

1. Demonstrate knowledge of core communication principles and research methods.
2. Create a diverse multimedia portfolio.

3. Demonstrate a set of professional skills and competencies.
4. Engage the campus and community through co-curricular media involvement.
5. Demonstrate learning and competence in completing one or more internships.
6. Report that courses and other collegiate training prepared them for a position in communication or a related career.
7. Engage in meaningful discussions about media, professionalism, and ethics.

Planning Guide

First Year	Goshen Core Introduction to Communication Communication Research 100-299 level courses in major
Second Year	Goshen Core Media Law and Ethics Expository Writing Other courses in major SST
Third Year	Goshen Core Communication and Society Courses in major
Fourth Year	Balance of Goshen Core Balance of major Internship Senior Seminar

Planning and Advising Notes

Comm 200, Communication Practice should be with a co-curricular closely related to the area of concentration. The Comm 409, Internship should be in the student's area of concentration. A portfolio or its equivalent is required for graduation.

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

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

Minor in Communication

18 credit hours

COMM 101 Introduction to Communication.....	3
COMM 240 Communication Research.....	3
COMM 383 Communication and Society.....	3
Concentration courses selected with adviser's approval.....	9

Student Learning Outcomes

Graduates with a minor in Communication will:

1. Comprehend a core of knowledge in the field.

2. Report that courses and other collegiate training prepared them for a position in communication or a related career.

Planning and Advising Notes

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

COMPUTER SCIENCE

A major and a minor in Computer Science are available. See also the major and minor in Information Technology.

Major in Computer Science

51 credit hours

COSC 216 Programming I.....	4
COSC 316 Programming II.....	4
COSC 346 Human Computer Interaction.....	3
COSC 356 Computer Networking & Security.....	3
COSC 357 Data Privacy and Security.....	3
COSC 360 Operating Systems.....	4
COSC 365 Analysis of Algorithms.....	3
COSC 366 Database Design.....	3
COSC 406 Systems Analysis.....	3
COSC 409 Internship.....	3
COSC 410 Senior Seminar.....	1
COSC 416 Project Management.....	3
MATH 205 Discrete Mathematics.....	3
MATH 211 Calculus I.....	4
MATH 301 Linear Algebra.....	3
PHYS 304 Electronics.....	4

Student Learning Outcomes

Graduates with a major in Computer Science will:

1. Demonstrate proficiency in programming, software engineering, database design, networking, security, human computer interaction, operating systems, algorithm analysis, electronics, and systems analysis.
2. Demonstrate proficiency with the mathematical principles underlying computer science concepts and techniques.
3. Effectively communicate complex computing concepts orally, visually and in writing.
4. Function effectively in teams to accomplish programming project goals.
5. Design programs, implement, and evaluate said programs within systems and other software to meet the needs of organizations.
6. Analyze the local and global impact of computing technology on individuals, organizations, and society.
7. Demonstrate proficiency in engaging and using research from published literature and other resources to engage in a career in computing.

Planning Guide

Students may not double major in computer science and information technology with a concentration in programming. Students may double major in computer science and information technology with a concentration in business.

First Year	Goshen Core Computational Thinking (if needed) Programming I Calculus I or Discrete Math
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Second & Third Years	Goshen Core Upper level computing and related courses SST
Fourth Year	Balance of Goshen Core Remaining computing and related courses Internship Senior Seminar

Minor in Computer Science

18 credit hours

COSC 216 Programming I.....	4
COSC 316 Programming II.....	4
Any computer science courses (9 credits must be upper level).....	12

Student Learning Outcomes

Graduates with a minor in Computer Science will:

1. Demonstrate proficiency in programming and some other aspects of computer science
2. Effectively communicate complex computing concepts orally, visually, and in writing.
3. Function effectively in teams to accomplish programming project goals.

Planning and Advising Notes

If combining this minor with an Information Technology major or minor, there must be at least 8 unique credits in the computer science minor not double-counting with the information technology major or minor. Students may not double major in computer science and information technology with a concentration in programming. Students may double major in computer science and information technology with a concentration in business.

CONFLICT TRANSFORMATION STUDIES

A minor is available in Conflict Transformation Studies. See also the major in Peace, Justice and Conflict Studies, the minor in Peace and Justice Studies, and the Conflict Transformation certificate.

Minor in Conflict Transformation Studies

19 credit hours

PJCS 210 PX Transforming Conflict and Violence.....	3
PJCS 325 Mediation:Process, Skills, Theory.....	4
PJCS 410 Senior Advanced Work.....	1
One of the following:.....	3
• PJCS 347 Restorative Justice	
• PJCS 426 Conflict-Healthy Groups	
Choose three courses:.....	9
• BIBL 321 Biblical Themes of Peace	
• PJCS 201 PX Violence and Nonviolence	
• PJCS 202 PX Spiritual Path of Peacemaking	
• PJCS 310 Issues in PJCS	
• PJCS 332 Religion, Conflict and Peace	
• PJCS 347 Restorative Justice	
• PJCS 350 Dynamics/Theology of Reconciliation	
• PJCS 360 Designing for Social Change	
• PJCS 370 Personal Violence and Healing	
• PJCS 425 War and Peace in the Modern World	
• PJCS 426 Conflict-Healthy Groups	

Student Learning Outcomes

Graduates with a minor in Conflict Transformation Studies will:

1. Develop and apply skills for nonviolent ways of responding to personal conflict.
2. Identify, analyze, and address various forms of violence, from interpersonal through structural.
3. Demonstrate and apply knowledge of conflict and communication theory, process, and skills in personal and institutional settings.

CRIMINAL JUSTICE AND RESTORATIVE JUSTICE (CJRJ)

A major and a minor are available in Criminal Justice and Restorative Justice. Students in the program will develop an understanding of criminal justice history and practices, with a focus on social theories of crime, criminalization, and society. Restorative and transformative approaches to justice are an integral part of the program.

Major in Criminal Justice and Restorative Justice

44-46 credit hours

Core courses:

CJRJ 100 Introduction to Criminal Justice.....	3
CJRJ 200 Sociology of Crime and Deviance.....	3
CJRJ 310 Current Issues in Law Enforcement.....	3
PJCS 220 Inside Out.....	3
PJCS 347 Restorative Justice.....	3
SOC 200 Principles of Sociology.....	3
SOC 334 Race, Class & Ethnic Relations.....	3
SOC 391 Methods of Social Research.....	3
CJRJ 409 Internship.....	2-4
CJRJ 411 Senior Seminar.....	3

Understanding the Law

Choose one course from the list below.....	3
<ul style="list-style-type: none"> • CJRJ 307 Criminal Law • POSC 305 US Constitutional Law 	

Justice and Equity in Social Context

Choose two courses from the list below.....	3
<ul style="list-style-type: none"> • ECON 200 Principles of Economics • HIST 327 U.S. Immigration and Ethnic History • PHIL 203 RW Living Ethically • PJCS 201 PX Violence and Nonviolence • PJCS 350 Dynamics/Theology of Reconciliation • PJCS 370 Personal Violence and Healing • PSYC 200 Social Psychology • REL 316 Liberation Theologies • SOWK 221 SW Human Behavior • SOWK 229 PX Child Welfare • SOWK 245 Women's Concerns • WGS 200 Introduction to Gender Studies 	

Politics and the Public

Choose one course from the list below.....	3
<ul style="list-style-type: none"> • POSC 200 Introduction to Political Science • POSC 210 Introduction to Public Policy • PUBH 200 Introduction to Public Health • SOWK 322 Social Welfare Policy & Program I 	

Statistical and Communicative Capacity

Choose one course from the list below..... 3

- PSYC 380 Statistics in Research
- SPAN 201 Intermediate Spanish I
- ASL 201 American Sign Language 3
- SST language credit of 103 (Span, Fren, or ASL)

Student Learning Outcomes

Graduates with a major in Criminal Justice and Restorative Justice will:

1. Demonstrate and apply knowledge of conflict and violence, deviance and crime.
2. Identify the institutions that comprise Criminal Justice systems and how they relate to one another.
3. Engage with local levels of justice system through class trips and internships.
4. Create and implement restorative responses to addressing social injustices and social harms in our communities.
5. Articulate the origins of criminal behavior, society’s response to crime, and the consequences of crime to our society, utilizing multiple perspectives.
6. Demonstrate sufficient critical self-awareness to understand the influence of personal biases and values when interacting with diverse groups.
7. Apply theoretical frameworks to understanding the causes and prevention of crime, the processes of criminalization, and crime enforcement.
8. Utilize qualitative and quantitative research methods to collect and analyze data.
9. Demonstrate writing proficiency.
10. Demonstrate effective oral communication skills.

Planning Guide

First Year	Goshen Core SST language Intro to Criminal Justice Principles of Sociology Academic Voice
Second Year	Goshen Core Research & Writing Sociology of Crime and Deviance Research Methods Economics or Political Science course
Third Year	Goshen Core Violence and Nonviolence Restorative Justice Race, Class, and Ethnic Relations US Constitutional Law Additional courses required for CJRJ major
Fourth Year	Balance of Goshen Core Remaining courses required for CJRJ major Internship Senior Seminar

Planning and Advising Notes

Students should work with their academic advisor to select classes designed to help them apply their CJRJ major after graduation, depending upon their career aspirations.

Minor in Criminal Justice and Restorative Justice

18 credit hours

Core courses:

Choose Four.....12

- CJRJ 100 Introduction to Criminal Justice
- CJRJ 200 Sociology of Crime and Deviance
- CJRJ 307 Criminal Law
- CJRJ 310 Current Issues in Law Enforcement
- PJCS 347 Restorative Justice
- POSC 305 US Constitutional Law

Lower Elective:

Choose One.....3

- PJCS 220 Inside Out:
- POSC 200 Introduction to Political Science
- SOC 200 Principles of Sociology

Upper Elective

Choose One.....3

- PUBH 310 Public Health Policy & Administrat
- PJCS 325 Mediation:Process, Skills, Theory
- SOC 334 Race, Class & Ethnic Relations

Student Learning Outcomes

Graduates with a minor in Criminal Justice and Restorative Justice will:

1. Demonstrate and apply knowledge of conflict and violence, deviance and crime.
2. Identify the institutions that comprise Criminal Justice systems and how they relate to one another.
3. Engage with local levels of justice system through class trips and internships.
4. Demonstrate sufficient critical self-awareness to understand the influence of personal biases and values when interacting with diverse groups.

DEAF STUDIES

A major and a minor are available in Deaf Studies. See also the major in Sign Language Interpreting.

Major in Deaf Studies

39-43 credit hours (Core + one concentration area)

Core program: (27-30 credits, including Gallaudet semester)

ASL 215 Deaf Culture and History.....	3
ASL 202 American Sign Lang 4.....	4
ASL 307 American Sign Language 5.....	4
ASL 410 Senior Seminar.....	1
EDUC 300 Exceptional Learners.....	3

Gallaudet semester (12-15 credits)

Students will spend one immersive semester as a guest student at Gallaudet University. During this semester, they will take courses that transfer to Goshen College and enhance the chosen concentration. A minimum of 12 credits must be taken, and at least one course must be 300-level or higher. These courses may not count towards other Deaf Studies requirements. Course schedules must be determined in consultation with advisors.

Social Work concentration (12 credits)

SOWK 200 Introduction to Social Work.....	3
SOWK 209 Social Service Field Experience.....	3
SOWK 221 SW Human Behavior.....	3
SOWK 322 Social Welfare Policy & Program I.....	3

NOTE: For Social Work licensure, students must complete the full Social Work major (41 additional credits)

Education Concentration, Non-certification (13 credits)

ASL 409 ASL Internship.....	3
EDUC 201 Foundations of Education.....	4
One of the following courses.....	3
• PSYC 210 SW Developmental Psychology	
• Educ309	
Select one of the following.....	3
• ENGL 310 Introduction to Linguistics	
• ENGL 315 Global English	
• COMM 206 Communication Across Cultures	

Education Concentration with 5-12 certification (13 credits)

EDUC 201 Foundations of Education.....	4
ENGL 310 Introduction to Linguistics.....	3
Select two of the following courses.....	6
• COMM 206 Communication Across Cultures	
• EDUC 341 Mild Disabilities I	
• EDUC 348 Teaching Adolescents/Except Needs	

- ENGL 315 Global English

NOTE: For secondary education licensure, students must complete the secondary education co-major (36 additional credits)

Student Learning Outcomes

Graduates with a major in Deaf Studies will:

1. Effectively communicate with Deaf individuals using American Sign Language, with a variety of signing styles.
2. Analyze the impact of power, privilege and oppression within the Deaf community that results in Deaf people’s experience of prejudice, discrimination, inequity, and/or exclusion.
3. Apply skills in working with various Deaf participants within and outside of the Deaf community.
4. Demonstrate appropriate cultural interactions within the Deaf community, including the ability to communicate respectfully in a Deaf-culture setting.
5. Demonstrate a desire to serve and to nurture Deaf individuals from a social justice perspective.
6. Establish working and collegial relationships with community agencies, schools, and families to strengthen the advocacy relationship with Deaf individuals.

Planning Guide

First & Second Years	Goshen Core ASL 4 & 5 Deaf Culture and History
Third Year	Goshen Core Gallaudet Semester SW or Ed concentration courses
Fourth Year	Balance of Goshen Core Balance of SW or Ed concentration courses Internship Senior Seminar

Planning and Advising Notes

A Deaf Studies major does not on its own lead to licensure in education or social work. To become a licensed social worker or a licensed teacher in American Sign Language, students must also complete the major in social work or secondary education respectively.

Students majoring and minoring in Deaf Studies are required to earn a grade of C or above in each course. Courses may be repeated only once to attempt a higher grade.

Course selection for the Gallaudet semester will be made in consultation with your academic advisor. In order to earn enough upper-level credits for the major, at least one course at Gallaudet must be taken at the 300-level or higher.

Recommended elective courses for Deaf Studies majors include: Comm 202 Oral Communication; Comm 206 Communication Across Cultures; Phil 203 Living Ethically; Psyc 100 General Psychology; Soc 260 Human Sexuality.

Minor in Deaf Studies (19 credits)

ASL 215 Deaf Culture and History.....	3
ASL 201 American Sign Language 3.....	4
ASL 202 American Sign Lang 4.....	4
ASL 307 American Sign Language 5.....	4
ASL 409 ASL Internship.....	1
EDUC 300 Exceptional Learners.....	3

Student Learning Outcomes

Graduates with a minor in Deaf Studies will:

1. Effectively communicate with Deaf individuals using American Sign Language, with a variety of signing styles.
2. Apply skills in working with various Deaf participants within and outside of the Deaf community.
3. Demonstrate appropriate cultural interactions within the Deaf community, including the ability to communicate respectfully in a Deaf-culture setting.
4. Establish working and collegial relationships with community agencies, schools, and families to strengthen the advocacy relationship with Deaf individuals.

DISABILITY STUDIES

A minor is available in Disability Studies. This interdisciplinary minor will explore various topics related to disabilities and focus on disability issues in today’s society. This minor draws from a variety of disciplines and allows students to gain knowledge and skills in the area of disability studies from many perspectives. A field placement (FP) in an ability diverse setting is required.

Minor in Disability Studies

18 credit hours

EDUC 300 Exceptional Learners.....	3
EDUC 341 Mild Disabilities I.....	3
EDUC 348 Teaching Adolescents/Except Needs.....	3
PJCS 210 PX Transforming Conflict and Violence.....	3
Choose 2 from the following courses.....	6
• INT 380 The Deaf Community: Subcultures	
• KIN 320 Adaptive Physical Activity & Sport	
• BIOL 212 NW Empathic Animals	
• PSYC 306 Abnormal Psychology	
• SOWK 221 SW Human Behavior	
• CJRJ 200 Sociology of Crime and Deviance	
• PUBH 200 Introduction to Public Health	
• EDUC 209 Educational Psychology	
• PJCS 325 Mediation:Process, Skills, Theory	
• PJCS 347 Restorative Justice	

Student Learning Outcomes

Graduates with a minor in Disability Studies will:

1. Describe foundational social, cultural, historical, and philosophical perspectives in the study of disability in society.
2. Recognize disability as a fundamental facet of human diversity and determine ways to advocate for improved quality of life and justice for people with disabilities.
3. Position disability as a social justice issue by participating in learning opportunities that address inequities and injustices affecting the lives of people with disabilities.
4. Apply critical thinking skills to examine issues related to disability and intersection with their major areas of study.

EDUCATION

The Goshen College Teacher Education Department is accredited by the **Council for the Accreditation of Educator Preparation (CAEP)** and all programs below were approved in the 2020 CAEP accreditation decision.

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

School systems in the area cooperate with Goshen College to provide strong and varied student teaching experiences. Pre-service teachers experience a broad spectrum of classroom situations. During the student teaching experience, students will work 12 or more weeks full time in a local school system and will be supervised by classroom teachers and college professors. After satisfactorily completing an approved teaching program and the appropriate Praxis II exams, students will apply and be recommended for licensure. **Visit education department.**

Education Programs Available

Elementary Education (K-6)

Upon completion of a major in elementary education, pre-service teachers are eligible to be certified to teach kindergarten through sixth grade. Fieldwork takes place in a variety of classroom settings where pre-service teachers learn to teach language arts, math, social studies, science, art, physical education and music. Approaches to classroom management, discipline and evaluation are also explored. To meet state licensure requirements, elementary K-6 majors also need a minor in a licensable area to show an area of specialty.

Elementary Education/Special Education (K-6 or K-12)

Certification in Exceptional Needs: Mild Intervention for K-6 is offered in conjunction with an elementary education certificate. It is a certification that must be completed simultaneously since Exceptional Needs does not stand alone as a separate program. To complete this program, 12 additional hours (Student Teaching: Exceptional Needs, Special Education Issues, Mild Disabilities I, and Mild Disabilities II) are added to the elementary education program. For Mild Intervention K-12 certification, one additional course is needed: Educ 348.

Elementary Education/English Learners (K-6)

Certification in English Learners for K-6 is offered in conjunction with an elementary education certificate. To complete this program, 17 additional hours (Expository Writing, Introduction to Linguistics, Global English, English Grammar, Methods of Teaching English to Speakers of Other Languages and TESOL practicum for 160 hours) are added to the elementary education program. We recommend that students selecting this certification program select Comm 206, Communication Across Cultures as one of their elective courses.

All-Grade Education in English Learners, Music, Physical Education or Visual Arts (P-12)

Students planning to teach in these content areas will double major in Secondary/P-12 Education and one of the following: music, physical education, art, or TESOL. Upon completion of this double major, students can be certified to teach their selected subject in elementary, middle, and high schools.

Secondary Education (5-12)

Students planning to teach in middle or high schools will double major in Secondary/P-12 Education and one of the fields listed below. Upon completion of the program, they will be eligible for licensure in grades 5-12:

- Biology
- Business
- Chemistry
- Deaf Studies
- English
- History
- Mathematics
- Physics
- Spanish

Transition to Teaching Programs

Transition to Teaching is offered at the master’s level in the MAT program.

Special Attributes of Goshen’s Teacher Education Program

See the **Education department webpages** for more information.

1. Elementary and exceptional needs dual certification program
2. English learners certification for K-6 or P-12
3. Bible and religion or coaching certificate for teachers (see below)
4. Environmental education experience at Merry Lea Environmental Learning Center
5. Laboratory kindergarten in collaboration with the public schools on campus
6. Curriculum Library, Aschliman Peace Arts Center (APAC), and Royer Reading Room

Admission to the Teacher Education Program

Students apply for admission to the Goshen College Teacher Education program at the end of the Foundations of Education class, taken at the end of the first year. Admission to the program requires:

- One of the following:
 - Successful completion of the Praxis I exam in reading, writing, and mathematics
 - ACT scores of 18 or higher
 - Math/Reading SAT scores of 970 (SAT taken on or after March 1, 2016)
 - A master’s degree
- A review of the high school record
- Successful performance in early fieldwork experiences
- Supportive references
- A written essay

Teacher Education students must maintain a 2.8 grade point average (GPA) overall, and within their content area. All education courses and courses for the license content area must be passed with a C or higher. Because the field of education is continually changing, education courses taken more than 15 years prior to admission to the program will not be accepted for transfer credit.

Major in Elementary Education (K-6)

Modified Goshen Core program (63-76 credit hours)

Language Arts

CORE 110 Academic Voice:Speaking and Writing.....	3
Core 1XX (various), Research and Writing.....	3
EDUC 307 Children’s & Adolescent Literature.....	3

Science

PHYS 215 NW Climate Change.....	3
SUST 340 Field Experience in Env Ed.....	3

Mathematics

MATH 131 Elementary School Math Concepts I.....	3
MATH 132 Elementary School Math Concepts II.....	3

History and Social Science

HIST 105 American History I.....	3
EDUC 209 Educational Psychology.....	3
HIST 217 Geography and Culture.....	3

Physical Education

CORE 115 Wellness for Life.....	1
KIN 309 Physical Education for Children.....	2

Humanities

EDUC 330 Fine Arts for Children.....	3
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Bible/Religion/Philosophy/Peace Studies

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

International/Intercultural Education

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

Professional education courses (K-6)

(37 credit hours)

EDUC 201 Foundations of Education.....	3
EDUC 244 Learning Environments.....	3
EDUC 300 Exceptional Learners.....	3
EDUC 301 Curriculum Studies:Math.....	2
EDUC 303 Literacy I:Developmental.....	3
EDUC 304 Curriculum Studies:Social Studies.....	2
EDUC 308 Curriculum Studies:Science.....	2
EDUC 401 Child Dev & Early Lit Practicum.....	1
EDUC 402 Student Teaching:Elementary.....	12
EDUC 406 Literacy II: Diagnostic.....	3
EDUC 409 Elementary Education:Seminar.....	3

Requirements for Exceptional Needs: Mild Intervention (K-6)

(12 credit hours)

EDUC 341 Mild Disabilities I.....	3
EDUC 343 Mild Disabilities II.....	3

EDUC 346 Special Education Issues.....1
 EDUC 415 Student Teaching:Exceptional Needs..... 5

Additional course for Exceptional Needs: Mild Intervention K-12 certification:

EDUC 348 Teaching Adolescents/Except Needs..... 3

**Requirements for English Learners (K-6)
 (17 credit hours)**

ENGL 204 Expository Writing..... 3
 ENGL 310 Introduction to Linguistics.....3
 ENGL 315 Global English.....3
 ENGL 319 English Grammar.....1
 ENGL 320 Methods of TESOL.....4
 ENGL 325 TESOL Practicum.....4

Note: Those earning EL certification who choose to complete the SST one-course-at-a-time program are encouraged to select Comm 206, Communication across Cultures as one of their courses.

Student Learning Outcomes

The Goshen College Educator Preparation Program uses the following core proficiencies to structure curriculum and candidate evaluation. These seven proficiencies blend unique GC values with the INTASC Model Core Teaching Standards.

- 1. Learner and Learning:** The candidate understands and applies their knowledge of how learners develop, recognizing that individuals’ development varies across cognitive, linguistic, social, emotional, and physical domains.
- 2. Learning Environments:** The candidate creates and maintains inclusive environments that support learning, positive social interaction, and active engagement.
- 3. Content Knowledge:** The candidate understands the core knowledge, skills, and ideas in the discipline(s) that they teach.
- 4. Curriculum:** The candidate applies content and pedagogical knowledge to plan curriculum that engages learners in critical thinking, creativity, and problem solving.
- 5. Instruction:** The candidate uses a variety of instructional strategies to help all learners develop comprehensive content knowledge, skillfully apply that knowledge, and make interdisciplinary connections.
- 6. Assessment:** The candidate uses multiple methods of assessment to monitor learner progress, reflect on their own instructional practice, and promote student learning.
- 7. Professional Practice:** The candidate engages in ongoing professional learning, demonstrates ethical practice, and collaborates with families and colleagues to ensure learner growth and well-being.

Candidates’ knowledge, skills, and dispositions will be evaluated on the above core proficiencies throughout the course of the program, in the context of both coursework and field experience.

Planning Guide Elementary Education

First Year	Identity, Culture & Community Academic Voice Research & Writing American History Wellness for Life Engaging the Bible Foundations of Education Climate Change (NW Perspective) Transforming Conflict & Violence (PX Perspective) Geography & Culture
Second Year	Children's and Adolescent Literature Exceptional Students Foreign language Expository Writing (required for English Learners certificate; strongly recommended for others) Artistic World course Math Concepts for Elementary Classroom I & II Educational Psychology (SW Perspective) Physical Education for Children Learning Environments SST (spring) or on-campus alternate Linguistics (EL certificate) English Language (EL certificate)
Third Year	Religious World course Field Experience in Environmental Biology Curriculum Studies: Math Curriculum Studies: Science Curriculum Studies: Social Studies Mediation: Process, Skills & Theory (strongly recommended) Fine Arts for Children Child Development & Early Literacy Practicum Mild Disabilities I (Exceptional Needs Certificate) Mild Disabilities II (Exceptional Needs Certificate) TESOL Methods (EL certificate) English Grammar (EL certificate) Literacy I: Developmental Literacy II: Diagnostic
Fourth Year	Global Issues Seminar (for alternate SST) Elementary Education Seminar Special Education Issues (Exceptional Needs Certificate) Student Teaching (fall) Student Teaching: Exceptional Needs (spring) (Exceptional Needs Certificate) TESOL Practicum (EL Certificate) Conflict-healthy Groups (strongly recommended)

Planning and Advising Notes

It is assumed that teacher education students will complete an international or domestic SST experience. In unusual cases and because the teacher education program includes significant intercultural training, the domestic alternative for both elementary and secondary education majors may be modified as follows: Two of the following three courses: GLST 241, 251, 271; GLST 300; Language requirement: 102 level of any world language by placement test, course credit, or CLEP (or native language other than English).

Secondary/All-Grade Education Major (grades 5-12 or P-12)

(35-38 credit hours)

Professional Education Requirements

EDUC 201 Foundations of Education.....	3-4
EDUC 209 Educational Psychology.....	3
EDUC 300 Exceptional Learners.....	3
EDUC 321 Curr & Instruct I: Middle School.....	3-4
EDUC 324 Curr & Instruct II: High School.....	3-4
EDUC 403 Secondary Education Seminar.....	3
EDUC 405 Student Teaching:Secondary.....	12
PJCS 210 PX Transforming Conflict and Violence.....	3
Choose one of the following:.....	1-2
• EDUC 325 Sec Curr & Instr:Content Methods	
• EDUC 401 Child Dev & Early Lit Practicum	

Required: Co-Major in the Content Area: All secondary education majors select a second major that corresponds with the content area that they intend to teach. In many cases, course requirements within the subject-area major differ from those for non-education students. Consult both the course listings and the advising notes on the catalog pages for the appropriate department.

Planning Guide Secondary Education

First Year	Identity, Culture & Community Wellness for Life Academic Voice Research & Writing Engaging the Bible Transforming Conflict and Violence (PX Perspectives) Other Goshen Core courses Introductory courses in major
Second Year	Goshen Core Foundations of Education Exceptional Learners Courses in major SST (spring)
Third Year	Goshen Core Educational Psychology Curriculum & Instruction I & II Secondary Curriculum & Instruction: Content Methods (5-12 only) Child Development & Early Literacy Practicum (P-12 only) Courses in major/content area
Fourth Year	Student Teaching (fall) Education Seminar Balance of Goshen Core Balance of major and certification requirements

Planning and Advising Notes

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

Certificate in Bible and Religion Education

13 credit hours

This certificate is not a state teaching license, but will suggest to a potential employer that the education student has had additional study in Bible and religion. The one-credit field experience helps students explore religious curriculum, instruction and related issues in both the public and private school contexts.

CORE 120 Engaging the Bible.....	3
Religious World course.....	3
One course selected from this list (Bible/Christianity emphasis):.....	3
• REL 316 Liberation Theologies	
• REL 318 Anabaptist/Mennonite History	
• REL 320 Christian Theologies	
• REL 374 Congregational Ministries	
One course selected from this list (philosophy and religion emphasis):.....	3
• PJCS 332 Religion, Conflict and Peace	
• PJCS 350 Dynamics/Theology of Reconciliation	
• REL 315 Religion in Culture & Society	
• REL 317 Islam	
• EDUC 407 Field Studies	

Student Learning Outcomes

Graduates with a certificate in Bible and Religion Education will:

1. Demonstrate scriptural literacy and develop a range of interpretive skills for understanding and applying sacred texts and symbols.
2. Demonstrate knowledge of the varied theologies, convictions, and worldviews of local and global Christian communities as well as their roles in society.
3. Apply pedagogical knowledge to develop appropriate curriculum and instruction for both religious and public school contexts.

ENGINEERING PHYSICS

A major in Engineering Physics is available and combines three years at Goshen College with two years at one of the top engineering schools in the country.

Major in Engineering Physics

56 credit hours

The following course requirements are for students in the 3-2 engineering program.

PHYS 105 Physics & Engineering	2
PHYS 203 General Physics	4
PHYS 204 General Physics	4
PHYS 220 Engineering Statics	3
PHYS 302 Analytical Mechanics	3
PHYS 304 Electronics	4
PHYS 310 Thermodynamics	3
PHYS 410 Senior Seminar	3
Physics elective PHYS 303, 313 or 210	3
CHEM 111 General Chemistry	4
CHEM 112 General Chemistry	4
MATH 211 Calculus I	4
MATH 212 Calculus II	4
MATH 213 Multivariate Calculus	4
MATH 321 Differential Equations	3
COSC 216 Programming I	4

Student Learning Outcomes

Graduates with a major in Engineering Physics will:

1. Apply principles from primary physical theories: mechanics, electricity and magnetism, and thermodynamics.
2. Demonstrate facility with mathematical and computational tools of an engineer or a physicist: calculus, differential equations, programming languages, computational environments, and spreadsheets.
3. Demonstrate facility with laboratory equipment and ability to analyze and visualize data using tools such as graphing, curve fitting, and statistical analysis.
4. Carry out independent design projects and research, both individually and collaboratively.
5. Demonstrate oral and written communication skills to present technical matters to a variety of audiences.

Engineering 3-2 program

The 3-2 engineering program combines a liberal arts background from Goshen College with an engineering degree from one of the leading engineering schools in the nation. The student spends three years at Goshen College and two years at the engineering school.

Goshen College will grant the B.A. degree when the student completes both the engineering curriculum at the partner school and the Goshen College requirements. Goshen College has formal 3-2 partnership program agreements with the University of Notre Dame (South Bend, Ind.), Case School of Engineering of the Case Western Reserve University (Cleveland, Ohio), and Valparaiso University (Valparaiso, Ind.). Transfer to other engineering schools is possible and common but is done on an individual basis.

University of Notre Dame

Admission to engineering studies at Notre Dame is granted to a student with a 3.6 overall grade point average, upon recommendation of the physics department. Engineering fields available at University of Notre Dame are:

- Aerospace
- Chemical
- Civil
- Computer
- Electrical
- Environmental
- Mechanical

Valparaiso University

Admission to engineering studies at Valparaiso is granted to a student with a 3.0 overall grade point average, upon recommendation of the physics department. Engineering fields available at Valparaiso University are:

- Bioengineering
- Civil
- Computer
- Electrical
- Environmental
- Mechanical

A student entering Goshen College with one or more AP courses accepted may want to consider the following electives at Goshen College which would replace required courses at the partner school: Math 301: Linear algebra (Notre Dame or Valparaiso) or Math 323: Probability and Statistics (Valparaiso).

Planning Guide

First Year	Goshen Core Calculus I & II General Physics I & II Physics and Engineering (first year seminar) Programming I Multivariate Calculus
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Second Year	Goshen Core General Chemistry I & II Differential Equations Engineering Statics Thermodynamics Foreign language
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Third Year	Goshen Core Electronics Analytical Mechanics SST (spring or summer)
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Planning and Advising Notes

If the student attends only six semesters at Goshen, the senior seminar and elective may be fulfilled by transferring courses from the engineering school back to Goshen College. The transfer courses need not be close curricular matches. In similar fashion, the NW perspectives

course required in the CORE may be met by transferring a course from the engineering school. Students who remain at Goshen for more than six semesters must meet the full major and CORE requirements.

ENGLISH

A major and minor in English are available, as well as teacher certification in English/language arts for grades 5-12. See also majors and minors in Writing and Publishing, and TESOL (Teaching English to Speakers of Other Languages).

Major in English

40-41 credit hours

ENGL 201 World Literature in English.....	3
ENGL 204 Expository Writing.....	3
ENGL 300 Philosophy, Interpretation and Culture.....	3
ENGL 315 Global English.....	3
ENGL 326 History of Lit in English I.....	3
ENGL 327 History of Lit in English II.....	3
ENGL 409 Senior Practicum.....	1-2
ENGL 410 Senior Seminar.....	3
Elective courses in the English department.....	18

Student Learning Outcomes

Graduates with a major in English will:

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

Planning Guide

First Year	Goshen Core Academic Voice Research & Writing World Literature Introduction to Creative Writing (recommended) Artistic World Perspective (recommended)
Second Year	Goshen Core Expository Writing Philosophy, Interpretation, and Culture History of Literature in English I & II SST

Third Year	Goshen Core Diverse Voices in American Literature (recommended) Global English English electives
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Fourth Year	Balance of Goshen Core Balance of major and related courses Senior Practicum Senior Seminar
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Planning and Advising Notes

Students earning Advanced Placement (AP), International Baccalaureate (IB), or CLEP credit in English are strongly encouraged to take Engl 204 during the first year.

Nine credit hours of the English elective courses in the major must be upper level (300-499). Most AP and IB literature and language courses will count as credits toward graduation, but not toward the English major. Exception: An IB-HL score of 5 or higher in English may replace World Literature in the major.

English courses designated as SST courses may count toward either SST or the major, but not both.

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

Teacher education certification is available for grades 5-12 in English/Language Arts education. In addition to or as part of the English major, students complete Engl 235, Engl 319, Comm 202, Educ 303, Educ 307, and one credit of either Comm 200 or Engl 290. Students also complete 36 credit hours of education courses. Students completing student teaching for English/Language Arts Secondary Education do not need to take Engl 409, Senior Practicum, but they do need Engl 410, English Senior Seminar. The first education class, Educ 201, should be taken in May term of the first year or fall of the sophomore year. See the Education department for more details about secondary education requirements.

Minor in English

18 credit hours

ENGL 204 Expository Writing.....	3
Any courses in the English department.....	15

Note: At least 8 credits must be 300 level or above. AP, IB or CLEP credit may not count toward this minor.

ENTREPRENEURSHIP

A minor in Entrepreneurship is available. See also the major and minor in Business.

Minor in Entrepreneurship

18 credit hours

BUS 121 Entrepreneurship.....	3
BUS 244 Consumer Behavior Customer Journey.....	3
Four of the following (at least 8 credit hours must be upper level):.....	12

- ACC 200 Principles of Accounting
- BUS 209 Field Experience
- BUS 282 Business Analytics
- BUS 315 People & Culture Management
- BUS 316 Marketing Management
- BUS 344 Digital & Social Media Marketing
- BUS 360 Java Junction Operations
- BUS 402 Applied Entrepreneurship

Student Learning Outcomes

Graduates with a minor in Entrepreneurship will:

1. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in entrepreneurial ventures.
2. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
3. Demonstrate effective communication in a variety of entrepreneurship contexts.

Planning and Advising Notes

Minimum Academic Requirements: All entrepreneurship minors must earn a grade of C- or higher in all courses required for the minor. Failure to attain this level of achievement requires the student to either repeat the course (for specific requirements) or take an additional course (an option for elective courses) and achieve a grade of C- or higher.

ENVIRONMENTAL AND MARINE SCIENCE

A major in Environmental and Marine Science is available. See also the major and minor in Sustainability.

Major in Environmental and Marine Science

53-59 credit hours (Core courses and one track)

Core courses (34-38 credit hours):

BIOL 115 Ecology and Evolution.....	4
BIOL 120 Cell Biology and Genetics.....	4
BIOL 130 Organismal Biology.....	4
BIOL 207 NW Roots of Environmental Crisis.....	3
BIOL 324 Restoration Ecology.....	4
BIOL 331 Junior Research Seminar.....	2
BIOL 335 Natural Resources Seminar.....	1
BIOL 409 Biology Internship.....	0-3
BIOL 410 Biology Senior Seminar.....	1
CHEM 111 General Chemistry.....	4
CHEM 112 General Chemistry.....	4
Choose one:.....	3-4
• BIOL 235 Geographic Information Systems	
• MATH 233 Statistical Models	
• PSYC 380 Statistics in Research	

Ecology track (19-20 credit hours)

Plant course (one of the following).....	4
• BIOL 201 Botany	
• BIOL 345 Forest Resources	
Animal course (two of the following).....	7-8
• BIOL 200 Zoology	
• BIOL 304 Marine Biology	
• BIOL 308 General Entomology	
• BIOL 338 Aquatic Physiology	
• BIOL 350 Ornithology	
Applications (one of the following).....	4
• BIOL 208 Geology, Meteorology & Climate Sci	
• BIOL 222 Soil Science	
• BIOL 235 Geographic Information Systems	
• SUST 350 Sustainability & the Built Environ	
CHEM 303 Introduction to Organic Chemistry.....	4

Earth and Climate Science track (21 credit hours)

BIOL 208 Geology, Meteorology & Climate Sci.....	4
BIOL 222 Soil Science.....	4
BIOL 232 Oceanography.....	3
BIOL 235 Geographic Information Systems.....	4

Two of the following.....6

- ECON 309 Environmental Economics
- PHYS 215 NW Climate Change
- SOC 320 Environmental Sociology

Marine Biology track (21 credit hours)

BIOL 304 Marine Biology.....4
 BIOL 232 Oceanography.....3

Taken at the J.N. Roth Marine Biology station in Florida Keys in the fall semester as one set of courses:

BIOL 334 Marine Ecology.....5
 BIOL 344 Marine Conservation.....5
 BIOL 409 Biology Internship.....3
 BIOL 400 Biology Research.....1

Student Learning Outcomes

Graduates with a major in Environmental & Marine Science will:

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

Planning and Advising Notes

Students choosing the ecology track may elect to take General Chemistry, Chem 111-112, in the first year. A double major in biology, environmental science, or molecular biology/biochemistry is not allowed.

Planning Guide

First Year	Goshen Core Ecology & Evolution (fall) Cell Biology & Genetics (spring) Organismal Biology (spring)
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Second & Third Years

Goshen Core
General Chemistry
SST
Roots of Environmental Crisis (spring)
Statistics course
Natural Resources Policy Seminar
Restoration Ecology
Junior Research
Seminar Courses in specified track

Fourth Year

Courses in specified track
Balance of Goshen Core
Internship
Senior Seminar

EXERCISE SCIENCE

A major and minor in Exercise Science is available. See also the majors and minors in Physical Education and Sport Management, as well as the Coaching certificate.

Major in Exercise Science

44 credit hours

BIOL 203 Human Anatomy & Physiology I.....	4
BIOL 204 Human Anatomy & Physiology II.....	3
One Chemistry class.....	4
• CHEM 101 Introductory Chemistry	
• CHEM 103 NW Chemistry and Health	
• CHEM 111 General Chemistry	
CHEM 220 Human Nutrition.....	3
KIN 102 First Aid & CPR.....	1
KIN 103 Basic Athletic Training.....	2
KIN 150 Introduction to Kinesiology.....	3
KIN 200 Principles of Aerobic Conditioning.....	1
KIN 242 Weight Training.....	1
KIN 315 Applied Biomechanics.....	3
KIN 317 Exercise Physiology.....	4
KIN 375 Exercise Testing.....	2
KIN 400 Exercise Prescription.....	3
KIN 410 Senior Seminar.....	3
Courses selected from the following:.....	6
• BIOL 155 Medical Terminology	
• KIN 320 Adaptive Physical Activity & Sport	
• KIN 345 Theory & Techniques of Coaching	
• KIN 350 Sport Culture and Psychology	
• PHYS 201 College Physics	
• PHYS 203 General Physics	
• PSYC 380 Statistics in Research	
• PUBH 210 Culturally Responsive Health Promot	
• PUBH 330 Epidemiology	
Practicum or internship (choose one).....	1-3
• KIN 269 Sports Medicine Practicum	
• KIN 352 Personal Training Practicum	
• KIN 353 Group Instruction Practicum	
• KIN 354 Facility Management Practicum	
• KIN 409 Internship	

Student Learning Outcomes

Graduates with a major in Exercise Science will:

1. Explain scientific principles, exercise concepts, and theories.
2. Describe historical aspects in exercise science and careers.

3. Analyze physical activity, sport, and exercise performance from anatomical, biomechanical, and physiological perspectives.
4. Participate in regular physical activity and maintain a healthy level of physical fitness.
5. Demonstrate techniques of a variety of aerobic and anaerobic activities as well as resistance training exercises.
6. Apply professional personal training protocols and behavior: attire, communication, relationships, responsibility, initiative, and the ability to empower and motivate clients.
7. Conduct appropriate exercise tests, then analyze and apply the results in developing appropriate and safe exercise programs for a variety of clients.
8. Demonstrate readiness for an entry level physical activity, sport, exercise, or health related profession or readiness for graduate school.

Planning and Advising Notes

This major is a good option for students interested in personal fitness training, cardiopulmonary rehabilitation, or going on to graduate school in exercise science, athletic training or physical therapy. Pre-physical therapy and athletic training students should take additional courses recommended for admission into graduate programs.

Planning Guide

First & Second Year	Core 115, Wellness for Life Chemistry class Human Anatomy & Physiology I & II Introduction to Kinesiology First Aid & CPR Basic Athletic Training Weight Training Principles of Aerobic Conditioning Goshen Core
Third Year	Goshen Core Human Nutrition *Exercise Prescription *Exercise Testing *Applied Biomechanics *Exercise Physiology
Fourth Year	Practicum or Internship Kinesiology Senior Seminar Electives in exercise science Balance of Goshen Core

**Alternate year classes*

Minor in Exercise Science

28 credit hours

BIOL 203 Human Anatomy & Physiology I.....	4
Choose one chemistry class	
• CHEM 101 Introductory Chemistry	
• CHEM 103 NW Chemistry and Health	
• CHEM 111 General Chemistry	
KIN 150 Introduction to Kinesiology.....	3

KIN 200 Principles of Aerobic Conditioning.....	1
KIN 242 Weight Training.....	1
KIN 315 Applied Biomechanics.....	3
KIN 317 Exercise Physiology.....	4
KIN 330 Motor Learning.....	3
KIN 375 Exercise Testing.....	2
KIN 400 Exercise Prescription.....	3

Student Learning Outcomes

Graduates with a minor in Exercise Science will:

1. Explain scientific wellness principles, exercise concepts and theories.
2. Describe historical aspects in exercise science and careers.
3. Analyze and evaluate physical activity and exercise performance from anatomical, biomechanical, and physiological perspectives.
4. Demonstrate techniques of a variety of aerobic and anaerobic activities, as well as resistance training exercises.
5. Apply professional personal training protocols and knowledge of professional behavior (skills & dispositions): attire, communication, relationships, responsibility, initiative, and the ability to empower and motivate clients.
6. Conduct appropriate exercise tests, analyze and apply results in developing appropriate and safe personal exercise programs for a variety of clients.

FINANCIAL MANAGEMENT

A minor in Financial Management is available.

Financial Management Minor

18 credit hours

ACC 200 Principles of Accounting.....	3
ACC 301 Cost Accounting.....	3
BUS 220 Spreadsheet Skills.....	3
BUS 317 Financial Management.....	3
Choose one.....	3
• BUS 318 Operations Management	
• BUS 312 Supply Chain Management	
BUS 332 Investing in Capital Markets.....	3

Student Learning Outcomes

Graduates with a minor in Financial Management will:

1. Understand how accounting principles, financial management concepts, and cost analysis techniques are used to evaluate organizational performance and inform managerial decision-making.
2. Apply quantitative tools and financial models to analyze investment opportunities and make appropriate capital allocation decisions.

Planning and Advising Notes

Accounting majors completing the Financial Management minor must complete both BUS 318, Operations Management and BUS 312, Supply Chain Management.

Minimum academic requirements for majors and minors: All Financial Management minors must earn a grade of C- or higher in all courses required for the minor.

FILM PRODUCTION

A major and minor in Film Production is available. See also the major and minor in Communication and Broadcasting.

Major in Film Production

49 credit hours

COMM 101 Introduction to Communication.....	3
COMM 200 Communication Practice.....	1
COMM 202 Purposeful Presentation.....	3
COMM 212 Digital Media Production.....	3
COMM 240 Communication Research.....	3
COMM 265 Screenwriting.....	3
COMM 270 Media, Law & Ethics.....	3
COMM 312 Advanced Digital Media Production.....	3
COMM 386 Film.....	3
COMM 409 Internship.....	2
COMM 410 Senior Seminar.....	3
COMM 411 Film Capstone Research.....	1
COMM 413 Senior Film Capstone.....	3
Two additional production courses:.....	6
• COMM 292 Adv DM Methods:Client Production	
• COMM 294 Adv DM Methods:Pre-production	
• COMM 296 Adv DM Methods:Production	
• COMM 298 Adv DM Methods:Post-production	
• COMM 314 Advanced Digital Media Immersion	
• COMM 375 Motion Design	
One Theater department course 200 level and above.....	3
COMM 390 LA Film Industry Intensive.....	6

Student Learning Outcomes

Graduates with a major in Film Production will:

1. Demonstrate knowledge of core communication principles and research methods.
2. Create a diverse multimedia portfolio.
3. Demonstrate a set of professional skills and competencies.
4. Engage the campus and community through co-curricular media involvement.
5. Demonstrate learning and competence in completing one or more internships.
6. Report that courses and other collegiate training prepared them for a position in communication or a related career.
7. Engage in meaningful discussion about media, professionalism, and ethics.
8. Connect to the film industry and produce a capstone film that demonstrates a level of mastery of the film form in their senior year.

Planning Guide

First Year	Goshen Core Intro to Communication Digital Media Production Other 200-level courses in major
Second Year	Goshen Core Advanced Digital Media Production Other 200 and 300-level courses in major SST
Third Year	Goshen Core May Term in LA Courses in major Film Capstone Research
Fourth Year	Balance of Goshen Core May Term in LA Balance of major Senior Seminar Senior Film Capstone

Planning and Advising Notes

This major cannot be completed solely in residence at Goshen College. It requires one May Term in LA with our Comm 390 LA Film Industry Intensive term or an approved alternative off-campus program, including Comm 409. In order to register for the LA Film Industry Intensive, a student must be in good standing with the department, have a minimum GPA of 2.5, and not have any outstanding holds on their account. The student will be responsible for additional trip costs for the May Term LA Film Industry Intensive course that will cover travel, some meals, lodging, short film production costs, and other costs. The May Term semester will be 4 credit hours plus an additional 2 credit hours that the students will pay for above and beyond the trip costs.

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

A maximum of 46 credit hours in communication courses may be applied to a degree. Also, no more than 12 credit hours in experiential learning (Comm 209, 409 or 412) may be applied.

Minor in Film Production

18 credit hours

COMM 212 Digital Media Production.....	3
COMM 265 Screenwriting.....	3
Two courses from the following, at least 3 credits of 300 level or above.....	6
• COMM 292 Adv DM Methods:Client Production	
• COMM 294 Adv DM Methods:Pre-production	
• COMM 296 Adv DM Methods:Production	
• COMM 298 Adv DM Methods:Post-production	
• COMM 312 Advanced Digital Media Production	
• COMM 314 Advanced Digital Media Immersion	
• COMM 375 Motion Design	

- COMM 386 Film

COMM 390 LA Film Industry Intensive.....6

Student Learning Outcomes

Graduates with a minor in Film Production will:

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

Planning and Advising Notes

This minor cannot be completed solely in residence at Goshen College. It requires one May Term in LA with our Comm 390 LA Film Industry Intensive term, or an approved alternative off-campus program, including Comm 409. In order to register for the LA Film Industry Intensive, a student must be in good standing with the department, have a minimum GPA of 2.5, and not have any outstanding holds on their account. The student will be responsible for additional trip costs for the May Term LA Film Industry Intensive course that will cover travel, some meals, lodging, short film production costs and other costs. The May Term semester will be 4 credit hours plus an additional 2 credit hours that the students will pay for above and beyond the trip costs.

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

GAME DEVELOPMENT

A minor in Game Development is offered. See also the major and minor in Computer Science.

Minor in Game Development

23 credit hours

ART 101 Drawing.....	3
ART 205 Figure Drawing.....	3
COMM 375 Motion Design.....	3
COSC 216 Programming I.....	4
COSC 316 Programming II.....	4
COSC 270 Intro to Game Development.....	3
COSC 370 Advanced Game Development.....	3

Student Learning Outcomes

Graduates with a minor in Game Development will:

1. Demonstrate an understanding of game design types and how those differing types are addressed through game mechanics.
2. Demonstrate the ability to evaluate programming languages and effectively utilize scripting in games.
3. Manage and support the team environments structure and responsibilities of the game development team.
4. Demonstrate the ability to reasonably use animation and game production tools.
5. Understand and be proficient in the mathematics and physics concepts needed for game development.
6. Understand the application and demonstrate competent use of artificial intelligence in game development.
7. Understand and demonstrate the aspects of creating single person or multiple player games.

GLOBAL STUDIES

A minor in Global Studies is available to students who have completed the semester immersive SST or equivalent experience.

Minor in Global Studies

30 credit hours

A semester of SST.....	15
5 courses selected from the Global Studies courses.....	15

Global Studies Courses Currently on Rotation

ASL 215 Deaf Culture and History
 COMM 206 Communication Across Cultures
 GLST 241 Foundations
 GLST 251 Cultural Perspectives
 GLST 271 Community Engaged Learning
 GLST 300 Global Issues
 ECON 308 Economic Development
 ENGL 201 World Literature in English
 ENGL 315 Global English
 ENGL 320 Methods of TESOL
 HIST 314 Modern China
 HIST 344 Latin American History
 REL 316 Liberation Theologies
 REL 317 Islam
 REL 315 Religion in Culture & Society
 SOC 315 Religion in Culture and Society
 SOC 230 Ethnography and Culture
 SOC 240 African Societies and Cultures
 SOC 242 Native American Societies & Culture
 SOC 320 Environmental Sociology
 SOC 334 Race, Class & Ethnic Relations

Student Learning Outcomes

Graduates with a minor in Global Studies will:

1. Apply knowledge about the world's cultures and people to responsible, open-minded and respectful work across a spectrum of differences.
2. Engage in critical analysis of complex, interdependent global systems that impact people's lives and the earth's sustainability.
3. Demonstrate the skills necessary to function effectively across cultural differences.
4. Apply their skills in collaborative global settings to real world problems.

Planning and Advising Notes

This minor is available only to students who have completed SST or an equivalent semester of immersive, experiential cross-cultural study. In consultation with an advisor, a student chooses courses from global studies list. A limit of two courses in this minor may duplicate courses in a major, at the discretion of the major advisor. Courses in this minor may not duplicate courses in another minor.

GRAPHIC DESIGN

A major and a minor in Graphic Design are available. See also Art, Game Development, Marketing, and Multimedia Communication.

Major in Graphic Design

41 credit hours

ART 101 Drawing.....	3
ART 107 Foundations of Design.....	3
ART 108 Digital Design.....	3
One of the following:.....	3
• ART 205 Figure Drawing	
• ART 207 Printmaking	
ART 208 Graphic Design 2: Typography	
One of the following:.....	3
• ART 242 History of Art II	
• ART 343 Contemporary Art History	
ART 255 Photography.....	3
ART 308 Graphic Design 3: Methods & Process.....	3
ART 408 Graphic Design 4: Advanced Design.....	3
ART 409 Internship.....	1
ART 410 Senior Seminar.....	3
ART 411 Senior Exhibit.....	1
Three of the following:.....	9
• BUS 244 Consumer Behavior Customer Journey	
• BUS 316 Marketing Management	
• BUS 344 Digital & Social Media Marketing	
• COMM 212 Digital Media Production	
• COMM 326 Creating for the Web	
• COMM 375 Motion Design	

Student Learning Outcomes

Graduates with a major in Graphic Design will:

1. Demonstrate technical proficiency using professional design software.
2. Use principles of design and typography to create effective visual communication.
3. Be able to define and assess communication goals and design appropriate and creative solutions at a professional level.
4. Demonstrate preparedness to incorporate design into their lives after graduation in a variety of ways, within or in addition to a career.

Planning Guide

First Year	Digital Design Foundations of Design Photography or Drawing First level courses in the major Goshen Core courses
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Second Year	Photography or Drawing Graphic Design 2: Typography Balance of remaining first-level studio courses History of Art II or Contemporary Art History Goshen Core, including SST
Third Year	History of Art II or Contemporary Art History Graphic Design 3: Methods & Processes Upper level art courses and electives Seminar Goshen Core
Fourth Year	Graphic Design Internship Graphic Design 4: Advanced Graphic Design Remaining major courses and electives Remaining Goshen Core and electives Senior Exhibit

Planning and Advising Notes

At least one, but no more than two studio art courses are recommended per semester. At least 75 non-art credit hours are required for a Goshen College degree. Students may not earn a double major in Art and Graphic Design.

Minor in Graphic Design

21 credit hours

ART 107 Foundations of Design.....	3
ART 108 Digital Design.....	3
ART 208 Graphic Design 2: Typography.....	3
ART 255 Photography.....	3
ART 308 Graphic Design 3: Methods & Process.....	3
ART 408 Graphic Design 4: Advanced Design.....	3
COMM 326 Creating for the Web.....	3

Student Learning Outcomes

Graduates with a minor in Graphic Design will:

1. Demonstrate technical proficiency using professional design software.
2. Use principles of design and typography to create effective visual communication.

HEALTHCARE MANAGEMENT

A minor in Healthcare Management is available. See also the major in Business with a Healthcare Management concentration.

Healthcare Management Minor

21 credit hours

ACC 200 Principles of Accounting.....	3
BUS 220 Spreadsheet Skills.....	3
BUS 244 Consumer Behavior Customer Journey.....	3
BUS 315 People & Culture Management.....	3
BUS 364 Organizational Behavior.....	3
PUBH 200 Introduction to Public Health.....	3
PUBH 310 Public Health Policy & Administrat.....	3

Student Learning Outcomes

Graduates with a minor in Healthcare Management will:

1. Understand consumer decision-making processes and customer journey concepts in healthcare contexts.
2. Understand socioeconomic, behavioral, and environmental factors that influence health outcomes.
3. Demonstrate an understanding of the people and culture management strategies, organizational behavior theories, and leadership concepts to address workforce challenges in healthcare.

Planning and Advising Notes

Business majors with a concentration in Healthcare Management may not earn this minor.

Minimum academic requirement for majors and minors: All Healthcare Management minors must earn a grade of C- or higher in all courses required for the minor.

HISTORY

A major and a minor in History are available, as well as Social Studies Teacher Education for grades 5-12. See also the major in History Pre-Law and minors in Political Studies, Pre-Law Studies, and Anabaptist-Mennonite Studies.

Major in History

41-52 CREDIT HOURS (CORE AND ONE CONCENTRATION AREA)

Core requirements (32 credit hours)

One of the following:.....	3
• ENGL 203 Introduction to Creative Writing	
• ENGL 204 Expository Writing	
• ENGL 300 Philosophy, Interpretation and Culture	
HIST 212 SW Thinking About the Dead.....	3
HIST 409 Internship.....	2
HIST 410 Seminar: Historical Thinking.....	3
HIST 411 Seminar: Thesis.....	3
U.S. and world history courses, at least 15 credit hours upper level (300 and above).....	18

Social Science Concentration (9 credit hours)

One course selected from each of three fields below:

- Economics
- Political science
- Sociology
- Peace, justice, and conflict studies

Humanities Concentration (9 credit hours)

One course selected from each of three fields below:

- Literature
- Philosophy
- Bible or religion
- Art, Music or Theater history

Social Research Concentration (9 credit hours)

Three courses selected from the list below:.....9

- POSC 210 Introduction to Public Policy
- SOC 200 Principles of Sociology
- SOC 230 Ethnography and Culture
- SOC 380 Statistics in Research
- SOC 391 Methods of Social Research
- SOC 392 Junior Seminar in Social Research

Planning and advising notes for social research concentration: Internship and senior seminar work should utilize various research skills. The student's faculty advisor will encourage taking additional elective courses in economics, sociology and political science. This concentration is designed to provide the student with library, statistical and field-research skills useful in business, public administration, law and other practical pursuits. A variety of history courses provides a broad perspective rather than merely a technical orientation.

Public History Concentration (9 credit hours)

Three courses selected from the list below:

ART 108 Digital Design
ART 255 Photography
BUS 121 Entrepreneurship
BUS 220 Spreadsheet Skills
COMM 215 AW Turning the Lens Documentary Film
COMM 324 Principles of Public Relations

Planning and advising notes for public history concentration: Internship and senior seminar work should be tailored around public history skills and experience. The student's faculty advisor will encourage taking additional elective courses to round out the skill set. This concentration is designed to provide the student with a background for working in museums, libraries, archives, heritage sites, historic preservation, and graduate school programs in public history.

Social Studies Education Concentration (22 credit hours)

The following are distinct courses needed for teacher licensure. Eighteen of these credits fulfill the history elective requirement, and the 22 remaining credits fulfill the requirements for licensure in historical perspectives and government and citizenship.

Choose one of the following:

- BIOL 207 NW Roots of Environmental Crisis
- PHYS 215 NW Climate Change

ECON 200 Principles of Economics
HIST 101 Ancient Roots of Cultures
HIST 211 SW Revolution!
HIST 217 Geography and Culture
HIST 315 War/Peace 20th Century Europe
HIST 323 Colonial & Revolutionary America
HIST 326 Recent American History
HIST 327 U.S. Immigration and Ethnic History
HIST 400 Advanced Study
POSC 200 Introduction to Political Science
POSC 210 Introduction to Public Policy
POSC 305 US Constitutional Law
SOC 200 Principles of Sociology

Planning and advising notes for social studies teacher education: Upon completing this course plan and passing the state licensure exams, students may be licensed in Social Studies: Historical Perspectives (5-12) and Social Studies: Government and Citizenship (5-12). In addition, 36 credits of education courses are required, including a fall semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or fall of the sophomore year. See the education major pages and website for more details about requirements.

Student Learning Outcomes

Graduates with a major in History will:

1. Demonstrate knowledge of basic historical patterns, principles and theories.
2. Skillfully communicate historical arguments in both written and oral form.

3. Identify and interpret both primary and secondary sources effectively as evidence.
4. Analyze, construct and support historical arguments from a variety of perspectives.
5. Interpret the moral responsibilities of the historian's work for his/her own future.

Planning Guide

First Year	Goshen Core 100 or 200-level history courses
Second Year	Goshen Core Thinking about the Dead Additional history courses Courses in concentration SST (fall or spring)
Third Year	Goshen Core History Seminar: Historical Thinking Upper-level history Balance of concentration
Fourth Year	Balance of Goshen Core Balance of major History Seminar: Thesis Internship

Minor in History

18 credit hours

Choose one of the following:.....3

- HIST 101 Ancient Roots of Cultures
- HIST 105 American History I
- HIST 211 SW Revolution!
- HIST 212 SW Thinking About the Dead

Additional history courses, at least 9 credit hours upper level (300 and above).....12

HIST 410 Seminar: Historical Thinking.....3

HISTORY PRE-LAW

A major is offered in History Pre-Law. See also the minor in Pre-Law Studies.

Major in History Pre-Law

45 credit hours

COMM 204 Expository Writing.....	3
One of the following.....	3
• HIST 211 SW Revolution!	
• HIST 214 SW American Culture Wars	
HIST 212 SW Thinking About the Dead.....	3
One of the following.....	3
• POSC 200 Introduction to Political Science	
• POSC 210 Introduction to Public Policy	
Five upper-level History, at least 2 non-U.S.....	15
US History	
• HIST 323 Colonial & Revolutionary America	
• HIST 326 Recent American History	
• HIST 327 U.S. Immigration and Ethnic History	
Non-US History	
• HIST 314 Modern China	
• HIST 315 War/Peace 20th Century Europe	
• HIST 318 Anabaptist/Mennonite History	
• HIST 344 Latin American History	
• HIST 330 Gender in World History	
POSC 305 US Constitutional Law.....	3
CJRJ 307 Criminal Law.....	3
One of the following related courses.....	3
• BUS 310 Business Law	
• PJCS 325 Mediation:Process, Skills, Theory	
• PJCS 347 Restorative Justice	
HIST 409 Internship.....	3**
HIST 410 Seminar: Historical Thinking.....	3
HIST 411 Seminar: Thesis.....	3

Planning and Advising Notes

** Must be in the legal field or adjacent; 1 credit hour of Law School application prep and professional communication training at the National Immigration Justice Center. Senior thesis in HIST411 should also be tailored around the legal field and related topics. Students wanting a minor should refer to the Pre-law studies minor page.

Student Learning Outcomes

Graduates with a minor in History Pre-Law will:

1. Demonstrate knowledge of basic historical context and patterns, legal principles, and political theories.
2. Efficiently read and interpret historical, cultural, political, and legal evidence in the form of primary and secondary sources.

3. Skillfully construct and communicate arguments in both written and oral form.
4. Analyze, support, and refute arguments from a variety of perspectives.
5. Interpret the moral responsibilities of these tasks for their professional future in a way that cultivates empathy, civic community, and transformative justice.

Planning Guide

HIST 411 Seminar: Thesis

First year	Goshen Core Thinking about the Dead Revolution or Culture Wars
Second year	Goshen Core Introduction to Political Science or Public Policy Expository Writing SST (fall or spring)
Third year	Goshen Core U.S. Constitutional Law Business Law or Restorative Justice or Mediation Upper level history courses Internship
Fourth year	Balance of Goshen Core Criminal Law Upper level history courses HIST410 Seminar HIST411 Seminar

INFORMATION TECHNOLOGY

A major and a minor in Information Technology are available. See also the major and minor in Computer Science and Business.

Major in Information Technology

47 credit hours (IT Core plus one concentration)

IT Core Courses (34 credit hours)

COSC 106 Foundations of Information Systems.....	2
COSC 206 Computational Thinking.....	3
COSC 216 Programming I.....	4
COSC 226 Introduction to Project Management.....	3
COSC 266 Introduction to Databases.....	3
COSC 346 Human Computer Interaction.....	3
COSC 356 Computer Networking & Security.....	3
COSC 360 Operating Systems.....	4
One of the following experience-focused courses:.....	3
• BUS 309 Job-Connected Applied Learning	
• BUS 360 Java Junction Operations	
• BUS 370 Business Process Innovation	
• BUS 409 Business Internship	
COSC 411 Business Application Programming.....	3
MATH 233 Statistical Models.....	3

Business Concentration (13 credit hours)

ACC 200 Principles of Accounting.....	3
BUS 155 The Organization of Business.....	3
BUS 206 Adventures in Business.....	1
BUS 282 Business Analytics.....	3
BUS 318 Operations Management.....	3

IT Programming Concentration (13 credit hours)

COSC 316 Programming II.....	4
COSC 357 Data Privacy and Security.....	3
COSC 366 Database Design.....	3
MATH 205 Discrete Mathematics.....	3

Student Learning Outcomes

Graduates with a major in Information Technology will:

1. Identify and articulate how personal values and ethical considerations inform and impact computing practice and business decisions.
2. Demonstrate an understanding of roles, goals, key concepts, methods, and tools utilized in specific information technology functions as well as the relationships between information technology and the various functions in a business.
3. Intentionally prepare for a career in information technology.
4. Function effectively on teams and employ self- and peer-advocacy to address bias in interactions, establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables.

5. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
6. Demonstrate effective communication in a variety of business contexts
7. Demonstrate the ability to work productively with individuals in a diversity of roles and with varying interests in the outcome.

Planning Guide

First Year	Goshen Core Foundations of Information Systems Computational Thinking Introduction to Project Management or Introduction to Databases Programming I The Organization of Business (Business concentration)
Second Year	Goshen Core Introduction to Project Management or Introduction to Databases Principals of Accounting (Business concentration) Adventures in Business (Business Concentration) Programming II (Programming concentration)
Third & Fourth Years	Goshen Core Statistical Models Upper-level major courses

Planning and Advising Notes

Double majors in information technology and computer science are allowed but are extremely difficult to complete due to the number of credit hours required. As a more practical alternative, information technology majors may want to consider completing a complementary minor based on career goals and/or personal interest.

Minimum academic requirement for majors and minors: All information technology majors and minors must earn a grade of C- or higher in all courses required for their major or minor.

Students may begin taking courses in Goshen College’s MBA program upon earning 60 undergraduate credit hours and having a GPA of at least 2.50. Contact your academic advisor for more information.

Minor in Information Technology

18-21 credit hours

Choose one of the following:.....	2-3
• COSC 106 Foundations of Information Systems	
• COSC 206 Computational Thinking	
COSC 216 Programming I.....	4
COSC 266 Introduction to Databases.....	3
COSC 356 Computer Networking & Security.....	3
Choose 2 upper-level courses.....	6-7
• COSC 316 Programming II	
• COSC 346 Human Computer Interaction	
• COSC 357 Data Privacy and Security	

- COSC 360 Operating Systems
- COSC 366 Database Design
- BUS 315 People & Culture Management
- BUS 318 Operations Management

Student Learning Outcomes

Graduates with a minor in Information Technology will:

1. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific information technology functions as well as the relationships between information technology and the various functions in a business.
2. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
3. Demonstrate effective communication in a variety of business contexts.

Planning and Advising Notes

If combining this minor with a computer science major or minor, there must be at least 8 unique credits in the information technology minor not double-counted with the computer science major or minor.

INTERDISCIPLINARY STUDIES

An interdisciplinary major offers students an opportunity to design a major that fits their unique interests, experience, and needs. With training in two or three disciplines, students can develop interconnected knowledge and skills that equip them to succeed in rapidly changing fields or prepare for interdisciplinary graduate programs. Students work with the program director and departmental advisors to create a plan of study from two or three majors.

Interdisciplinary major

Two-discipline program (47-52 credit hours)

Primary concentration (24 credit hours)

Students identify a primary discipline that serves as a foundation for their major. In conjunction with a departmental advisor, the student selects the following:

Required courses (100 to 300-level).....	12
Skills/Methods/Research course.....	3
Additional courses (200 to 400-level) from department's required and elective courses.....	9

Secondary concentration (21 credit hours)

Students identify a second discipline that complements their primary discipline. In conjunction with a departmental advisor, the student selects the following:

Required courses (100 to 300-level).....	12
Additional courses (200 to 400-level) from department's required and elective courses.....	9

Senior seminar and internship (2-7 credit hours)

Senior seminar from one of the major areas selected above.....	1-4
Internship from the same major as the senior seminar.....	1-3

Three-discipline program (50-55 credit hours)

A student may design a program that is an intersection of three fields of study. In conjunction with the program director and departmental advisors, the student selects courses from a primary concentration (24 credit hours; same as above) and two concentrations (12 credit hours each), along with an internship and senior seminar.

Primary concentration (24 credit hours)

Students identify a primary discipline that serves as a foundation for their major. In conjunction with a departmental advisor, the student selects the following:

Required courses (100 to 300-level).....	12
Skills/Methods/Research course.....	3
Additional courses (200 to 400-level) from department's required and elective courses.....	9

Secondary concentrations (12 credit hours each)

Students identify two disciplines that provide skills, knowledge, and values that complement their primary discipline.

Concentration two

Required courses (100 to 300-level).....9
 Additional courses (300 to 400-level) from department's required and elective courses.....3

Concentration three

Required courses (100 to 300-level).....9
 Additional courses (300 to 400-level) from department's required and elective courses.....3

Senior seminar and internship (2-7 credit hours)

Senior seminar from one of the major areas selected above.....1-4
 Internship from the same major as the senior seminar.....1-3

Student Learning Outcomes

Graduates with a major in Interdisciplinary Studies will:

1. Comprehend foundational knowledge, methodology, and theory in two or more disciplines.
2. Identify the interdisciplinary skills and dispositions developed through the concentration areas.
3. Identify career and vocational goals and implement a supervised experiential learning opportunity or internship.
4. Demonstrate problem-solving skills through critical thinking, research, collaboration, and integration for a capstone project.
5. Integrate disciplinary perspectives with professional, ethical, and intercultural values.

Planning and Advising Notes

The interdisciplinary program director will be the primary advisor and will lead coordination with departmental advisors in different concentrations.

At least one 3-credit course in each department must be completed in residence at Goshen College. Courses in an interdisciplinary major may not duplicate courses counted in any other major or minor.

Upper-level credits needed: Not including the senior seminar and internship, a minimum of 15 credit hours in the major must be upper-level courses (300-499). The Two Discipline program requires at least 6 credit hours of upper-level courses in each concentration. The Three discipline program requires 6 upper-level credit hours in the primary concentration and at least 3 upper-level credit hours in the second and third concentrations.

Skills/Methodology/Research course: The department advisor in the primary concentration will identify an appropriate skills, methodology, or research course from the primary concentration that will offer career preparation.

Internship and Senior Seminar: Students are strongly encouraged to complete an internship and senior seminar within their primary concentration under the supervision of a departmental advisor. When a senior seminar in the primary concentration is not possible, students may complete an interdisciplinary senior seminar (DCS 410). When appropriate, students will work with the interdisciplinary program advisor to design an interdisciplinary internship (DCS 409) to fit with individual goals.

If the student is a *double major* and completes a senior seminar and internship in another major, the student may elect to complete additional credit hours in one of the concentration areas to substitute for the interdisciplinary senior seminar and internship requirement.

Students interested in investigating an interdisciplinary major should contact the interdisciplinary program director to discuss interests and options.

JOURNALISM

A major and minor in Journalism are available, as well as teacher certification in journalism for grades 5-12. See also the major and minor in Writing and Publishing, offered by the English department.

Major in Journalism

47 credit hours

COMM 101 Introduction to Communication.....	3
COMM 200 Communication Practice.....	2
COMM 202 Purposeful Presentation.....	3
COMM 204 Expository Writing.....	3
COMM 212 Digital Media Production.....	3
COMM 240 Communication Research.....	3
COMM 250 Journalism Essentials.....	3
COMM 270 Media, Law & Ethics.....	3
COMM 326 Creating for the Web.....	3
COMM 350 Reporting for the Public Good.....	3
COMM 383 Communication and Society.....	3
COMM 409 Internship.....	3
COMM 410 Senior Seminar.....	3
Select from the following courses:.....	9
• COMM 108 Digital Design	
• COMM 255 Photography	
• COMM 260 Broadcast Writing	
• COMM 290 Radio Operations	
• COMM 308 Feature Writing	
• COMM 312 Advanced Digital Media Production	
• COMM 324 Principles of Public Relations	
• COMM 385 Studies in Communication	
• COMM 386 Film	
• COMM 412 Special Project	
• ENGL 334 Writing Creative Nonfiction	
• THEA 235 Your Powerful Voice	
• WGS 375 Gender and Popular Culture	

At least four semesters participation in The Record and/or Globe Media- NC

Student Learning Outcomes

Graduates with a major in Journalism will:

1. Demonstrate knowledge of core communication principles and research methods.
2. Create a diverse multimedia portfolio.
3. Demonstrate a set of professional skills and competencies.
4. Engage in the campus and community through co-curricular media involvement.
5. Demonstrate learning and competence in completing one or more internships.
6. Report that courses and other collegiate training prepared them for a position in communication or a related career.
7. Engage in meaningful discussions about media, professionalism, and ethics.

8. Stimulate interest in the practice of journalism.

Planning Guide

First Year	Goshen Core Introduction to Communication Communication Research 100-299 level courses in major
Second Year	Goshen Core Media Law and Ethics Expository Writing Other courses in major SST
Third Year	Goshen Core Communication and Society Balance of Courses Internship (opt)
Fourth Year	Balance of Goshen Core Balance of major Internship Senior Seminar

Planning and Advising Notes

Comm 200, Communication Practice should be with a co-curricular closely related to the major. The journalism major requires one internship to be completed in the student area of focus. A portfolio or its equivalent is required for graduation.

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

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

Minor in Journalism

18 credit hours

COMM 101 Introduction to Communication.....	3
COMM 212 Digital Media Production.....	3
COMM 250 Journalism Essentials.....	3
COMM 350 Reporting for the Public Good.....	3
COMM 409 Internship.....	3
Selected from the following courses (at least 2 credit hours 300 level and above):.....	3
• COMM 108 Digital Design	
• COMM 255 Photography	
• COMM 260 Broadcast Writing	
• COMM 265 Screenwriting	
• COMM 290 Radio Operations	
• COMM 308 Feature Writing	
• COMM 312 Advanced Digital Media Production	
• COMM 326 Creating for the Web	

- COMM 385 Studies in Communication
- COMM 412 Special Project

Student Learning Outcomes

Graduates with a minor in Journalism will:

1. Demonstrate a set of professional skills and competencies.
2. Demonstrate learning and competence in completing one or more internships.

LIBRARY SCIENCE CERTIFICATE

Completion of this Certificate in Library Science is designed to meet the Indiana Public Librarian Certification, LC 4 or LC 5.

Certificate in Library Science

9 credits

LIBR 300 Fdns of Library and Info Science.....	3
Choose one of the following courses.....	3
• LIBR 307 Lit of Ethnicity, Gender, and Race	
• LIBR 326 History of Lit in Eng I	
• LIBR 327 History of Lit in English II	
Electives.....	3
• LIBR 212 Thinking About the Dead	
• LIBR 235 Comics and Graphic Novels	
• LIBR 241 History of Art I	
• LIBR 270 Media, Law & Ethics	
• LIBR 307 Lit of Ethnicity, Gender, and Race	
• LIBR 317 Children's & Adolescent Literature	
• LIBR 326 History of Lit in Eng I	
• LIBR 327 History of Lit in English II	

Student Learning Outcomes

Graduates with a certificate in Library Science will:

1. Gain a fundamental understanding of the “types” of libraries, their mission, their services and the roles libraries play in their communities and the scope and nature of the profession of librarianship.
2. Learn skills necessary to plan, offer, and evaluate library services, collections, programming, and outreach to diverse communities and to meet the needs of audiences of different ages, abilities, backgrounds, and areas of interest.
3. Gain a familiarity with and practice engaging with different genres of literature, media, special collections, databases and content that might be curated or managed by a library, archive or museum and how to consider them in collection development, reader’s advisory, and reference services.
4. Understand the legal framework in which libraries operate, including the standards of the American Library Association and laws relating to copyright and fair use, privacy, freedom of expression, equal rights, open access, and intellectual property and the practice applying ethics to complex problems.
5. Demonstrate effective oral, written, and electronic communication. Explore and evaluate historical, existing, and emerging instructive and communicative technologies.

Advising Notes

Completion of this Certificate in Library Science is designed to meet the Indiana Public Librarian Certification (LC 5). Taking an additional 6 credits for a total of 15 LIBR credits will meet the Indiana Public Certification (LC4). If students pursue the additional credits, then they should choose from the Elective list above.

MARKETING

A major and a minor in Marketing are available.

Major in Marketing

52 credit hours

BUS 155 The Organization of Business.....	3
BUS 206 Adventures in Business.....	1
BUS 220 Spreadsheet Skills.....	3
BUS 244 Consumer Behavior Customer Journey.....	3
BUS 282 Business Analytics.....	3
BUS 307 Career Planning.....	1
BUS 316 Marketing Management.....	3
BUS 338 Professional Selling.....	3
BUS 343 Brand, Identity, and Design.....	3
BUS 344 Digital & Social Media Marketing.....	3
BUS 347 Applied Marketing.....	3
One of the following experience-focused courses:.....	3
• BUS 309 Job-Connected Applied Learning	
• BUS 360 Java Junction Operations	
• BUS 370 Business Process Innovation	
• BUS 409 Business Internship	
BUS 410 Strategic Management Capstone.....	3
Choose one.....	3
• COMM 322 Organizational Communication	
• COMM 324 Principles of Public Relations	
COSC 106 Foundations of Information Systems.....	2
COSC 266 Introduction to Databases.....	3
ECON 200 Principles of Economics.....	3
ECON 321 Behavioral Economics.....	3
PHIL 203 RW Living Ethically.....	3

Student Learning Outcomes

Graduates with a major in Marketing will:

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

Planning Guide

First Year	Goshen Core The Organization of Business Foundations of Information Systems Spreadsheet Skills Consumer Behavior & the Customer Journey
Second Year	Goshen Core Marketing Management Principles of Economics Adventures in Business Business Analytics Upper-level major courses
Third Year	Goshen Core Introduction to Databases Upper-level major courses Experience-focused course
Fourth Year	Goshen Core Upper-level major courses Career Planning Strategic Management Capstone

Planning and Advising Notes

Double majors in marketing and business are not allowed due to the significant overlap in required courses. Marketing majors may consider completing a complementary minor based on career goals and/or personal interest.

Students may begin taking courses in Goshen College’s MBA program upon earning 60 undergraduate credit hours and having a GPA of at least 2.50. Contact your academic advisor for more information.

Minimum academic requirement for majors and minors: All marketing majors and minors must earn a grade of C- or higher in all courses required for the major or minor.

Minor in Marketing

19 credit hours

BUS 244 Consumer Behavior Customer Journey.....	3
BUS 316 Marketing Management.....	3
BUS 344 Digital & Social Media Marketing.....	3
BUS 347 Applied Marketing.....	1
Choose three courses.....	9
• BUS 338 Professional Selling	
• BUS 343 Brand, Identity, and Design	
• COMM 322 Organizational Communication	
• COMM 324 Principles of Public Relations	
• ECON 321 Behavioral Economics	

Student Learning Outcomes

Graduates with a minor in Marketing will:

1. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business functions as well as the relationships between the various functions in a business
2. Identify opportunities, analyze information and apply frameworks for effective problem-solving and decision-making.
3. Demonstrate effective communication in a variety of business contexts.

MATHEMATICS

A major and a minor in Mathematics are available, as well as teacher certification in Mathematics Education for grades 5-12.

Major in Mathematics

35 credit hours

MATH 205 Discrete Mathematics.....	3
MATH 211 Calculus I.....	4
MATH 212 Calculus II.....	4
MATH 213 Multivariate Calculus.....	4
MATH 301 Linear Algebra.....	3
MATH 302 Abstract Algebra.....	3
MATH 305 Modern Geometry.....	3
MATH 321 Differential Equations.....	3
MATH 323 Probability and Statistics.....	3
MATH 390 Problem Solving Seminar.....	1
Choose one of the following.....	3
• EDUC 405 Student Teaching:Secondary	
• MATH 409 Project/Internship	
• Any 300-level elective Math course	
Choose one of the following.....	1
• MATH 411 Seminar:History	
• MATH 412 Seminar:Connections	
• MATH 413 Seminar:Discoveries	

Student Learning Outcomes

Graduates with a major in Mathematics will:

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

Planning and Advising Notes

Students seeking teacher certification in mathematics for grades 5-12 should choose Educ 405, Student Teaching in mathematics and Math 412, Seminar: Connections. Students planning on graduate study in mathematics should take Math 311, Real Analysis, and engage in a summer research program.

Planning Guide

First Year	Goshen Core Calculus I, II At least one of these: - Discrete Mathematics - Multivariate Calculus
Second & Third Years	Goshen Core Finish 200-level courses Upper-level math SST
Fourth Year	Balance of Goshen Core Balance of major Senior Project/Internship or Student Teaching Senior Seminar

Minor in Mathematics

19 credit hours

Any mathematics courses numbered 200 and above.....	11
Any mathematics courses numbered 300 or above.....	8

Student Learning Outcomes

Graduates with a Mathematics Minor will:

1. Demonstrate knowledge of a variety of mathematical techniques.
2. Solve pure and applied programs and explore ideas by using mathematical concepts and techniques, problem solving heuristics, pattern recognition, deduction, simulation, modeling, data analysis, and/or software tools.
3. Learn mathematics by reading, listening, exploring, and conversing in an effective manner.
4. Explain and critique mathematical reasoning through speaking and writing in a precise and articulate manner in both informal and formal settings.
5. Exhibit curiosity, perseverance, and a collaborative spirit.

MOLECULAR BIOLOGY/BIOCHEMISTRY

A major in Molecular Biology/Biochemistry is available. See also majors in Biology and Chemistry.

Major in Molecular Biology/Biochemistry

55-58 credit hours

BIOL 115 Ecology and Evolution.....	4
BIOL 120 Cell Biology and Genetics.....	4
BIOL 130 Organismal Biology.....	4
One of the following.....	4
• BIOL 311 Advanced Molecular Genetics	
• BIOL 341 Advanced Cell Biology	
One of the following.....	4
• BIOL 302 Developmental Biology	
• BIOL 303 Vertebrate Physiology	
BIOL 331 Junior Research Seminar.....	2
BIOL 409 Biology Internship.....	0-3
BIOL 410 Biology Senior Seminar.....	1
CHEM 111 General Chemistry.....	4
CHEM 112 General Chemistry.....	4
CHEM 303 Introduction to Organic Chemistry.....	4
CHEM 304 Intermediate Organic Chemistry.....	4
CHEM 430 Biochemistry.....	4
MATH 211 Calculus I.....	4
PHYS 203 General Physics.....	4
PHYS 204 General Physics.....	4

Student Learning Outcomes

Graduates with a major in Molecular Biology/Biochemistry will:

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

Planning and Advising Notes

Recommended elective courses: Psyc 100, General Psychology; additional biology courses; Chem 200, Analytical Chemistry; Chem 310, Thermodynamics; and Chem 312, Quantum Mechanics I.

Graduates with a molecular biology major are well-prepared for further study in medical or graduate school, or direct entry into the job market. Molecular biology provides a foundation for careers in biochemistry, molecular biology, behavior genetics, molecular genetics, biotechnology, genetics, molecular medicine, genomics, proteomics, molecular diagnostics, drug discovery and many related areas.

A double major in Biology, Environmental Science, or Molecular Biology/Biochemistry is not allowed.

Planning Guide

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

MULTIMEDIA COMMUNICATION

A minor in Multimedia Communication is offered. See also the major and minor in Communication.

Minor in Multimedia Communication

18 credit hours

ART 108 Digital Design.....	3
BUS 220 Spreadsheet Skills.....	3
COMM 326 Creating for the Web.....	3
Choose one of the following:.....	3
• COMM 375 Motion Design	
• ART 375 Motion Design	
Two courses(at least 2 credit hours 300 and above) selected from:.....	6
• ART 208 Graphic Design 2: Typography	
• ART 308 Graphic Design 3: Methods & Process	
• BUS 316 Marketing Management	
• COMM 212 Digital Media Production	
• COMM 250 Journalism Essentials	
• COMM 312 Advanced Digital Media Production	

Student Learning Outcomes

Graduates with a minor in Multimedia Communication will:

1. Comprehend a core of knowledge in the field.
2. Combine theoretical understanding and coding skills in a practical multimedia application.
3. Demonstrate a set of professional skills and competencies in their practice of multimedia communication.

MUSIC

A major, with several possible concentrations, and a minor in Music are available. Teacher certification in vocal and/or instrumental music education is also available for grades P-12. Minors in Music for Social Change and Music and Worship may be combined with any major except music.

Major in Music

44-85 credit hours (Core and one concentration area)

Core courses (23 credit hours):

MUS 201 Music Theory.....	3
MUS 202 Music Theory.....	3
MUS 201/202-01 Keyboard Labs.....	1
MUS 201/202-02 Aural Skills Labs.....	1
MUS 204 AW Western Music and Expression.....	3
MUS 301 History of Music.....	3
MUS 302 History of Music.....	3
MUS 303 Advanced Music Theory.....	3
MUS 312 Conducting I.....	2
MUS 410 Senior Seminar.....	1
Sophomore qualifying recital.....	NC
Keyboard proficiency.....	NC
Senior recital, project, or lecture recital.....	NC

Generalist Concentration (21-22 credit hours)

MUS 304 Advanced Music Theory.....	3
MUS 311 Topics in Music Literature.....	2
Applied music.....	14
One music elective from the following list:.....	2-3
• MUS 208 Piano Pedagogy	
• MUS 210 Elementary Music Methods	
• MUS 220 Building Community Through Music	
• MUS 231 Lyric Diction for Singers	
• MUS 308 Vocal Methods & Pedagogy	
• MUS 312 Conducting I	
• MUS 318 Conducting II	
• MUS 355 AW Arts in London	

Participation in required ensembles each semester*.....NC

Pianists only: accompany sophomore recitals, etc., as directed by piano teacher.....NC

**Participation in required ensembles is required each semester unless the student is on Study-Service Term or other Off-Campus program

Music Education Concentration for P-12 Certification (60-62 credit hours)

MUS 210 Elementary Music Methods.....	2
MUS 220 Building Community Through Music.....	2
MUS 304 Advanced Music Theory.....	3
MUS 305 String Methods & Materials.....	1

MUS 306 Woodwind Methods & Materials.....	1
MUS 307 Brass Methods & Materials.....	1
MUS 308 Vocal Methods & Pedagogy.....	2
MUS 309 Percussion Methods & Materials.....	1
MUS 318 Conducting II.....	2
MUS 330 Secondary Music Methods.....	2
Applied Music.....	12
Professional education courses (see Education department pages for details).....	35
Participation in required ensembles each semester*.....	NC
Pianists only: accompany sophomore recitals, etc., as directed by piano teacher.....	NC

**Participation in required ensembles is required each semester unless the student is on Study-Service Term or other Off-Campus program

Note:

- MUS 305, MUS 306, MUS 307, and MUS 309 = coursework for instrumental licensure
- MUS 308 = coursework for vocal licensure

Music for Social Change Concentration (24-25 credit hours)

MUS 220 Building Community Through Music.....	2
One of the following courses:.....	2-3
• MUS 208 Piano Pedagogy	
• MUS 210 Elementary Music Methods	
• MUS 318 Conducting II	
• MUS 330 Secondary Music Methods	
One related course chosen from the following:.....	3
• EDUC 201 Foundations of Education	
• PJCS 360 Designing for Social Change	
• POSC 210 Introduction to Public Policy	
• SOWK 200 Introduction to Social Work	
MUS 409 Applied Teaching Internship.....	3
Applied Music.....	14
Participation in required ensembles each semester*.....	NC
Pianists only: accompany sophomore recitals, etc., as directed by piano teacher.....	NC

**Participation in required ensembles is required each semester unless the student is on Study-Service Term or other Off-Campus program

Student Learning Outcomes

Graduates with a major in Music will:

1. Demonstrate growth in musicianship and artistry for excellence in music performance.
2. Demonstrate necessary skills and knowledge for quality scholarship in music.
3. Develop expertise toward effective pedagogies and leadership in music.
4. Demonstrate preparedness for a vibrant career that includes using the musical arts for a positive contribution to society.

Planning Guide

First Year	Goshen Core Music Theory Applied music Survey of Music Literature
Second Year	Goshen Core Music Theory (if not taken in first year) Advanced Theory (if not in third year) Specialty Course (see previous list) Applied music Courses in concentration Sophomore recital SST
Third Year	Goshen Core Advanced Theory (if not in second year) Applied music Courses in concentration
Fourth Year	Balance of Goshen Core Balance of major History of Music Topics in Music Senior Seminar Recital or paper Student Teaching

Planning and Advising Notes

Music Education students may take any of the following courses whenever offered: Mus 210, Mus 330, Mus 312, Mus 318. Music education students should see the Education department catalog and web pages for professional education courses required for certification to teach.

Additional requirements for the major and options for research and performance certificates are described below.

Additional Requirements

Keyboard proficiency. Keyboard proficiency will require facility in sight-reading, keyboard technique, harmonization, transposition, improvisation and playing by ear. Prior to entering the first semester of music theory (Mus 201), an examination will be given to determine the student's keyboard proficiency level and placement in the keyboard theory labs. Keyboard proficiency exams will be given during final exam days of each semester. In order to pass the keyboard proficiency exam, most students require a sequence of study that begins with the 200-level music theory keyboard skills labs and continues with at least one semester of private applied piano study. Students earning a grade of B or higher in Mus 250 Class Piano automatically meet the requirement. Fulfilling the keyboard proficiency requirement early on in the degree program is strongly recommended; keyboard proficiency must be completed before the senior recital permission for all music majors, and before student teaching for music education majors.

Departmental recitals. All music majors and minors are expected to attend the music department weekly recitals and perform periodically, as directed by their applied music instructor.

Sophomore qualifying recital. All music majors, minors and interdisciplinary majors with a focus in music are required to present 15-20 minutes of music in a public recital by the end of their fourth semester of applied music study. Successful completion of this requirement, as well as acceptable work in other music studies, is a prerequisite for continuing as a major in the department.

Junior recital/project. Junior recitals/projects are an option only for music majors pursuing the research or performance endorsements.

Senior recital/lecture-recital/project. A permission performance is required one month prior to the public senior recital/presentation date. All program notes, translations and written documents must be submitted at the time of the permission, for review and approval.

Ensemble participation. Each music major and minor has core ensemble requirements determined by the music faculty and in alignment with the primary instrument. Additional ensemble participation is possible if the core ensemble requirement is being met.

Research and Performance Endorsement Options

The following endorsement opportunities are for music majors who are considering graduate studies in a research or performance area.

Research endorsement requirements:

1. Sophomore qualifying recital (15 min.) or lecture-recital (20 min.) involving live performance and sample of written scholarly work (3,000 words) on a music topic submitted to faculty.
2. Junior project: a lecture or lecture-recital (30 min.) or a presentation at the student research symposium. Paper must be submitted to faculty for approval one month in advance.
3. Senior presentation of a scholarly paper (60 min.), which may or may not include performance. A 9-10,000 word paper must be submitted to faculty one month prior to the public presentation.

Performance endorsement requirements:

1. Sophomore qualifying recital (20-25 min.)
2. Junior recital (30 min.)
3. Senior recital (50-60 min.) A permission performance is required one month prior to the public senior recital date.
4. Specific instrument requirements:
 - Pianists* – learn at least one full concerto (may serve as junior recital) and accompany at least three sophomore recitals or comparable collaborative performances.
 - Violinists* – learn at least one full concerto (may serve as junior recital)
 - Other instrumentalists* – significant sonata repertoire and full concerto or other collaborative chamber project.

Minor in Music

21-22 credit hours

MUS 201 Music Theory.....	4
MUS 202 Music Theory.....	4
MUS 204 AW Western Music and Expression.....	3
MUS 312 Conducting I.....	2
Applied music.....	6
Music elective from the following options:.....	2-3
<ul style="list-style-type: none"> • MUS 208 Piano Pedagogy • MUS 210 Elementary Music Methods • MUS 220 Building Community Through Music • MUS 231 Lyric Diction for Singers • MUS 301 History of Music 	

- MUS 302 History of Music
- MUS 303 Advanced Music Theory
- MUS 308 Vocal Methods & Pedagogy
- MUS 311 Topics in Music Literature
- MUS 355 AW Arts in London

Participation in a core ensemble each semester (unless on SST or other off-campus program)..
NC

Sophomore recital or project (may be given in junior or senior year).....NC

Planning and Advising Note

Students pursuing a minor in music, especially those receiving music scholarships, are strongly encouraged to complete all requirements by the end of their junior year, particularly the 201-202-204 sequence of courses.

MUSIC FOR SOCIAL CHANGE

Music for Social Change is also available as a concentration within the Music major.

Minor in Music for Social Change

22 credit hours

MUS 201 Music Theory.....	4
MUS 202 Music Theory.....	4
MUS 204 AW Western Music and Expression.....	3
MUS 220 Building Community Through Music.....	2
MUS 312 Conducting I.....	2
MUS 409 Applied Teaching Internship.....	1
Applied music.....	6
Participation in a core ensemble each semester on campus NC	
Sophomore recital or project (may be given in junior or senior year NC	

Student Learning Outcomes

Students with a minor in Music for Social Change will:

1. Develop musicianship and artistry that will positively impact culture and society.
2. Develop necessary skills and knowledge for music and music teaching methodologies that can be transformative in the classroom, in community-based settings, and music experiences for diverse audiences and ages; demonstrate the understanding of principles of social change.
3. Develop expertise toward effective pedagogies and leadership in music as it relates to society.
4. Demonstrate preparedness for a vibrant career that includes using the musical arts for a positive contribution to society.

MUSIC IN WORSHIP

A minor is available in Music in Worship. See also the major and minor in Music and the minor in Theological Studies and Christian Ministries.

Minor in Music in Worship

21-22 credit hours

MUS 201 Music Theory.....	4
MUS 202 Music Theory.....	4
MUS 204 AW Western Music and Expression.....	3
MUS 311 Topics in Music Literature.....	2
MUS 312 Conducting I.....	2
Applied music.....	4
One of the following courses:.....	2-3

- MUS 208 Piano Pedagogy
- MUS 210 Elementary Music Methods

Participation in a core ensemble at least four semesters NC

Sophomore recital or project (may be given in junior or senior year) NC

Student Learning Outcomes

Graduates with a minor in Music in Worship will:

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

MUSICAL THEATER

A minor in Musical Theater may be combined with any major. See specific requirements for Music or Theater majors who select this minor. This is a performance minor. All musical theater minors are required to audition for musical and opera productions.

Minor in Musical Theater

18-23 credit hours

THEA 160 Dance I.....	2
THEA 260 Dance II.....	2
THEA 315 Survey of Musical Theater.....	3
Musical or opera production participation at least 2 semesters NC	
Sophomore Musical Theater voice recital NC	
One concentration area below.....	11-16

For music majors (11 credits)

THEA 200 Theater Practice.....	2
THEA 234 Acting I.....	3
THEA 334 Acting II.....	3
THEA 388 Themes in Drama.....	3

For theater majors (13 credits)

MUS 201 Music Theory.....	4
MUS 275 Voice.....	4
MUS 375 Voice.....	2
THEA 388 Themes in Drama.....	3

For students in all other majors (16 credits)

MUS 201 Music Theory.....	4
MUS 275 Voice.....	4
MUS 375 Voice.....	2
THEA 234 Acting I.....	3
Choose one of the following:.....	3

- THEA 334 Acting II
- THEA 338 Directing

Student Learning Outcomes

Students with a minor in Musical Theater will:

1. Develop musicianship and artistry in acting, singing, and the fundamentals of dance.
2. Develop skills in song analysis, understanding the dramatic narrative, singing in the variety of musical theater styles, and their application in quality scholarship.
3. Develop effective pedagogies and leadership skills in musical theater.
4. Demonstrate preparedness for a vibrant career in music, theater, and musical theater in ways that contribute to positive contributions to culture.

Planning and Advising Notes

Applied music is two credits per semester and requires an additional fee for private voice lessons.

Thea 388 is a Themes in Drama course that sometimes has other titles. Movement for the Stage must be taken for this minor. Other Thea 388 courses cannot meet the minor requirement.

Thea 360, Dance III (2 credits) is a recommended elective.

In order to complete the recital, approval by faculty is needed with the possible requirement of more applied voice.

NURSING

A major is available in nursing. This program requires a separate application and admission process.

Major in Nursing

Admission Process

Applicants should be in the upper half of their high school graduating class. The high school program should include foreign language, algebra, chemistry, and biology. Physics is also recommended. Applications to the professional nursing program are submitted during the second semester of the freshman year. The first nursing course begins in the fall of the sophomore year (some exceptions may be made to accommodate SST schedules). First-year students are encouraged to sign up for NURS 100: Explore Nursing, an optional community-building class, not included in the official program curriculum. This course is open to students before official admission into the formal nursing program. The nursing department uses a holistic admissions framework in assessing the applicant's readiness for admission. Holistic admission is based on metrics (GPA minimum of 2.7), personal attributes (determined by references), and student's life experiences (assessed through an essay in the application process). The applicant's readiness for placement in clinical experiences is determined by academic performance, health record completion, and a background security check.

Transfer Students from Other Nursing Programs

Students who wish to transfer to the nursing program at Goshen College from another pre-nursing or nursing program will be reviewed on an individual basis. Admission to the nursing program will be based on the academic and clinical performance of the student. The Department of Nursing may request a reference letter from the previous nursing programs regarding academic and clinical performance.

Academic and Professional Requirements

General. Admission to Goshen College as outlined on the **Admission website**.

Professional. Essential abilities necessary to learn the professional nurse role include critical thinking, conceptual and judgmental skills, neurological function so that the senses can be used to make correct clinical judgments and perform psychomotor skills safely; the ability to communicate clearly; effective emotional coping skills; accountability; and the ability to engage in activities consistent with safe nursing practice.

Academic. Grade of C or above in supporting and nursing courses and a cumulative college grade point average (GPA) of 2.7 or higher. The Goshen Core requirement in Quantitative Literacy must be met prior to or concurrently with the first science class required for the major.

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

Continuation Criteria

A grade of C or above in all supporting and nursing courses and a college GPA of 2.7 or higher is required for continuation in the nursing major. A grade of C- or below in a supporting or nursing course interrupts the student's plan of study. The course must be repeated with a grade of C or higher prior to advancement to the next level. Nursing and supporting courses may be repeated only once. The number of repeated courses is limited to two supporting courses and one nursing course. The nursing department reserves the right to place a student on probation or require a student to withdraw from the nursing major when the GPA falls below 2.7 or when that student displays behaviors deemed inappropriate to the practice of professional nursing.

Graduation Requirements

Completion of 120 credit hours accepted by Goshen College, successful completion of all nursing courses, cumulative GPA of 2.7 or higher in all college course work.

Licensure Exam

Upon completion of the degree, the student who meets criteria is eligible to take the National Council Licensure Examination – RN (NCLEX-RN) for licensure as a registered professional nurse. The program is accredited by the Commission on Collegiate Nursing Education and is approved by the Indiana State Board of Nursing.

Major in Nursing

83-87 credit hours

Modified Goshen Core for Nursing Students

The same Goshen Core requirements apply as for students in other majors, with two exceptions.

Perspectives courses: Natural World, Social World and Peacemaking requirements are met by courses in the nursing major.

Intercultural education: Nursing students may select a Global Studies thread with three elements:

1. Language prerequisite: 101 level of any world language by placement test, course credit, CLEP, or waiver (for students whose native language is other than English-obtained through the Global Studies Office)
2. 6 credit hours from the Global Studies threads – GLST 241 and 251 courses (see Global Education pages).
3. GLST 300, Global Issues Seminar

Supporting Courses (32-36 credit hours)

CHEM 101 Introductory Chemistry.....	4
CHEM 103 NW Chemistry and Health.....	4
BIOL 203 Human Anatomy & Physiology I.....	4
BIOL 204 Human Anatomy & Physiology II.....	3
BIOL 206 Microbiology.....	3
CHEM 220 Human Nutrition.....	3
PSYC 100 General Psychology.....	3
Choose one of the following:.....	3
• PSYC 210 SW Developmental Psychology	
• SOWK 221 SW Human Behavior	
SOC 200 Principles of Sociology.....	3
BIOL 319 Human Pathophysiology.....	3
PUBH 380 Statistics for the Health Sciences.....	3

Nursing Courses (51 credit hours)

NURS 210 Intro to Professional Nursing.....	3
NURS 211 Fundamentals of Nursing.....	3
NURS 212 Holistic Client Assessment.....	3
NURS 305 Pharmacology.....	3
NURS 306 Nursing Care of Adults I.....	4
NURS 307 Nursing Care of Adults II.....	4
NURS 308 Gerontological Nursing.....	3
NURS 309 PX Healthcare Ethics.....	3

NURS 311 Nursing Care of Expanding Family.....3
 NURS 312 Nursing Care of the Child.....3
 NURS 403 Nursing Research.....3
 NURS 405 Psychiatric/Mental-Health Nursing.....3
 NURS 406 Acute-Care Nursing.....3
 NURS 408 Community Health Nursing.....3
 NURS 409 Leadership in Nursing.....3
 NURS 410 Nursing Senior Seminar.....1
 NURS 415 Capstone.....3

Note: NURS 212, NURS 306, NURS 307, NURS 311, NURS 312, NURS 405, NURS 406, NURS 408, NURS 409 = courses with a clinical component or practice-based project. Students are responsible for their own transportation to and from clinical locations.

Planning and Advising Notes

Students who had two semesters of high school chemistry with a grade of B- or higher are exempt from Chem 101 but are required to take Chem 103.

Nursing faculty advisors work with each student to develop a four-year plan.

Student Learning Outcomes

Graduates with a major in Nursing will:

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

Planning Guide

First Year	NURS 100 Goshen Core courses Supporting courses Language
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Second Year	200 level nursing courses Concurrent 200 level courses Supporting courses May term GLST course (if needed) OR SST in fall semester (with advanced planning)
Third Year	300 level nursing courses Supporting courses May term GLST course (if needed)
Fourth Year	400 level nursing courses Artistic World and Religious World GLST 300

PEACE AND JUSTICE STUDIES

A minor is available in Peace and Justice studies. See also the major in Peace, Justice and Conflict studies (PJCS) and the minor in Conflict Studies.

Minor in Peace and Justice Studies

19 credit hours

PJCS 325 Mediation:Process, Skills, Theory.....	3-4
PJCS 410 Senior Advanced Work.....	1
Choose five courses:.....	15

- BIBL 321 Biblical Themes of Peace
- PJCS 201 PX Violence and Nonviolence
- PJCS 202 PX Spiritual Path of Peacemaking
- PJCS 210 PX Transforming Conflict and Violence
- PJCS 220 Inside Out:
- PJCS 310 Issues in PJCS
- PJCS 332 Religion, Conflict and Peace
- PJCS 347 Restorative Justice
- PJCS 350 Dynamics/Theology of Reconciliation
- PJCS 360 Designing for Social Change
- PJCS 370 Personal Violence and Healing
- PJCS 425 War and Peace in the Modern World
- PJCS 426 Conflict-Healthy Groups

Student Learning Outcomes

Students with a minor in Peace and Justice Studies will:

1. Develop and apply skills for nonviolent ways of responding to personal conflict.
2. Identify, analyze, and address various forms of violence, from interpersonal through structural.
3. Demonstrate and apply knowledge of conflict and communication theory, process, and skills in personal and institutional settings.

Advising note

May be combined with any major except PJCS. PJCS 325, PJCS 202 PX, PJCS 347, and PJCS 370 are offered every other year.

PEACE, JUSTICE, AND CONFLICT STUDIES (PJCS)

A major is available in Peace, Justice, and Conflict Studies (PJCS). See also the minors in Conflict Transformation Studies and Peace and Justice Studies.

Major in Peace, Justice, and Conflict Studies

41 credit hours

BIBL 321 Biblical Themes of Peace.....	3
PJCS 311 Junior Seminar.....	3
PJCS 325 Mediation:Process, Skills, Theory.....	4
PJCS 409 Senior Internship.....	1-4
PJCS 411 Senior Seminar.....	3
Choose six courses from the list below:.....	18
• PJCS 201 PX Violence and Nonviolence	
• PJCS 202 PX Spiritual Path of Peacemaking	
• PJCS 210 PX Transforming Conflict and Violence	
• PJCS 220 Inside Out:	
• PJCS 310 Issues in PJCS	
• PJCS 332 Religion, Conflict and Peace	
• PJCS 347 Restorative Justice	
• PJCS 350 Dynamics/Theology of Reconciliation	
• PJCS 360 Designing for Social Change	
• PJCS 370 Personal Violence and Healing	
• PJCS 425 War and Peace in the Modern World	
• PJCS 426 Conflict-Healthy Groups	
One of the following:.....	3
• ECON 200 Principles of Economics	
• ECON 310 Economics of War and Peace	
One of the following:.....	3
• POSC 200 Introduction to Political Science	
• POSC 210 Introduction to Public Policy	
• POSC 308 International Politics	
One related course:.....	3
• HIST 330 Gender in World History	
• REL 316 Liberation Theologies	
• SOC 334 Race, Class & Ethnic Relations	

Student Learning Outcomes

Graduates with a major in Peace, Justice and Conflict Studies will:

1. Identify, analyze and address various forms of violence, from interpersonal through structural.
2. Analyze the relationship of violence to conflict and develop and argue for nonviolent ways of responding to conflict.
3. Analyze the process of reconciliation at both interpersonal and structural levels, with particular attention to the complex interplay, and sometimes tensions, between justice, truth, and forgiveness.

4. Demonstrate and apply knowledge of conflict and communication theory, process and skills in their own lives and relationships.
5. Argue for a personal role in peace-building and social change processes.
6. Analyze the role of religion in causing and nurturing violence and in promoting peace.
7. Be given every opportunity to embrace peacemaking as integral to faith, and faith as integral to peacemaking.

Planning Guide

SST	Recommended: sophomore year, any summer, spring term junior year, or fall term senior year
First Year	Goshen Core Research & Writing: War, Peace & Nonresistance (preferred) SST language Transforming Conflict and Violence Economics or political science course
Second Year	Goshen Core Expository Writing (strongly recommended) Violence and Nonviolence Mediation Political science or economics course
Third Year	Goshen Core Junior Seminar Additional courses required for PJCS major
Fourth Year	Balance of Goshen Core Remaining courses required for PJCS major Senior Seminar

Planning and Advising Notes

Students should work with their academic advisor to select some classes designed to help them apply their PJCS major after graduation. Courses that have served PJCS majors well in the past, for example, include Soc 322 Social Policy & Programs and SoWk 391 Methods of Social Research. PJCS 325 and PJCS 347 rotate every other year.

Conflict Transformation Certificate

12 credit hours

PJCS 210 PX Transforming Conflict and Violence.....	3
PJCS 325 Mediation:Process, Skills, Theory.....	3
SOC 334 Race, Class & Ethnic Relations.....	3
Choose one of the following.....	3
• CJRJ 200 Sociology of Crime and Deviance	
• PJCS 201 PX Violence and Nonviolence	
• PJCS 220 Inside Out:	
• PJCS 347 Restorative Justice	

PEOPLE AND CULTURE MANAGEMENT

A People and Culture Management Minor is available to students in any major. A major in Business with a People and Culture Management concentration is also available.

People and Culture Management Minor

18 credit hours

BUS 220 Spreadsheet Skills.....	3
BUS 315 People & Culture Management.....	3
BUS 364 Organizational Behavior.....	3
Choose One.....	3
• PSYC 210 SW Developmental Psychology	
• SOWK 221 SW Human Behavior	
PJCS 325 Mediation:Process, Skills, Theory.....	3
SOC 200 Principles of Sociology.....	3

Student Learning Outcomes

Graduates with a minor People and Culture Management minor will:

1. Demonstrate an understanding of the people and culture management strategies, concepts, methods and tools utilized to support organizational effectiveness.
2. Analyze individual and group behavior within organizations using developmental, motivational, and systems theories to inform leadership and decision-making practices.
3. Evaluate how social structures, cultural contexts, and dimensions of diversity shape workplaces experiences and organizational culture.

Planning and Advising Notes

Business majors with a concentration in People and Culture Management may not earn this minor.

Minimum academic requirement for majors and minors: All People and Culture Management minors must earn a grade of C- or higher in all courses required for the minor.

PHYSICAL EDUCATION

A major and minor in Physical Education are available, as well as a coaching certificate for students in any major. Teacher certification is available for grades P-12. (See PETE requirements below.) See also the majors and minors in Exercise Science and Sport Management.

Major in Physical Education

47 credit hours

Choose one physiology class:	4
• BIOL 130 Organismal Biology	
• BIOL 203 Human Anatomy & Physiology I	
KIN 102 First Aid & CPR	1
KIN 103 Basic Athletic Training	2
KIN 150 Introduction to Kinesiology	3
KIN 308 Teaching Sport Skills & Strategies	3
KIN 309 Physical Education for Children	3
KIN 310 Introduction to Sport Management	3
KIN 315 Applied Biomechanics	3
KIN 317 Exercise Physiology	4
KIN 320 Adaptive Physical Activity & Sport	3
KIN 330 Motor Learning	3
KIN 345 Theory & Techniques of Coaching	3
KIN 410 Senior Seminar	3
Five sports skills courses (intercollegiate athletics may count for only 1 credit hour)	5
One health-related course	3
• CHEM 220 Human Nutrition	
• KIN 360 Teaching Health Concepts	
• KIN 415 School and Community Health	
• PUBH 200 Introduction to Public Health	
• PUBH 210 Culturally Responsive Health Promot	
• PUBH 310 Public Health Policy & Administrat	
• SOC 210 Sociology of the Family	
• SOC 260 Human Sexuality	
Practicum or Internship (choose one)	1-3
• KIN 269 Sports Medicine Practicum	
• Kin 352 Personal Training Practicum (need prerequisite courses)	
• Kin 353 Group Instruction Practicum (need prerequisite courses)	
• KIN 354 Facility Management Practicum	
• KIN 409 Internship	

Student Learning Outcomes

Graduates with a major in Physical Education will:

1. Understand historical, sociological, psychological and cultural theories and concepts in kinesiology.
2. Analyze physical activity, sport skills, and exercise performance from anatomical, biomechanical, and physiological perspectives.

3. Participate in regular physical activity and maintain a healthy level of physical fitness.
4. Demonstrate the ability to teach physical activities, exercises, and sports to individuals and groups.
5. Employ critical thinking strategies, creativity and reflection when solving a problem.
6. Demonstrate professional ethical leadership behavior and skills: attire, communication, relationships, responsibility, initiative, and the ability to empower others.
7. Demonstrate readiness for an entry level physical activity, sport, exercise, or health related profession or readiness for graduate school.

Major in Physical Education with Teacher Education (PETE)

43 credit hours in biology and kinesiology; 35 in education

Choose one physiology class:.....	4
• BIOL 130 Organismal Biology	
• BIOL 203 Human Anatomy & Physiology I	
KIN 102 First Aid & CPR.....	1
KIN 103 Basic Athletic Training.....	2
KIN 150 Introduction to Kinesiology.....	3
KIN 308 Teaching Sport Skills & Strategies.....	3
KIN 309 Physical Education for Children.....	3
KIN 310 Introduction to Sport Management.....	3
KIN 315 Applied Biomechanics.....	3
KIN 317 Exercise Physiology.....	4
KIN 320 Adaptive Physical Activity & Sport.....	3
KIN 330 Motor Learning.....	3
KIN 345 Theory & Techniques of Coaching.....	3
Five sports skills courses (intercollegiate athletics may count for only 1 credit hour).....	5
KIN 410 Senior Seminar.....	3
Students who want teaching licensure must also have a Secondary/All Grades Education Major (5-12 or P-12).See Education pages for this major.	
.....	35

Student Learning Outcomes

In addition to the list above, PETE graduates will:

1. Apply important elements of motor skill acquisition and fitness training in teaching settings.
2. Create, plan, teach, and evaluate developmentally appropriate learning experiences, using best practices in teaching physical education.
3. Utilize assessments, data analysis, and reflection to foster child/adolescent learning and to inform instructional decisions in physical education.

Advising Notes

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

Planning Guide

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

Second Year *Motor Learning
 Physical Education for Children
 *Introduction to Sport Management
 Theory and Techniques of Coaching
 *Exercise Physiology
 Sports Skills Electives
 Goshen Core

Third Year Goshen Core
 *Teaching Sports Skills and Strategies
 Sports Skills Electives
 *Adaptive Physical Activity and Sport
 *Applied Biomechanics

Fourth Year Practicum or Internship or Student Teaching (for licensure students)
 Kinesiology Senior Seminar
 Balance of major courses
 Balance of Goshen Core

**Alternate year classes*

Minor in Physical Education

24 credit hours

Choose one physiology class:.....	4
• BIOL 130 Organismal Biology	
• BIOL 203 Human Anatomy & Physiology I	
KIN 102 First Aid & CPR.....	1
KIN 103 Basic Athletic Training.....	2
KIN 150 Introduction to Kinesiology.....	3
KIN 310 Introduction to Sport Management.....	3
Two courses selected from the following:.....	6
• KIN 308 Teaching Sport Skills & Strategies	
• KIN 309 Physical Education for Children	
• KIN 320 Adaptive Physical Activity & Sport	
Five sports skills courses (in addition to intercollegiate athletics).....	5

Student Learning Outcomes

Graduates with a minor in Physical Education will:

1. Describe historical, sociological, and psychological theories and concepts of kinesiology.
2. Participate in regular physical activity and maintain a healthy level of physical fitness.
3. Demonstrate competency or proficiency in a variety of sports and physical activities.

4. Demonstrate the ability to teach physical activities in one or two contexts.
5. Employ critical thinking strategies, creativity and reflection in solving a problem.

Coaching certificate

9 credit hours

KIN 102 First Aid & CPR.....	1
KIN 103 Basic Athletic Training.....	2
KIN 310 Introduction to Sport Management.....	3
KIN 345 Theory & Techniques of Coaching.....	3

Student Learning Outcomes

Graduates with a coaching certificate will:

1. Understand the primary responsibilities and duties of an athletic coach at the high school level, including legal aspects, safety and emergency procedures.
2. Develop and write a personal philosophy of athletic coaching.
3. Demonstrate important aspects of professionalism in guiding young people as they develop socially, psychologically and physically in the context of sport. (Specifically, completing the ASEP Coaching Principles course and achieving an 80% or higher on the exam).
4. Demonstrating knowledge of sport program organization, budget management, personnel management, communication and other similar skills associated with coaching responsibilities.

Advising Notes

The coaching certificate is not a full academic minor. See the kinesiology department for more information. Students must pass the ASEP exam to get the certificate and will have an opportunity to do so in KIN 345 Theory and Techniques of Coaching.

PHYSICS

A major is available in Physics. Teacher certification for grades 5-12 is available in Physics. See also the 3-2 program in Engineering Physics.

Major in Physics

52 credit hours

PHYS 105 Physics & Engineering.....	2
PHYS 203 General Physics.....	4
PHYS 204 General Physics.....	4
PHYS 302 Analytical Mechanics.....	3
PHYS 303 Classical Field Theory.....	3
PHYS 310 Thermodynamics.....	4
PHYS 313 Quantum Theory.....	3
PHYS 410 Senior Seminar.....	3
Physics electives.....	3
CHEM 111 General Chemistry.....	4
CHEM 112 General Chemistry.....	4
MATH 211 Calculus I.....	4
MATH 212 Calculus II.....	4
MATH 213 Multivariate Calculus.....	4
MATH 321 Differential Equations.....	3

Student Learning Outcomes

Graduates with a major in physics will:

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

Planning Guide

First Year	Goshen Core Calculus I & II General Physics I & II Physics and Engineering (first year seminar) Programming I* Multivariate Calculus
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Second Year	Goshen Core General Chemistry I & II Differential Equations SST (spring or summer)
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Third Year	Goshen Core Electronics* Analytical Mechanics Classical Field Theory
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Fourth Year	Thermodynamics Quantum Theory Research Project * Senior Seminar
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Planning and Advising Notes

The starred courses, while not required, are very useful for most physics majors.

Physics department advisors will assist each student in creating a suitable four-year plan. The choice of SST unit has more freedom than suggested above.

Teacher certification in physics is available for grades 5-12. Phys 210 is required in addition to, or as part of, the physics major. Also required are 36 credits of education courses, including a semester of student teaching. The first education class, Educ 201, should be taken in May term of the first year or spring of the sophomore year. See the Education department's "Teacher Education Handbook" for more details about requirements.

POLITICAL STUDIES

A Goshen College approach to political studies highlights issues of social justice, global encounters, advocacy for those marginalized by power structures, and working toward positive change.

Minor in Political Studies

18 credit hours

Three core courses selected from the following list..... 9

- POSC 200 Introduction to Political Science
- POSC 210 Introduction to Public Policy
- POSC 305 US Constitutional Law
- POSC 308 International Politics
- POSC 320 Issues in Politics and Society
- POSC 425 War and Peace in the Modern World

Three additional courses..... 9

Additional courses from the core list above, or any of the following:

- HIST 315 War/Peace 20th Century Europe
- HIST 326 Recent American History
- HIST 327 U.S. Immigration and Ethnic History
- PJCS 201 PX Violence and Nonviolence

Choose one of the following:

- PJCS 332 Religion, Conflict and Peace
- PJCS 350 Dynamics/Theology of Reconciliation

- PJCS 360 Designing for Social Change
- SOC 322 Social Policy and Programs
- SOC 334 Race, Class & Ethnic Relations

Student Learning Outcomes

Graduates with a minor in Political Studies will:

1. Demonstrate knowledge and application of political science principles and theories.
2. Skillfully communicate political arguments in both written and oral form.
3. Identify and interpret sources effectively as evidence for political analysis.
4. Critically analyze, construct and support political arguments from a variety of perspectives.
5. Interpret the moral responsibilities of the political scientist within a professional setting.

Planning and Advising Notes

The political studies minor takes an interdisciplinary approach, introducing students to the guiding paradigms and questions of political science, while noting how multiple disciplines are engaged with the fundamental questions of government and power relations. Students take a set of core courses on political science and policy, supplemented by politically oriented courses in history; peace, justice and conflict studies; and sociology. Students are encouraged to design a combination of courses in the minor that best suits their career path.

PRE-LAW STUDIES

A Pre-Law Studies minor can be combined with any major except for History Pre-Law. This minor will prepare the student for success in taking the LSAT exam and in law school studies.

Minor in Pre-Law Studies

18 credit hours

Courses selected from the following list.....9

- BUS 310 Business Law
- COMM 270 Media, Law & Ethics
- ENGL 204 Expository Writing
- MATH 205 Discrete Mathematics
- PJCS 347 Restorative Justice
- PHIL 203 RW Living Ethically
- POSC 200 Introduction to Political Science
- POSC 210 Introduction to Public Policy
- POSC 305 US Constitutional Law

Three courses.....9

Additional courses from the list above, or any of the following:

- ECON 200 Principles of Economics
- ENGL 300 Philosophy, Interpretation and Culture
- ENGL 315 Global English
- HIST 326 Recent American History
- HIST 327 U.S. Immigration and Ethnic History
- PJCS 325 Mediation: Process, Skills, Theory
- PJCS 350 Dynamics/Theology of Reconciliation
- PSYC 200 Social Psychology
- PSYC 306 Abnormal Psychology
- SOC 200 Principles of Sociology
- SOC 322 Social Policy and Programs
- SoWk350

Student Learning Outcomes

Graduates with a minor in Pre-Law Studies will:

1. Demonstrate knowledge and historical application of the principles and theories of law, politics and public policy.
2. Skillfully communicate logical arguments in both written and oral form.
3. Identify and interpret sources effectively as evidence.
4. Critically analyze, construct and support arguments from a variety of perspectives.
5. Interpret moral responsibilities within a professional setting.

Planning and Advising Notes

The list of courses in this minor is designed to develop skills in logic, text analysis, written and oral communication and a knowledge base in public policy and human experience. At least nine credit hours in the minor must be 300-level or above. LSAT materials and advising are available through history department faculty advisors.

PSYCHOLOGY

A major and a minor are available in Psychology.

Major in Psychology

40 credit hours

PSYC 100 General Psychology.....	3
PSYC 319 Cognitive Psychology.....	3
PSYC 380 Statistics in Research.....	3
PSYC 401 Psychology Research I.....	1
PSYC 403 Psychology Research II.....	2
PSYC 409 Senior Internship.....	2
PSYC 410 Senior Seminar in Psychology.....	2
Additional psychology classes.....	18
Related courses selected from the following:.....	6
• BIOL 120 Cell Biology and Genetics	
• BIOL 212 NW Empathic Animals	
• CJRJ 100 Introduction to Criminal Justice	
• KIN 350 Sport Culture and Psychology	
• PJCS 201 PX Violence and Nonviolence	
• PUBH 200 Introduction to Public Health	
• PUBH 210 Culturally Responsive Health Promot	
• SOC 200 Principles of Sociology	
• SOC 210 Sociology of the Family	
• SOWK 221 SW Human Behavior	
• WGS 200 Introduction to Gender Studies	

Student Learning Outcomes

Graduates with a major in Psychology will:

1. Explain and apply research methods.
2. Use critical thinking, skeptical inquiry and a scientific approach to solve mental health problems.
3. Demonstrate how psychological principles function within personal, social, and organizational contexts.
4. Indicate effective written communication in APA style.
5. Identify and respect the complexity of sociocultural and internal diversity.
6. Explore career options and engage in career planning.
7. Engage in meaningful discussions about the relationship between faith and psychology.

Planning Guide

First Year	Goshen Core General Psychology Related courses
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Second Year	Goshen Core Psychology courses Related courses SST
Third Year	Goshen Core Upper-level courses in major Related courses
Fourth Year	Balance of Goshen Core Balance of major and related courses Statistics in Research/Psychology Research (Fall of 4th year) Senior Seminar Internship

Minor in Psychology

18 credit hours

PSYC 100 General Psychology.....	3
Additional psychology courses, at least 12 credit hours upper-level (300 or above).....	15

PUBLIC HEALTH

The Public Health major is split into two tracks: Health Sciences and Health Promotion. A Public Health minor is also available, and is a certificate in Global Health

Major in Public Health

48-51 credit hours (Core courses and one track)

Core Courses (33 credits)

PUBH 200 Introduction to Public Health.....	3
PUBH 210 Culturally Responsive Health Promot.....	3
PUBH 310 Public Health Policy & Administrat.....	3
PUBH 311 Public Health Junior Seminar.....	1
PUBH 320 Perspectives in Global Health.....	3
PUBH 330 Epidemiology.....	3
PUBH 409 Internship in Public Health.....	3
PUBH 410 Senior Seminar.....	2
CHEM 220 Human Nutrition.....	3
SOC 391 Methods of Social Research.....	3
NURS 309 PX Healthcare Ethics.....	3
Choose one.....	3
• PSYC 380 Statistics in Research	
• PUBH 380 Statistics for the Health Sciences	

Public Health Sciences Track (17-18 credits)

BIOL 203 Human Anatomy & Physiology I.....	4
BIOL 204 Human Anatomy & Physiology II.....	3
BIOL 206 Microbiology.....	3-4
BIOL 319 Human Pathophysiology.....	3
Choose one of the following:.....	3-4
• CHEM 103 NW Chemistry and Health	
• CHEM 111 General Chemistry	

Public Health Promotion Track (15-17 credits)

BUS 220 Spreadsheet Skills	
COMM 240 Communication Research	
Related courses selected from the following:.....	9-11
• BIOL 235 Geographic Information Systems	
• BUS 282 Business Analytics	
• COMM 202 Purposeful Presentation	
• COMM 270 Media, Law & Ethics	
• COMM 322 Organizational Communication	
• COMM 324 Principles of Public Relations	
• COMM 383 Communication and Society	
• EDUC 201 Foundations of Education	
• ENGL 204 Expository Writing	
• KIN 360 Teaching Health Concepts	

- KIN 415 School and Community Health
- PJCS 201 PX Violence and Nonviolence
- PJCS 347 Restorative Justice
- PSYC 210 SW Developmental Psychology
- SOWK 221 SW Human Behavior
- WGS 200 Introduction to Gender Studies
- SOC 205 Introduction to Gender Studies

Student Learning Outcomes

Graduates with a major in Public Health will:

1. Identify relevant health disparities in the community.
2. Design an appropriate health promotion program for the community.
3. Implement a health promotion program to improve community health.
4. Analyze the success of a delivered population health program.
5. Demonstrate critical thinking strategies, creativity, and reflection when processing a problem.
6. Demonstrate professional ethical leadership behavior and skills.
7. Demonstrate knowledge of research methods, statistics and inquiry skills.

Planning Guides

	Option A	Option B
First Year	Goshen Core Chemistry Anatomy and Physiology I & II Quantitative Literacy	Goshen Core Quantitative Literacy Spreadsheet Skills Track Specific Supporting course
Second Year	Goshen Core Intro to Public Health Health Promotion Healthcare Ethics Microbiology Pathophysiology SST (summer)	Goshen Core Intro to Public Health Health Promotion Healthcare Ethics Communication Research Track Specific Supporting course SST (summer)
Third Year	Policy and Administration Global Health Epidemiology Junior Seminar Human Nutrition Statistics Methods in Social Research	Policy and Administration Global Health Epidemiology Junior Seminar Human Nutrition Statistics Methods in Social Research
Fourth Year	Internship Senior Seminar Electives	Internship Senior Seminar Track Specific Supporting Course

Planning and Advising Notes

Students with no high school chemistry or high school chemistry grades lower than B- in two semesters are required to take CHEM 101. See prerequisites for BIOL 206, BIOL 300, and CHEM 220 in the course descriptions.

Students interested in taking courses through the Washington Community Scholars' Center, a program operated under Eastern Mennonite University, should contact the Goshen College Public Health Program Director. Several courses offered through the program can count towards the public health major and minor.

Minor in Public Health

18 credit hours

PUBH 200 Introduction to Public Health.....	3
PUBH 210 Culturally Responsive Health Promot.....	3
PUBH 310 Public Health Policy & Administrat.....	3
PUBH 320 Perspectives in Global Health.....	3
PUBH 330 Epidemiology.....	3
Choose one.....	3
• PSYC 380 Statistics in Research	
• PUBH 380 Statistics for the Health Sciences	

Student Learning Outcomes

Graduates with a minor in Public Health will:

1. Design an appropriate health promotion program for the community.
2. Demonstrate critical thinking strategies, creativity, and reflection when processing a problem.

Certificate in Global Health

9 credit hours

PUBH 200 Introduction to Public Health.....	3
PUBH 320 Perspectives in Global Health.....	3
One of the following:.....	3
• PUBH 310 Public Health Policy & Administrat	
• PUBH 330 Epidemiology	

RELIGION

See also the minors available in Anabaptist-Mennonite Studies, Bible and Religion, and Theological Studies and Christian Ministries.

Major in Religion

39 total credit hours (core + one concentration area)

Core Requirements (24 credits)

CORE 120 Engaging the Bible.....	3
PHIL203 RW.....	3
Choose two of the following.....	6
• REL 205 RW Religion in America	
• REL 214 RW Sustainability and the Sacred	
• REL 220 RW Introduction to World Religions	
Choose one of the following.....	3
• BIBL 300 Jesus and the Gospels	
• BIBL 301 Hebrew Scripture:	
• BIBL 321 Biblical Themes of Peace	
Choose one of the following.....	3
• SOC 242 Native American Societies & Culture	
• REL 315 Religion in Culture & Society	
• SOC 315 Religion in Culture and Society	
• REL 320 Christian Theologies	
• PJCS 332 Religion, Conflict and Peace	
• REL 310 Topics:	
* Speak to your Advisor about the range of options for REL310	
REL 409 Internship & Career.....	2-3
REL 410 Religion Senior Seminar.....	3
* Speak to your Advisor about the range of options for REL310	

Religion, Ethics & Environment Concentration (15 credit hours)

Five of the following.....	15
• PJCS 202 PX Spiritual Path of Peacemaking	
• HIST 204 RW What is the Good Life?	
• SUST 298 Ecology & Sustainability in India	
• PHIL 302 Ethics and Morality	
• REL 316 Liberation Theologies	
• WGS 316 Liberation Theologies	
• SUST 309 Sustainability, Spirituality Ethics	
• SUST 328 Organizing Communities for Change	
• SUST 335 Climate Ethics & Climate Policy	
• SUST 345 Ecol Ethics & Environ Movements	

Interreligious Studies Concentration (15 credit hours)

Five of the following.....	15
• HIST 218 RW Anabaptism in Global Context	

- REL 316 Liberation Theologies
- WGS 316 Liberation Theologies
- REL 317 Islam
- REL 323 Judaism
- REL 310 Topics:

Generalist Concentration (15 credit hours)

Choose from the following.....15

- 200-300 level Bible, religion or philosophy courses
- Up to 6 credits from courses offered by Anabaptist Mennonite Biblical Seminary (AMBS)
- Up to one 3-credit relevant course from another department on campus. Requires faculty advisor approval.

Student Learning Outcomes

Graduates with a major in Religion will:

1. Demonstrate scriptural literacy and develop a range of interpretive skills for understanding and applying sacred texts and symbols.
2. Demonstrate knowledge of the varied theologies, convictions, and worldviews of local and global Christian communities as well as their roles in society.
3. Analyze and engage the various approaches that people take to identify, interpret, and respond to moral issues within social contexts.
4. Examine and practice intercultural and interreligious awareness and action.
5. Analyze and articulate their own religious, spiritual, and ethical convictions.

Planning Guide

First Year	Goshen Core Engaging the Bible Living Ethically and/or another RW course
Second Year	Goshen Core 200-300 level courses in major Global Studies
Third Year	Goshen Core Upper-level courses in major Related courses
Fourth Year	Balance of Goshen Core Balance of major Course at AMBS Internship & Career Senior Seminar

Planning and Advising Notes

The religion major’s core courses and concentration courses can be taken in any semester that they are offered (the core does not need to be completed before beginning the concentration). Religion students are encouraged to select their concentration area in the first or second year of study.

Courses offered through the Global Studies department may be taken and substituted for the Interreligious studies concentration with approval of the faculty advisor.

Religion majors have the opportunity of taking 1-2 courses at Anabaptist Mennonite Biblical Seminary (AMBS) in Elkhart. For AMBS course listings, see <https://www.ambs.edu/academics/academic-course-list-and-calendar/>.

Minor in Bible and Religion

18 credit hours

Core 120.....	3
One 300-level Bible course.....	3
Select one of the following:.....	3
• REL 316 Liberation Theologies	
• REL 320 Christian Theologies	
Three additional Bible, religion or philosophy courses.....	9

SIGN LANGUAGE INTERPRETING

See also the major and minor in Deaf Studies.

Major in Sign Language Interpreting

54 credit hours

Proficiency in ASL through ASL 201 (ASL 3).....	(variable credit)
ASL 202 American Sign Lang 4.....	4
ASL 307 American Sign Language 5.....	4
ASL 215 Deaf Culture and History.....	3
INT 210 Introduction to Interpreting.....	3
INT 301 Interpreting 1.....	4
INT 302 Interpreting 2.....	4
INT 303 Intro to Healthcare Interpreting.....	4
INT 320 Sign to Voice Interpreting.....	4
INT 401 Interpreting 3.....	4
INT 405 Transliterating.....	4
INT 407 Interpreting Ethics.....	3
INT 409 Interpreting Internship.....	12
INT 410 Senior Seminar.....	1

Student Learning Outcomes

Graduates with a major in Sign Language Interpreting will:

1. Identify and utilize multicultural approaches to the work of interpreting and demonstrate effective bilingual and bicultural practice within their work.
2. Apply professional standards, practices, and ethics to their work.
3. Analyze an interpreting situation to choose the appropriate language or communication method, manage the environment, and work with clients and team interpreters.
4. Demonstrate an advanced level of receptive and expressive proficiency in spoken English, signed English, and American Sign Language.
5. Effectively interpret and transliterate in dialogic one-on-one and small group settings with a variety of participants.
6. Demonstrate skills necessary for interpreting or transliterating in entry level employment settings: a portfolio that includes a resume, video example, and documentation of 100 hours of supervised work experience.
7. Document attendance at a minimum of six workshops in a portfolio for ongoing professional development.

Planning Guide

First & Second Year

Goshen Core
 ASL 4 and 5
 Introduction to Interpreting
 Deaf Culture and History

Third Year	Goshen Core Interpreting 1 and 2 Sign to Voice Interpreting Interpreting Ethics Technology for Interpreters Healthcare Interpreting
Fourth Year	Balance of Goshen Core Interpreting 3 Transliterating Internship Senior Seminar

Planning and Advising Notes

Students majoring in sign language interpreting are required to earn a grade of C or above in each course. Courses may be repeated only once to attempt a higher grade.

Recommended elective courses for sign language interpreting majors include: ASL 104 Deaf Culture; Bus 190 Personal Finance; Bus 230 Business Fundamentals; Int 310 Performance Interpreting; Int 380 The Deaf Community: Subcultures and Special Groups; Phil 203 RW Living Ethically; Thea 234 Acting I; and Thea 235 The Power of Story.

Certificate in Educational Interpreting

13 credit hours

The Certificate in Educational Interpreting will demonstrate to potential employers that the SLI graduate has taken additional coursework related to foundations of education, exceptional learners, literacy, and educational interpreting.

EDUC 201 Foundations of Education.....	3
EDUC 300 Exceptional Learners.....	3
INT 405 Transliterating.....	1
Two courses from the following.....	6
• EDUC 303 Literacy I:Developmental	
• EDUC309	
• EDUC 341 Mild Disabilities I	
• EDUC 348 Teaching Adolescents/Except Needs	
• PSYC 210 SW Developmental Psychology	

Certificate in Healthcare Interpreting

13 credit hours

The Certificate in Healthcare Interpreting will demonstrate to potential employers that the SLI graduate has taken additional coursework related to medical terminology, healthcare ethics, mental health, public health, as well as an advanced Healthcare Interpreting course.

BIOL 155 Medical Terminology.....	1
KIN 102 First Aid & CPR.....	1
NURS 309 PX Healthcare Ethics.....	3
ASL 409 ASL Internship.....	1
One course from the following.....	3
• PSYC 100 General Psychology	

- PSYC 217 SW Cross-Cultural Psychology
- PUBH 200 Introduction to Public Health

INT 403 Advanced Healthcare Interpreting..... 4

Certificate in Performance Interpreting

12 credit hours

The Certificate in Educational Interpreting will demonstrate to potential employers that the SLI graduate took additional courses to better understand the areas of theater production, character development, acting, and the performance aspect of interpreting for theater.

THEA 201 AW Theater for Social Change..... 3

THEA 225 The Theater Experience..... 3

INT 310 Performance Interpreting..... 3

One course from the following..... 3

- THEA 315 Survey of Musical Theater
- THEA 334 Acting II
- THEA 355 AW Arts in London

SOCIAL WORK

The Goshen College social work program is accredited by the Council on Social Work Education and has as its primary objective the preparation of students for professional social work practice. Students are also prepared for graduate social work education and receive advanced standing in many Master of Social Work programs, including Goshen College's program.

Admission to the BASW Social Work Professional Program

Social work is a professional program that requires an admission process separate from admission to the college. Students apply for admission to the social work education program following the successful completion of Introduction to Social Work, SoWk 200. Written applications are accepted in December of each school year. Admission criteria include academic and personal qualifications with a value orientation necessary for the professional practice of social work. The admission process is directed toward furthering students' personal growth as they explore vocational interests and abilities. Specific information about criteria and process is found in the Social Work Student Handbook. This may be obtained from the director of baccalaureate social work education.

Major in Social Work

53 credit hours

SOWK 200 Introduction to Social Work.....	3
SOWK 209 Social Service Field Experience.....	3
SOWK 221 SW Human Behavior.....	3
SOWK 322 Social Welfare Policy & Program I.....	3
SOWK 323 Social Welfare Policy & Program II.....	4
SOWK 325 Social Work Practice Theory I.....	4
SOWK 409 Field Instruction.....	10
SOWK 410 Social Work Senior Seminar.....	2
SOWK 425 Social Work Practice Theory II.....	3
One of the following courses:.....	3
• SOWK 229 PX Child Welfare	
• SOWK 231 SW Aging in US Society	
• SOWK 245 Women's Concerns	
• SOWK 250 Human Services: Special Studies	
SOC 200 Principles of Sociology.....	3
SOC 210 Sociology of the Family.....	3
SOC 334 Race, Class & Ethnic Relations.....	3
SOC 391 Methods of Social Research.....	3
PSYC 306 Abnormal Psychology.....	3

Student Learning Outcomes

Graduates with a major in Social Work will demonstrate in measurable ways achievement of the ten core competencies articulated by the Council on Social Work Education:

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 (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.

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.

Planning Guide

First Year	Goshen Core Introduction to Social Work Principles of Sociology Sociology of the Family SST language prerequisite
Second Year	Goshen Core Human Behavior Social Service Field Experience SST (spring or summer) Expository Writing (strongly recommended)
Third Year	Goshen Core Social Welfare Policy and Program I, II Practice Theory I Methods of Social Research Race, Class and Ethnic Relations Abnormal Psychology Social Work Elective
Fourth Year	Balance of Goshen Core Social Work Practice Theory II Field Instruction Senior Seminar

Planning and Advising Notes

Students declaring a social work major are assigned a social work faculty advisor. Students exploring their interest in social work are invited to talk with the program director. Academic advising aids students in selecting courses in the sequence required for successful completion of the program. Additional advising appointments are scheduled as part of admission to the program and to field instruction. Students are encouraged to initiate contact with faculty advisors as issues arise, at any time throughout the academic year.

Psyc 100 General Psychology is a prerequisite for Psyc 306 Abnormal Psychology. Social work majors should discuss with their advisor the option of SoWk 221 Human Behavior functioning as the prerequisite for Psyc 306. Courses in human biology, statistics and expository writing are required for admission into some Master of Social Work (MSW) programs.

Academic Requirements

The professional practice of social work requires acquisition of knowledge, specific skills, a firm identification with specified values and ethics and a high degree of social and personal responsibility. A grade of C or above in all social work required courses and a college GPA of 2.5 or higher is required for continuation in the social work major. Any social work required course in which a student earns a grade of C- or below must be repeated with a grade of C or better in order to successfully complete the social work major. Students whose college GPA falls below a 2.5, or whose personal or professional behavior is inconsistent with the above requirements, may be asked to leave the program. Students who are denied admission or dismissed from the program, and believe relevant policies were unfairly administered, have the right to initiate the Goshen College grievance procedure.

SOCIOLOGY

A major and a minor are available in Sociology.

Major in Sociology

41-43 credit hours

Core courses (20-22 credit hours)

SOC 200 Principles of Sociology.....	3
SOC 310 Social Theory.....	3
SOC 334 Race, Class & Ethnic Relations.....	3
SOC 391 Methods of Social Research.....	3
SOC 392 Junior Seminar in Social Research.....	3
SOC 409 Field Experience in Sociology.....	2-4
SOC 410 Senior Seminar.....	3

Elective and related courses (21 credit hours)

Choose four of the following courses.....	12
<ul style="list-style-type: none"> • CJRJ 200 Sociology of Crime and Deviance • SOC 210 Sociology of the Family • SOC 230 Ethnography and Culture • SOC 236 Latin American Societies & Cultures • SOC 240 African Societies and Cultures • SOC 302 Urban Diversity • SOC 315 Religion in Culture and Society • SOC 320 Environmental Sociology • SOC 331 Social Justice and Social Change • SOC 351 Contemporary Issues: • SOC 430 Environmental Justice 	
Choose one of the following (Identities & Inequalities).....	3
<ul style="list-style-type: none"> • HIST 330 Gender in World History • PJCS 220 Inside Out: • SOC 205 Introduction to Gender Studies • SOC 260 Human Sexuality • SOC 345/SOWK 345 Women's Concerns 	
Choose one of the following (Politics & Social Change).....	3
<ul style="list-style-type: none"> • ECON 200 Principles of Economics • PJCS 360 Designing for Social Change • POSC 200 Introduction to Political Science • POSC 210 Introduction to Public Policy • POSC 308 International Politics 	
Choose one of the following (Sustainability & Human Ecology).....	3
<ul style="list-style-type: none"> • BIOL 207 NW Roots of Environmental Crisis • ECON 309 Environmental Economics • HIST 345 Environmental History 	

Student Learning Outcomes

Graduates with a major in Sociology will:

1. Demonstrate knowledge of basic sociological concepts, principles, and theories.
2. Demonstrate knowledge of basic principles of social research methodology.
3. Identify an original sociological question and design an appropriate strategy to research that question.
4. Use appropriate ethical and methodological practices to gather evidence.
5. Describe, analyze, and interpret evidence from a variety of perspectives.
6. Skillfully communicate sociological arguments in written and oral form.
7. Interpret the moral responsibilities of sociological work for their own future.

Planning guide

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

The sociology major includes a collaboration between three Mennonite educational institutions. In addition to courses on campus, students will have the opportunity to take courses with sociology faculty members at Bluffton University (Ohio) and Eastern Mennonite University (Virginia). These courses will be offered in various distance education formats.

Minor in Sociology

18 credit hours

SOC 200 Principles of Sociology.....	3
SOC 310 Social Theory.....	3
SOC 391 Methods of Social Research.....	3
Three courses in sociology (at least one upper level, 300 or above).....	9

Planning and Advising Notes

The minor in sociology is not available to students majoring in social work. For elective sociology courses in the minor, courses taught from within the sociology department (not cross-listed from other departments) are strongly preferred.

SPANISH

A major and a minor in Spanish are available, as well as teacher certification in Spanish for grades 5-12. For language placement purposes, native speakers of Spanish must meet with the Spanish faculty to determine language competency and accurate course placement.

Major in Spanish

37 credit hours

SPAN 201 Intermediate Spanish I (or approved alternative)	3
SPAN 202 Intermediate Spanish II (or approved alternative)	3
SPAN 270 Advanced Spanish Grammar	3
SPAN 410 Senior Seminar	1
21 credits from the following (or other UL courses)	21
• SPAN 300 Intro to Hispanic Literature	
• SPAN 303 Spanish Composition I	
• SPAN 305 Culture of Hispanic World	
• SPAN 330 Comm. Interpretation & Translation	
• SPAN 349 Hispanic Short Stories	
• SPAN 350 Hispanic Film Studies	
• SPAN 375 Topics:	
Choose one	NC
• One semester in a Spanish-speaking country	
• Nine credits in the GLST Hispanic Identities and Resilience thread	
Two related courses from the following list	6
• ENGL 310 Introduction to Linguistics	
• ENGL 320 Methods of TESOL	
• HIST 327 U.S. Immigration and Ethnic History	
• HIST 344 Latin American History	
• SOC 236 Latin American Societies & Cultures	
• SOC 334 Race, Class & Ethnic Relations	

Student Learning Outcomes

Graduates with a major in Spanish will:

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

Planning Guide

First Year	Goshen Core Prerequisites or Span 201 and 202
Second Year	Goshen Core Advanced language courses Related courses
Third Year	Semester abroad Upper level courses
Fourth Year	Balance of Goshen Core Balance of major and related courses Hispanic Literature Senior Integrating Seminar

Planning and Advising Notes

While most Spanish majors begin to study Spanish in high school, it is possible to complete the major successfully if the student begins Spanish study at Goshen College and plans carefully. The immersive requirement within the major can be met in one of the following two ways:

1. Spend one semester in a Goshen College Spanish language SST location.
2. Complete 9 credit hours in the GLST Hispanic Identities thread.

While the semester immersive SST is not required to complete the major, it is highly recommended.

Teacher education certification requirements: Teacher certification is available in Spanish for grades 5-12. Courses needed in addition to, or as part of, the Spanish major core requirements are as follows: Engl 310, Engl 320 (3 credits), at least 33 credit hours of Spanish language (up to 9 credit hours for level 101-201 may be earned by exam).

In addition, 36 credits of education courses, including a semester of student teaching. The first education course, Educ 201, should be taken in May term of the first year or fall of the sophomore year. See the Education department pages for more details about requirements.

Minor in Spanish

12 credit hours

Spanish courses at the 202 level and higher.....12
 One semester of study abroad in a Spanish-speaking country, or approved alternative.....NC

Planning and Advising Notes

Students completing Span 103 on SST will be given the equivalent credit for Span 201 offered on campus. With the consent of the Spanish faculty, a minor in Spanish for native or near native speakers of Spanish can be awarded without participating in SST. In addition to faculty consent, the student will be required to take two additional 3-credit Spanish courses on campus, one being Span 400, Special Projects, with an emphasis on a service-learning project in the Goshen community.

SPORT MANAGEMENT

A major and minor in Sport Management are available. See also the majors and minors in Physical Education and Exercise Science.

Major in Sport Management

48 credit hours

KIN 150 Introduction to Kinesiology.....	3
KIN 251 Officiating.....	1
KIN 310 Introduction to Sport Management.....	3
KIN 345 Theory & Techniques of Coaching.....	3
KIN 350 Sport Culture and Psychology.....	3
KIN 405 Sport Event & Facility Management.....	3
KIN 410 Senior Seminar.....	3
ACC 200 Principles of Accounting.....	3
ECON 200 Principles of Economics.....	3
BUS 155 The Organization of Business.....	3
BUS 244 Consumer Behavior Customer Journey.....	3
BUS 307 Career Planning.....	1
BUS 310 Business Law.....	3
BUS 315 People & Culture Management.....	3
Sport management electives (choose 9 credits from list below).....	9
• BUS 220 Spreadsheet Skills	
• BUS 316 Marketing Management	
• COMM 202 Purposeful Presentation	
• COMM 240 Communication Research	
• COMM 250 Journalism Essentials	
• COMM 255 Photography	
• COMM 322 Organizational Communication	
• COMM 360 Broadcasting for the Public Good	
• COMM 383 Communication and Society	
Practicum or Internship (choose one).....	1-3
• KIN 351 Event Management Practicum	
• KIN 354 Facility Management Practicum	
• KIN 409 Internship	

Student Learning Outcomes

Graduates with a major in Sport Management will:

1. Describe key historical and philosophical concepts in sport management.
2. Investigate and analyze societal issues and sociological theories and psychological principles in the context of sport management.
3. Connect principles of mass communication to sport and the sport industry (marketing, public relations, products, and sales).
4. Explain sport laws, legal aspects and risk management in sport.
5. Demonstrate professional leadership behavior and management skills in sport management contexts, including facility management and officiating.

6. Employ critical thinking strategies, creativity, and reflection when solving a problem or defending a position.
7. Demonstrate readiness for an entry-level sport exercise related profession or graduate school.

Planning and Advising Notes

This is an interdisciplinary major for students particularly interested in obtaining a leadership role in athletics or athletic organizations, sport-related businesses, sport communication or sport events and facilities. It is also relevant to those students pursuing careers in coaching, recruiting, scouting or officiating.

Planning Guide

First & Second Year	Wellness for Life Introduction to Kinesiology *Officiating *Introduction to Sport Management One Communication elective from list Consumer Behavior Customer Journey Principles of Accounting Principles of Economics Career Planning Goshen Core
Third Year	Theory and Techniques of Coaching *Sport Culture and Psychology Sport Management electives *Sport Event and Facility Management People and Culture Management Organizational Communication Goshen Core
Fourth Year	Internship or Facility Management Practicum Kinesiology Senior Seminar *Consumer Behavior & the Customer Journey Ethics course Business Law Sport Management electives Balance of Goshen Core

*Alternate year classes

Minor in Sport Management

22 credit hours

ACC 200 Principles of Accounting.....	3
BUS 315 People & Culture Management.....	3
BUS 316 Marketing Management.....	3
KIN 150 Introduction to Kinesiology.....	3
KIN 310 Introduction to Sport Management.....	3
KIN 354 Facility Management Practicum.....	1
KIN 405 Sport Event & Facility Management.....	3

Sports skills classes (intercollegiate athletics may count for only 1 credit hour).....3

Student Learning Outcomes

Graduates with a minor in Sport Management will:

1. Describe key historical, philosophical, psychological, and sociological principles and theories in kinesiology.
2. Apply basic concepts of business management, principles of finance, budgeting and accounting to sport and the sport industry.
3. Demonstrate professional leadership behavior and management skills: attire, communication, initiative and responsibility in facility management.
4. Employ critical thinking strategies, creativity and reflection when solving a problem or defending a position.

Planning and Advising Notes

The sport management minor is available to students in any major. Courses required for the minor may duplicate courses required in the student's major only with permission from the major advisor. This minor may be expanded into a major via the interdisciplinary studies program.

SUSTAINABILITY

The major in sustainability includes two distinctive Goshen College offerings: the Sustainability Core sequence and the Sustainability Semester at Merry Lea. The minor can be completed in two ways, with 6 courses completed on campus, and the other by completing the Sustainability Semester plus one additional course.

Major in sustainability

44-45 credit hours

Sustainability Core (17 credit hours)

BIOL 207 NW Roots of Environmental Crisis.....	3
BUS 325 Bus Strategies for Sustainability.....	3
ECON 309 Environmental Economics.....	3
SUST 155 Topics: Sustainability Seminar.....	1
SUST 201 Intro to Sustainability.....	3
SUST 409 Sustainability Internship.....	1
SUST 410 Sustainability Capstone.....	3

Sustainability Semester (15 credit hours)

- SUST 309 Sustainability, Spirituality Ethics
- SUST 313 Freshwater Resources
- SUST 318 Agroecology
- SUST 323 Regenerative Agricultural Practices
- SUST 328 Organizing Communities for Change

Remaining requirements in the major (12-13 credits)

Four of the following courses:..... 12-13

- BIOL 115 Ecology and Evolution
- BIOL 235 Geographic Information Systems
- BUS 121 Entrepreneurship
- HIST 375 Topics
- POSC 210 Introduction to Public Policy
- SOC 320 Environmental Sociology
- SUST 298 Ecology & Sustainability in India
- SUST 335 Climate Ethics & Climate Policy
- SUST 345 Ecol Ethics & Environ Movements
- SUST 350 Sustainability & the Built Environ

Student Learning Outcomes

Graduates with a major in sustainability will:

1. Apply systems thinking to describe complex socio-environmental-economic issues across a landscape, and to generate solutions to them.
2. Articulate hope for the future in our growing adoption of sound land management solutions that store carbon in soils and contribute to the regeneration of our lands, waters, and societies.
3. Cultivate a dynamic personal and communal “sustainability ethic,” based on tangible experiences within socio-ecological systems.

4. Experience and reflect on practices that invigorate mind, body, and spirit through connections with food, landscapes, and people.
5. Communicate, collaborate, and empathize with people holding multiple perspectives of sustainability toward the common good.
6. Practice skills of critical questioning and interpretation to facilitate multi-disciplinary problem-solving.
7. Envision bringing about a more just, regenerative, and equitable world through career, innovation, advocacy, and lifestyle.

Planning Guide

First Year	Goshen Core Introduction to Sustainability Roots of Environmental Crisis
Second Year	Goshen Core SST language Sustainability Seminar Sustainability elective(s)
Third Year	Sustainability Semester (fall) SST (spring)
Fourth Year	Balance of Goshen Core Environmental Economics Sustainability Seminar Sustainability Capstone Internship

Planning and Advising Notes

The sustainability major can be tailored to individual career goals, in consultation with the student's academic advisor. Past students have found it valuable to pair sustainability with another major or minor(s). This program is very interdisciplinary, and another major with specific disciplinary skills is an excellent complement to its strengths.

Minor in Sustainability

18-20 credit hours

Immersive Option

SUST 201 Intro to Sustainability.....	3
Sustainability Semester.....	15
<ul style="list-style-type: none"> • SUST 309 Sustainability, Spirituality Ethics • SUST 313 Freshwater Resources • SUST 318 Agroecology • SUST 323 Regenerative Agricultural Practices • SUST 328 Organizing Communities for Change 	

Campus Option

At least 3 of the courses chosen for the campus minor must be 300-level or above.

SUST 201 Intro to Sustainability.....	3
Foundations (choose two).....	6

- BIOL 207 NW Roots of Environmental Crisis
- ECON 309 Environmental Economics
- POSC 210 Introduction to Public Policy
- REL 214 RW Sustainability and the Sacred
- SOC 320 Environmental Sociology

Applications (choose three).....9-11

- BIOL 208 Geology, Meteorology & Climate Sci
- BIOL 235 Geographic Information Systems
- SUST 298 Ecology & Sustainability in India
- SUST 335 Climate Ethics & Climate Policy
- SUST 345 Ecol Ethics & Environ Movements
- SUST 350 Sustainability & the Built Environ

Planning and Advising Notes

Students may choose either the immersive or campus option. The immersive option includes a fall semester at Merry Lea. Courses other than SUST 201 may be counted for credit to complete the minor pending approval by the Biology Chair.

Sustainability Semester Program Description

The fall Sustainability Semester is a residential, interdisciplinary program focused on experiencing, understanding, and building sustainable, resilient and regenerative communities. A cohort of students spends the fall semester in full-time residence at Merry Lea’s Rieth Village, where they study the structures and functions of both societal and ecological systems in the surrounding watershed. The semester includes frequent opportunities to travel around the watershed and learn from professionals and others; a special highlight is an 8-day journey by canoe along the Elkhart and St. Joseph Rivers to Lake Michigan. At Reith Village, the cohort works together to evaluate their shared lifestyle decisions, try out new patterns of sustainable living, and simply have fun learning from each others’ experiences. Learning from the life of the Merry Lea teaching farm is also a central part of this experience, both through course work and enjoying the fruits of their work on the farm. Our interactions with a wide range of people and institutions across the region also help students engage in sustainability issues in new ways. The learning community provides an opportunity for students and faculty from diverse backgrounds and expertise from the arts and humanities, social sciences, sciences, and other backgrounds, to contribute to the process of understanding these problems and looking for points of involvement together. Students interact with people from the local watershed who are faced with real sustainability issues and grapple with the complexity of and interdisciplinary nature of possible solutions.

For more information about the Sustainability Semester, see www.goshen.edu/academics/sustainability-semester.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

A major and a minor in TESOL are available, in addition to English Learners teacher certification for grades P-12 or 5-12. See the Education pages for information about certification in Elementary Education/English Learners for grades K-6.

Major in Teaching English to Speakers of Other Languages (TESOL)

41 credit hours

COMM 206 Communication Across Cultures.....	3
EDUC 303 Literacy I:Developmental.....	3
EDUC 406 Literacy II: Diagnostic.....	3
ENGL 201 World Literature in English.....	3
ENGL 204 Expository Writing.....	3
ENGL 310 Introduction to Linguistics.....	3
ENGL 315 Global English.....	3
ENGL 319 English Grammar.....	1
ENGL 320 Methods of TESOL.....	4
ENGL 325 TESOL Practicum.....	3
ENGL 410 Senior Seminar.....	3
Additional foreign language beyond the 102-level.....	3
Two intercultural studies courses selected from the following.....	6
• EDUC 307 Children's & Adolescent Literature	
• ENGL 307 Lit of Ethnicity, Gender, and Race	
• HIST 217 Geography and Culture	
• Any course in SST alternate list (may not double count for international studies minor)	

Student Learning Outcomes

Graduates with a major in TESOL will:

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

Planning Guide

First year	Goshen Core Academic Voice Research & Writing World Literature Language courses for 102-level prerequisite Communication Across Cultures Intercultural studies elective
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Second year	Goshen Core Expository Writing English Grammar Additional foreign language SST
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Third year	Goshen Core Introduction to Linguistics Global English Education courses* Intercultural studies courses Methods of TESOL TESOL Practicum
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Fourth year	Balance of Goshen Core Balance of major and related courses English Senior Seminar
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Planning and Advising Notes

Students must demonstrate basic competence in some foreign language through the 102 level by testing or by coursework. The “additional foreign language” requirement beyond the basic competence may be in the same language or a third language. Also, ASL may count as the basic foreign language or as the additional foreign language, but not as both.

The Education and English departments collaborate to offer three different teacher education state certification programs that equip students to teach English Learners (EL) in public schools and elsewhere:

- **Grades K-6 certification in Elementary education/English learners (EL):** Students complete the normal Elementary Education major and Engl 310, 315, 319, 320 and 325 (4 cr).
- **Grades 5-12 certification in EL:** Students complete the TESOL major and the Secondary Education track in the Education department.
- **Grades P-12 certification in EL:** Students complete the TESOL major and the All-Grade Education track and also take Engl 325 for 3 credits.

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

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

Minor in Teaching English to Speakers of Other Languages (TESOL)

20 credit hours

ENGL 310 Introduction to Linguistics.....	3
ENGL 315 Global English.....	3
ENGL 319 English Grammar.....	1
ENGL 320 Methods of TESOL.....	4
ENGL 325 TESOL Practicum.....	3
Additional intercultural studies courses.....	6

- select from the SST list
- additional foreign language beyond the international education prerequisite

Planning and Advising Notes

Students must demonstrate basic competence in some foreign language through the 102 level by testing or by coursework. The “additional foreign language” courses may be in the same language or a third language. Also, ASL may count as the basic foreign language or as the additional foreign language, but not as both.

THEATER

A major and a minor in Theater are available. See also the Music Theater minor. Theater majors may also double major in secondary education to earn Indiana licensure in grades 5-12. Students seeking Indiana licensure in another content area may also be licensed in theater by completing the theater minor in accordance with the advising note below.

Major in Theater

41 credit hours

Two of the following.....	6
• COMM 204 Expository Writing	
• COMM 240 Communication Research	
• ENGL 306 Major Author	
THEA 201 AW Theater for Social Change.....	3
THEA 225 The Theater Experience.....	3
One of the following.....	3
• THEA 234 Acting I	
• THEA 235 Your Powerful Voice	
One of the following.....	3
• THEA 236 Foundations of Technical Theater	
• THEA 331 Stage Management	
THEA 386 History of Theater I.....	3
THEA 387 History of Theater II.....	3
THEA 409 Internship.....	3
THEA 410 Senior Seminar.....	3
THEA 414 Senior Project.....	1
THEA 200 Theater Practice.....	NC
• At least six semesters participation in theater productions	
Any theater courses, with at least 6 credits upper-level.....	10

Student Learning Outcomes

Graduates with a major in Theater will:

1. Practice and implement foundational concepts and practices in the theater discipline and demonstrate proficiency in one or more areas.
2. Demonstrate proficiency in theatrical design, performance, or production
3. Apply knowledge of theater history, aesthetics and practice to critically analyze and interpret theatrical productions.
4. Demonstrate preparedness for a vibrant career that includes using theater arts for a positive contribution to society.
5. Lead creative processes that embody the college's core values.

Planning Guide

First year	Goshen Core The Theater Experience Theater Practice Acting I or Tech/Design course
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Second year	Goshen Core The Power of Story Expository Writing or Communication Research History of Theater Theater Practice Courses in major SST
Third year	Goshen Core History of Theater Theater for Social Change Theater Practice Upper-level courses in major
Fourth year	Balance of Goshen Core Balance of major Senior Seminar Internship

Planning and Advising Notes

Transfer students must have a minimum of nine hours of theater courses at Goshen College. The Thea 409/Internship should be in the student's area of concentration. A senior project and a portfolio or its equivalent are required for graduation.

Minor in Theater

18 credit hours

THEA 225 The Theater Experience.....	3
THEA 235 Your Powerful Voice.....	3
THEA 236 Foundations of Technical Theater.....	3
Upper-level theater courses.....	9
At least four semesters participation in theater productions.....	NC

Planning and Advising Notes

Upper-level courses are selected in consultation with theater minor advisor. At least six credit hours must be taken at Goshen College. A faculty-approved and supervised theater project (or its equivalent) is encouraged, but not required for theater minors.

Students seeking licensure in secondary education through the theater minor should take the following courses as part of the required electives: THEA 350 Playwriting and THEA 338.

Directing

THEOLOGICAL STUDIES AND CHRISTIAN MINISTRIES

A minor is available in Theological Studies and Christian Ministries. See also the major in Religion.

Minor in Theological Studies and Christian Ministries

18 credit hours

BIBL 300 Jesus and the Gospels.....	3
REL 320 Christian Theologies.....	3
REL 374 Congregational Ministries.....	3
REL 409 Internship & Career.....	3
Courses selected from the following.....	6
• MUS212	
• MUS 311 Topics in Music Literature	
• PHIL 203 RW Living Ethically	
• PJCS 370 Personal Violence and Healing	
• REL 209 Field Experience	
• REL 225 Spiritual Formation	
• REL 322 Worshiping Communities	
• AMBS course, with approval from academic advisor	

Student Learning Outcomes

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

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

Planning and Advising Notes

A campus Ministry Leader program and a summer Ministry Inquiry internship program, both coordinated by the campus ministry office, provide excellent opportunities for students to test ministry as a vocation.

WOMEN'S AND GENDER STUDIES

A minor in Women's and Gender studies may be combined with any major.

Minor in Women's and Gender Studies

18 credit hours

Any WGS or cross-listed courses, selected in consultation with advisor.....	15
WGS 390 Gender Theory & Practice.....	2-3
Applied and independent project: one choice below.....	1

- WGS 209 Practicum
- WGS 400 Advanced Readings
- WGS 409 Advanced Practicum

Student Learning Outcomes

Graduates with a minor in Women's and Gender Studies will:

1. Critically examine cultural assumptions and social structures related to gender and its intersection with other personal and social forces, such as race and class.
2. Explore the production of knowledge in disciplines through the lens of gender theory and practices in diverse cultural contexts.
3. Identify and analyze gender in many systems that shape individual lives and choices.
4. Examine feminist history, genres, criticism, aesthetics and structures.
5. Utilize feminist research methods, analytical tools, criticism, and praxis within their major discipline and in their profession.

Planning and Advising Notes

Students should meet regularly with the WGS program director in addition to their major advisor to plan the sequence of courses and practicum best suited to their interest and major.

- WGS 200, Introduction to Gender Studies is strongly recommended for all students selecting this minor.
- Students are encouraged to take WGS 390, Gender Theory and Practice in their junior or senior year after taking at least one, and preferably more, WGS courses.
- WGS 209, Practicum is available to any student engaged in campus leadership around gender issues.
- WGS 400, Advanced Readings and WGS 409, Advanced Practicum are available to students with a minimum of two WGS courses.

WRITING AND PUBLISHING

A major in Writing and Publishing and a minor in Writing are available, offered by the English department. See also the major and minor in Journalism, offered by the Communication department.

Major in Writing and Publishing

42 credit hours

ENGL 203 Introduction to Creative Writing.....	3
ENGL 204 Expository Writing.....	3
ENGL 280 Sophomore Writing Portfolio.....	1
ENGL 290 English Publication.....	1
ENGL 312 Writing Workshop.....	1
ENGL 319 English Grammar.....	1
ENGL 340 Editing and Publishing.....	3
Three writing courses.....	9
• COMM 308 Feature Writing	
• ENGL 330 Writing Fiction	
• ENGL 332 Writing Poetry	
• ENGL 334 Writing Creative Nonfiction	
• ENGL 336 Special Topics in Writing	
• THEA 350 Playwriting	
Three Literature/Language electives (at least one upper level 300 or above).....	9
• ENGL 207 Lit of Ethnicity, Gender, and Race	
• ENGL 230 Literature and Popular Culture	
• ENGL 235 AW Comics and Graphic Novels	
• ENGL 300 Philosophy, Interpretation and Culture	
• ENGL 305 Genre Studies	
• ENGL 306 Major Author	
• ENGL 310 Introduction to Linguistics	
• ENGL 326 History of Lit in English I	
• ENGL 327 History of Lit in English II	
ENGL 408 English Writing Practicum.....	2
ENGL 410 Senior Seminar.....	3
COMM 108 Digital Design.....	3
One course in media context or production experience.....	3
• COMM 250 Journalism Essentials	
• COMM 255 Photography	
• COMM 260 Broadcast Writing	
• COMM 326 Creating for the Web	
• COMM 350 Reporting for the Public Good	

Student Learning Outcomes

Graduates with a major in Writing and Publishing will:

1. Develop the vocabulary and conceptual tools to analyze, discuss, create, and edit writing in multiple genres.

2. Gain familiarity with classic and recent creative works, particularly with an eye to their craft, as well as to their place and purpose in twenty-first century culture.
3. Develop professional communication skills transferable to the publishing world, as well as print, electronic, and letterpress publishing techniques.
4. Demonstrate mastery of a range of writing tools, including revision and editing strategies that foster the successful practice of writing in any genre and for any purpose.
5. Develop and design a series of portfolios that encourage self-assessment and focus in the student's work, leading to a professional writing sample in a chosen genre.
6. Analyze the role of cultural context, audience, and individual voice in writing and editing through creative collaboration.
7. Use reading, critical thinking, editing, and writing to develop and take ownership of a unique written voice that can create change in the world.

Planning Guide

First year	Goshen Core Research & Writing Introduction to Creative Writing Expository Writing
Second year	Goshen Core Writing elective Writing Workshop (Repeatable) Digital Design Sophomore portfolio SST English Publications (or Junior Year)
Third year	Goshen Core Writing elective Literature elective English Grammar Editing and Publishing
Fourth year	Balance of Goshen Core Balance of major Senior Writing Practicum Senior Seminar (or Junior Year)

Planning and Advising Notes

Students earning AP, IB, or CLEP credit in English are strongly encouraged to take Engl 204 during the first year. Most AP and IB literature and language courses will count as elective credits toward graduation, but not toward the writing major.

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

Writing majors are encouraged to get involved with Communication or English co-curricular activities such as *The Record*, Pinchpenny Press, *Broadside*, and *Red Cents*. Engl 290, English Publication, is recommended in the second or third year.

Students with a second major in addition to writing and publishing may choose to take a senior seminar in just one major field, substituting an elective course in the other major.

Minor in Writing

18 credit hours

ENGL 204 Expository Writing..... 3

One of the following individualized courses..... 3

- COMM 412 Special Project
- ENGL 280 Sophomore Writing Portfolio

Courses in journalistic and/or creative writing selected from the following..... 12

- ENGL 203 Introduction to Creative Writing
- ENGL 312 Writing Workshop (repeatable)
- ENGL 330 Writing Fiction
- ENGL 332 Writing Poetry
- ENGL 334 Writing Creative Nonfiction
- ENGL 336 Special Topics in Writing
- THEA 350 Playwriting
- COMM 250 Journalism Essentials
- COMM 260 Broadcast Writing
- COMM 308 Feature Writing
- COMM 326 Creating for the Web
- COMM 350 Reporting for the Public Good

Planning and Advising Notes

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

Students registering for Engl 408, Senior Writing Practicum, must meet with an advisor and have a proposal approved in the semester prior to taking the course.

ADULT AND CONTINUING STUDIES

Introduction

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

Four undergraduate degree-completion programs are offered:

- **B.S. in Business Management**
- **B.S. in Communication (paused – not accepting applicants at this time)**
- **B.S. in Social Work (paused – not accepting applicants at this time)**

In addition, there are two licensure preparation programs:

- **Transition to Interpreting** program is available for those interested in earning a license as an American Sign Language Interpreter who have already earned a bachelor's degree.
- **Accelerated Licensure** program is available as an alternative teacher certification path for students who have already earned a bachelor's degree and are seeking elementary or secondary licensure.

Admission Information and Program Structure

Degree Completion Programs

Degree completion programs are designed for adult learners who are working full-time. Classes typically meet once or twice a week in the evening hours or online. Graduates must earn a total of 120 credit hours with the minimum GPA requirements for completion varying based on the program. Admission and registration processes are completed through the Admissions Office.

Business Management Prerequisites

- At least 12 college credits earned from an accredited institution
- A cumulative grade point average of 2.5 or higher in prior academic work
- An Associate of Arts or Science degree is preferred. Core requirements for students without an A.A. or A.S. degree or fewer than 60 credits:
 - English composition II (or equivalent)
 - Literature, fine arts or foreign language class
 - Natural science (biology, chemistry, or physics)
 - Social science (anthropology, economics, psychology, or sociology)
 - History or political science

Communication Prerequisites

- At least 20 college credits earned from an accredited institution
- A cumulative grade point average of 2.5 or higher in prior academic work
- An Associate of Arts or Science degree is preferred. Minimum general education prerequisites for students without an A.A. or A.S. degree:
 - English composition II (or equivalent)
 - Literature, fine arts or foreign language class
 - Natural science (biology, chemistry, or physics)
 - Social science (anthropology, economics, psychology, or sociology)
 - History or political science

Social Work Prerequisites

- Three to five years of significant life or work experience
- Approximately 60 credit hours of college coursework completed in an accredited program. An Associate of Arts or Science degree is preferred. Minimum general education prerequisites for students without an A.A. or A.S. degree:
 - English composition II (or equivalent)
 - Literature, fine arts or foreign language class
 - Natural science (biology, chemistry, or physics)
 - Social science (anthropology, economics, psychology, or sociology)
 - History or political science
- Prior coursework for the social work major should include the following courses (or equivalent):
 - General Psychology
 - Abnormal Psychology
 - Principles of Sociology
 - Sociology of the Family
 - Race, Class & Ethnic Relations
 - Human Behavior
 - Introduction to Social Work
 - Social Service Field Experience
 - A social service course focused on the needs of children, families, or women
- At least a C (2.0) cumulative grade point average in all prior college course work

Transition to Interpreting Program

Transition to Interpreting (Ttl) candidates must have completed an undergraduate degree in their field with at least a 3.0 grade point average (GPA) to be eligible for this program. Competency in ASL will be determined by a placement test and/or coursework. Additional coursework in ASL may be a prerequisite for admission.

Accelerated Licensure Program

Accelerated Licensure candidates must have completed an undergraduate degree in their field with at least a 3.0 grade point average (GPA) to be eligible for this program, or must complete the appropriate Praxis content exam prior to admission. Education courses listed for two credit hours are taught jointly with three-credit hour courses. Accelerated licensure students pay for only two credit hours. Field experience is required for most classes. Elementary licensure requires 24 credit hours of education courses. Secondary licensure for grades 5-12 requires 18 credit hours. While some transfer credit may be accepted, a minimum of two classes must be completed at Goshen College prior to student teaching.

Attendance

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

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

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

Dean's List

Undergraduate students in the adult programs who are carrying a course load of 12 hours or more, who earn a 3.7 or higher grade point average, will be included in the Goshen College Dean's List for the term in which they received this grade point average. The list is reported in May and December.

Incomplete Grades

A grade of I (incomplete) may be given for illness, accident, or other unusual hardship beyond the student's control. Students may carry only one course with a grade of Incomplete. A contract available from the registrar's office webpage is initiated by the student and includes a rationale, completion plan, professor's signature of approval, letter grade to be given if the contract is not completed, and the signature of the program director (instead of academic dean signature required for traditional program students). The completed contract must be submitted to the program director by the last day of class. Completion date is normally six weeks after the final exam due date or the last day of the current six-month term. If a new grade is not submitted by these deadlines, the program director will notify the registrar's office to enter the letter grade indicated on the contract. The new grade is used to complete the grade point average. If the Incomplete grade becomes an F, the student must retake the course and pay the current tuition rate in effect when enrolled in the course a second time.

Credit for Prior Learning

Students may earn up to 20 credit hours for prior learning that has taken place outside of the classroom, in the workplace or in other settings. Credit earned through prior learning assessment can be applied to required courses in the major or to electives. Students who have already earned a minimum of 20 credit hours and are enrolled in a participating adult degree-completion program at Goshen College are eligible.

Opportunities for Documenting Additional Credit Hours

- Students may also transfer up to 20 credits from their military service for courses that are comparable in content to courses offered at a liberal arts college.
- A maximum of 12 hours of credit may be accepted for technical or skills-oriented courses from vocational training programs in technical schools, community colleges, or Bible institutes.
- Credits can also be obtained using DANTES and CLEP tests.

Inclement Weather

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 the campus is closed and therefore a face-to-face class will be shifted to remote learning.

Refunds

Degree Completion Programs

Refund of tuition for degree completion students is made on the basis of classes completed in the respective course at the time a student is withdrawn or has notified the Dean's Office that they are withdrawing. A student will be charged again for any course that is retaken. The weekly tuition refund schedule for the year-round calendar is posted in the Accounting Office and at <https://staging.goshen.edu/financial-aid/refund-policy/>.

The date of withdrawal shall be the date on which the drop/add slip is completed and the student indicates future plans in writing (forms are available in the Registrar's Office). If a

student has paid for an entire term and withdraws at the end of a course, the tuition for the remaining courses will be refunded in full. If a student withdraws prior to week two, the tuition for that course will be refunded in full.

Withdrawal

Course withdrawal before the second class night shows no record on the student transcript. Withdrawal with a grade of "W" is possible only before the fourth night (for 7-week courses) or the ninth week (for 15-week courses). Withdrawal after that time results in failure of the course and will be reflected as an "FW" on the transcript.

Commitment to Community Standards

Members of the Goshen College community are expected to demonstrate individual responsibility in showing consideration for the beliefs and feelings of others; abiding by federal, state, and local laws; and by demonstrating exemplary conduct. When a student's behavior has implications for others, there is cause for institutional involvement. See the Student Life section of this catalog for the code of conduct.

Food Services

Campus dining service seeks to meet the food needs of all students with a variety of gourmet, fresh and local foods. A quick lunch is available at the Leaf Raker snack shop, drinks, and snacks at the student-run Java Junction coffee bar. Munch Money can be purchased and applied to the student ID card and used as a debit card for tax-free food purchases.

Student Services

Students in adult programs have access to a variety of student services. All students have access to the Good Library, career networks, campus ministries, a membership at the Recreation/Fitness Center, free admission to all athletic events, and discounted prices at the Goshen College Music Center. The program in which a student is enrolled determines which other services a student has available. Campus housing is not available to students in adult programs.

BUSINESS MANAGEMENT: DEGREE COMPLETION PROGRAM

The Goshen College business management degree completion program offers students who finished an associate's degree or started a bachelor's degree but never finished, a pathway to earn a bachelor's degree. The program prepares students to pursue career opportunities in a variety of business areas.

Courses in the business management program are online, providing students with the flexibility needed to earn a degree and manage their busy lives.

Admission to the Program

Students are eligible for admission to the program with a minimum of 12 transferable semester credits and a minimum GPA of 2.50. Students with an earned A.A. or A.S. degree may have their general education courses applied toward meeting the core requirements. Those with fewer than 60 credits or without an A.A. or A.S. degree must complete the following core requirements.

Core requirements (15 credit hours)

English composition II.....	3
Literature, fine arts or foreign language.....	3
Natural science (biology, chemistry, or physics).....	3
Social science (anthropology, economics, psychology, or sociology).....	3
History or political science.....	3

Major in Business Management (B.S. degree completion)

42 credit hours

ACC 200 Principles of Accounting.....	3
BUS 220 Spreadsheet Skills.....	3
BUS 244 Consumer Behavior Customer Journey.....	3
BUS 282 Business Analytics.....	3
BUS 310 Business Law.....	3
BUS 315 People & Culture Management.....	3
BUS 316 Marketing Management.....	3
BUS 317 Financial Management.....	3
BUS 318 Operations Management.....	3
BUS 410 Strategic Management Capstone.....	3
ECON 200 Principles of Economics.....	3
CORE 210 Professional Communication Skills.....	3
CORE 309 Lead Serve in Multicultural World.....	3
PJCS 210 PX Transforming Conflict and Violence.....	3

Student Learning Outcomes

Graduates in Business Management will:

1. Identify and articulate how personal values and ethical considerations inform and impact business decisions.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business functions as well as the relationships between the various functions in a business.
3. Intentionally prepare for a business career.

4. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
5. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
6. Demonstrate effective communication in a variety of business contexts.
7. Demonstrate an ability to work productively with individuals in a diversity of roles and with varying interests in the outcome.

Academic Requirements

All business management majors must earn a grade of C- or higher in all courses required in the major. Failure to attain this level of achievement require the student to either repeat the course (for specific requirements), take an additional course (for elective courses in the major), or transfer an approved equivalent course from another accredited college or university.

COMMUNICATION: DEGREE COMPLETION PROGRAM

Not accepting new students at this time. If you are interested in this program, please contact the Communication department chairperson for additional information.

The Goshen College communication degree completion program offers students who finished an associate's degree or started a bachelor's degree but never finished an opportunity to earn a valuable bachelor's degree. The program prepares students to communicate in a variety of formats as a communication professional.

The program is designed for working adults who have completed some college-level education. Courses are offered in the daytime, evening, online and in-person, to accommodate work schedules.

Admission to the Program

This program is intended to serve working adults who have some prior college credits. Students must have at least 20 college credits to apply for this program. Students with an earned A.A. or A.S. degree may have their general education courses applied toward meeting the core requirements. Those with fewer than 60 credits or without an earned associate degree will have their transcripts evaluated by the academic advisor to determine an appropriate plan of study for the degree program.

Minimum pre-requisite Core requirements (15 credit hours) for students without an A.A. or A.S. degree

English Composition II.....	3
Literature, fine arts, or foreign language.....	3
Natural science (biology, chemistry, or physics).....	3
Social science (anthropology, economics, psychology, or sociology).....	3
History or political science.....	3

Students without an A.A. or A.S. degree will complete additional elective coursework to reach 120 minimum total credit hours

Major in Communication (B.S. degree completion)

50 credit hours

COMM 202 Purposeful Presentation.....	3
COMM 240 Communication Research.....	3
COMM 270 Media, Law & Ethics.....	3
COMM 322 Organizational Communication.....	3
COMM 324 Principles of Public Relations.....	3
COMM 340 Social Media Strategies.....	3
COMM 342 Advanced Workplace Writing.....	3
COMM 383 Communication and Society.....	3
COMM 385 Studies in Communication.....	3
COMM 408 Workplace Immersion (Internship).....	3
COMM 410 Senior Seminar.....	3
COMM 412 Special Project.....	3
CORE 210 Professional Communication Skills.....	3
CORE 309 Lead Serve in Multicultural World.....	3
PJCS 210 PX Transforming Conflict and Violence.....	3
Additional Communication Courses.....	5

Student Learning Outcomes

Graduates with a major in Communication will:

1. Comprehend a core of knowledge in the field.
2. Demonstrate a set of professional skills and competencies in their practice of communication.
3. Serve the college and community through media involvement.
4. Create a diverse multimedia portfolio.
5. Demonstrate competence in securing and completing immersive work experience.
6. Report that courses and other training prepared them for a position or advancement in communication or a related career.
7. Integrate Goshen College's core values in professional preparation.

SOCIAL WORK: DEGREE COMPLETION PROGRAM

Not accepting new students at this time. If you are interested in this program, please contact the Social Work Department Chair for additional information.

The Goshen College social work program is accredited by the Council on Social Work Education and has, as its primary objective, the preparation of students for professional social work practice. Students are also prepared for graduate social work education and receive advanced standing in many Master of Social Work programs.

Social Work: Two Tracks

The social work program has both a four-year bachelor of arts track (described earlier in this catalog) and a 20-month bachelor of science degree completion track. Both tracks follow the same social work curriculum. Students who start college immediately after graduating from high school follow the four-year track and earn a B.A. in social work. Students who have graduated with an associate degree in human services and have related work experience follow the degree completion track, earning a B.S. in social work. The program outcomes for graduates are the same for students enrolled in either track.

Admission to the Social Work Professional Program

Social work is a professional program that requires an admission process separate from admission to the college. Students apply for admission to the social work education program during SoWk 322 Social Welfare Policy & Program I, the first social work course taken in the degree completion program. Written applications are accepted in December each year. Admission criteria include academic and personal qualifications with a value orientation necessary for the professional practice of social work. The admission process is directed toward furthering students' personal growth as they explore vocational interests and abilities. Specific information about criteria and process is found in the Social Work Student Handbook. This may be obtained from the director of baccalaureate social work education.

Minimum Pre-requisite Core Requirements (15 credit hours) for students without an A.A. or A.S. degree

English Composition II.....	3
Literature, fine arts, or foreign language.....	3
Natural science (biology, chemistry, or physics).....	3
Social science (anthropology, economics, psychology, or sociology).....	3
History or Political Science.....	3

Major in Social Work (B.S. degree completion)

62 credit hours

Pre-requisites for degree-completion program (24 credits)

PSYC 306 Abnormal Psychology.....	3
SOC 200 Principles of Sociology.....	3
SOC 210 Sociology of the Family.....	3
SOC 334 Race, Class & Ethnic Relations.....	3
SOWK 200 Introduction to Social Work.....	3
SOWK 209 Social Service Field Experience.....	3
SOWK 221 SW Human Behavior.....	3
One of the following courses.....	3
• SOWK 229 PX Child Welfare	

- SOWK 231 SW Aging in US Society
- SOWK 245 Women's Concerns
- SOWK 250 Human Services: Special Studies

Degree completion courses at Goshen College (38 credits)

SOC 391 Methods of Social Research.....	3
SOWK 322 Social Welfare Policy & Program I.....	3
SOWK 323 Social Welfare Policy & Program II.....	4
SOWK 325 Social Work Practice Theory I.....	4
SOWK 409 Field Instruction.....	10
SOWK 410 Social Work Senior Seminar.....	2
SOWK 425 Social Work Practice Theory II.....	3
PJCS 210 PX Transforming Conflict and Violence.....	3
CORE 210 Professional Communication Skills.....	3
CORE 309 Lead Serve in Multicultural World.....	3

Student Learning Outcomes

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

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
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.

Academic Requirements

The professional practice of social work requires acquisition of knowledge, specific skills, a firm identification with specified values and ethics and a high degree of social and personal responsibility. Graduates must earn a total of 120 credit hours with a 2.5 grade point average for courses completed at Goshen College. A grade of C or above in all social work required courses and a college GPA of 2.5 or higher is required for continuation in the social work major. Any social work required course in which a student earns a grade of C- or below must be repeated with a grade of C or better in order to successfully complete the social work major. Students whose college GPA falls below a 2.5, or whose personal or professional behavior is inconsistent with the above requirements, may be asked to leave the program. Students who are denied admission or dismissed from the program, and believe relevant policies were unfairly administered, have the right to initiate the Goshen College grievance procedure.

CERTIFICATE AND LICENSURE PREPARATION PROGRAMS

Transition to Interpreting Certificate (Licensure Preparation for Sign Language Interpreting)

This adult program is designed for those who hold a bachelor's degree and are interested in earning a license as an American Sign Language Interpreter. The course sequence prepares students to apply for a license in Indiana. Students will also have the opportunity to explore licensure requirements for other states.

Students may take courses on a part-time basis. Courses are offered during the daytime with our traditional undergraduate students.

Admission Requirements

- Completion of a bachelor's degree in any major from an accredited college.
- A cumulative grade point average of 3.0 or higher in prior academic work.
- American Sign Language competency equivalent to ASL 202: ASL 4 is required. Competency will be determined by a placement test and/or previous coursework.

Transition to Interpreting Certificate

26 credit hours

INT 301 Interpreting 1.....	4
INT 302 Interpreting 2.....	4
INT 320 Sign to Voice Interpreting.....	4
INT 401 Interpreting 3.....	4
INT 405 Transliterating.....	3
INT 407 Interpreting Ethics.....	3
INT 411 Practicum I.....	2
INT 412 Practicum II.....	2

Student Learning Outcomes

At the conclusion of the program, students will be able to:

1. Identify and utilize multicultural approaches to the work of interpreting and demonstrate effective bilingual and bicultural practice within their work.
2. Apply professional standards, practices, and ethics to their work.
3. Analyze an interpreting situation to choose the appropriate language or communication method, manage the environment, and work with clients and team interpreters.
4. Demonstrate an advanced level of receptive and expressive proficiency in spoken English, signed English, and American Sign Language.
5. Effectively interpret and transliterate in dialogic one-on-one and small group settings with a variety of participants.

Recommended Course Sequence

First year fall semester – 4 credits

INT 301 Interpreting 1.....	4
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First year spring semester – 8 credits

INT 302 Interpreting 2.....	4
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INT 320 Sign to Voice Interpreting..... 4

First year May term- 3 credits

INT 407 Interpreting Ethics..... 3

Second year fall semester – 7 credits

INT 401 Interpreting 3..... 4

INT 405 Transliterating..... 3

Second year spring semester – 4 credits

INT 411 Practicum I..... 2

INT 412 Practicum II..... 2

The following courses may be taken as electives:

- ASL 104, North American Deaf Culture (3)
- ASL 307, ASL 5 (4)
- ASL 320, Deaf History (3)
- INT 210, Introduction to Interpreting (1)
- INT 230, Technology for Interpreters (1)
- INT 310, Performance Interpreting (0-3)
- INT 403, Medical Interpreting (4)

Accelerated Licensure Certificate (grades K-6 or 5-12)

Accelerated Licensure is an alternative certification program that is available only in person, on campus, and is based on the premise that a candidate already has content knowledge in the licensing area. The 18 credit hours required for secondary and 24 credit hours required for elementary programs are for education coursework only. Courses listed for two credit hours are taught jointly with three-credit undergraduate courses. Accelerated licensure students pay for only two credit hours. Field experience is required for most classes and the final semester practicum requires students to commit to full days in a school for 13 weeks. A Transition to Teaching program is available at the master’s level for online learners. Please see the Graduate Catalog for details.

Admission Requirements

- Completion of a bachelor’s degree in their field from an accredited college OR a bachelor’s degree in any field and a passing score on the Praxis content exam in the desired licensure area.
- A cumulative grade point average of 3.0 or higher in prior academic work or a 2.5-2.99 grade point average with five years of documented experience working in schools.

Elementary Education Accelerated Licensure Certificate (in person)

24 credit hours

EDUC 300 Exceptional Learners..... 2

EDUC 209 Educational Psychology..... 2

EDUC 301 Curriculum Studies:Math..... 2

EDUC 303 Literacy I:Developmental..... 3

EDUC 304 Curriculum Studies:Social Studies..... 2

EDUC 307 Children’s & Adolescent Literature..... 2

EDUC 308 Curriculum Studies:Science.....	2
EDUC 401 Child Dev & Early Lit Practicum.....	1
EDUC 406 Literacy II: Diagnostic.....	2
EDUC 410 Accelerated Licensure Practicum.....	6

Secondary Education Accelerated Licensure Certificate (in person)

18 credit hours

Requirements below are for licensure in American Sign Language, English, mathematics, music, physical education, science, social studies, Spanish, or visual arts.

EDUC 201 Foundations of Education.....	2
EDUC 209 Educational Psychology.....	2
EDUC 300 Exceptional Learners.....	2
EDUC 321 Curr & Instruct I: Middle School.....	2
EDUC 324 Curr & Instruct II: High School.....	2
Content-specific methods course.....	2
EDUC 410 Accelerated Licensure Practicum.....	6

Student Learning Outcomes

The Goshen College Educator Preparation Program uses the following core proficiencies to structure curriculum and candidate evaluation. These seven proficiencies blend unique GC values with the InTASC Model Core Teaching Standards.

- 1. Learner and Learning:** The candidate understands and applies their knowledge of how learners develop, recognizing that individuals' development varies across cognitive, linguistic, social, emotional, and physical domains.
- 2. Learning Environments:** The candidate creates and maintains inclusive environments that support learning, positive social interaction, and active engagement.
- 3. Content Knowledge:** The candidate understands the core knowledge, skills, and ideas in the discipline(s) that they teach.
- 4. Curriculum:** The candidate applies content and pedagogical knowledge to plan curriculum that engages learners in critical thinking, creativity, and problem solving.
- 5. Instruction:** The candidate uses a variety of instructional strategies to help all learners develop comprehensive content knowledge, skillfully apply that knowledge, and make interdisciplinary connections.
- 6. Assessment:** The candidate uses multiple methods of assessment to monitor learner progress, reflect on their own instructional practice, and promote student learning.
- 7. Professional Practice:** The candidate engages in ongoing professional learning, demonstrates ethical practice, and collaborates with families and colleagues to ensure learner growth and well-being.

English Learners Licensure Certificate is available at the graduate level.

UNDERGRADUATE COURSES

Key to course categories

- ACC – accounting
- ART – art
- ASL – American Sign Language
- BIBL – Bible
- BIOL – biology
- BUS – business
- CHEM – chemistry
- CJRJ – criminal justice & restorative justice
- COMM – communication
- CORE – Goshen Core
- COSC – computer science
- DCS – collegiate studies
- ECON – economics
- EDUC – education
- ENGL – English
- FREN – French
- GLST – global studies
- HIST – history
- HON – honors
- INT – interpreting
- KIN – kinesiology
- MATH – mathematics
- MUS – music
- NURS – nursing
- PHIL – philosophy
- PHYS – physics
- PJCS – peace, justice, & conflict studies
- POSC – political science
- PSYC – psychology
- PUBH – public health
- REL – religion
- SOC – sociology
- SOWK – social work
- SPAN – Spanish
- SUST – sustainability
- THEA – theater
- WGS – women’s & gender studies
- WLC – world languages & cultures

Key to course numbers

Lower level

100 – 199 courses — Primarily for first-year students

200 – 299 courses — Primarily for sophomores

Upper level

300 – 399 courses — Usually for juniors or seniors

400 – 499 courses — Primarily for seniors and graduates

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

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

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

Special courses in all departments

199/299/399 Special Studies: (title to be given) 1-6

An all-purpose course for recording credit in topics not contained in regular offerings. Often used for independent study or credit by experience. Registration arrangements need to be approved by both the department and the registrar’s office. This special studies option is open for use in all departments of the college.

All courses by category

Accounting courses

ACC 200 Principles of Accounting **3**

This course will introduce students to fundamental concepts of financial and managerial accounting. Emphasis is placed on learning and applying the basic accounting framework through the full accounting cycle with common business transactions, preparing financial statements, understanding fixed and variable costs, and completing a basic profitability analysis.

ACC 209 Field Experience..... 3 (1-3)

Work experience in, or student observation of, a business enterprise or problem. Each student’s project is individually arranged with the instructor and must be approved prior to enrolling in this course. The course is designed to integrate and apply theoretical learning with experience. Students enrolling in this course must be an accounting major and must have completed at least 12 hours of accounting program requirements. This course is repeatable.

ACC 210 Accounting Information Systems..... 3

Develop an understanding of an accounting system using historic manual accounting system structures and a current popular business accounting software. Concentrates on the transaction cycles of cash receipts, cash disbursements, purchasing, sales, inventory control, and management reporting. Prerequisite: ACC 200

ACC 301 Cost Accounting..... 3

A study of how accounting information is used and communicated by managers to plan, control and evaluate decisions. Primary topics include costing systems, profitability analysis, cost-allocation issues, budgeting, and pricing decisions. Case studies are used extensively in this course. Prerequisites: Acc 200 and Bus 220.

ACC 302 Intermediate Accounting I..... 3

Development of accounting theory and practice by critically analyzing elements of the financial statement with a focus on the asset section of the balance sheet and revenue recognition. The flow of complex financial accounting transactions through the accounting cycle is emphasized. Intermediate Accounting courses must be taken in sequence. Prerequisite: Acc 200.

ACC 303 Intermediate Accounting II..... 3

Development of accounting theory and practice by critically analyzing elements of the financial statement with a focus on the liabilities section of the balance sheet. The flow of complex financial accounting transactions through the accounting cycle is emphasized. Intermediate accounting courses must be taken in sequence. Prerequisite: ACC 302.

ACC 304 Individual Income Taxation..... 3

A comprehensive study of the current income tax laws as they apply to individuals and sole-proprietorships. Emphasis is placed on applying the tax laws for tax return preparation. Students are also introduced to tax research and tax planning.

ACC 306 Intermediate Accounting III..... 3

Development of accounting theory and practice by critically analyzing elements of the financial statement with a focus on the equity section of the balance sheet, complex cash flow statements, financial statement consolidations, and other complex financial elements. The flow of complex financial accounting transactions through the accounting cycle is emphasized. Intermediate Accounting courses must be taken in sequence. Prerequisite: ACC 303.

ACC 375 Topics:..... 3 (1-4)

Depth study on a selected topic in accounting. Intended to accommodate student interest and/or faculty expertise in specific accounting issues. Issues may vary from year to year.

ACC 400 Selected Readings.....1 (1-4)

Special topics for majors and minors.

ACC 405 Auditing..... 3

Study of the attest function and the responsibility of a Certified Public Accountant as an independent auditor of financial information. Utilizes nationally recognized CPA review materials with an emphasis on external Audit Processes of planning, risk assessment, substantive testing, completion of the audit, and formation of an audit opinion. Also addresses other attest functions. The course is structured to understand both the process of an audit and to prepare for the Audit section of the Uniform CPA exam. Prerequisite: ACC 306.

ACC 409 Accounting Internship..... 3 (3-16)

This internship is a full-time position in a public accounting firm. Each student's internship is individually arranged and approved by the instructor prior to enrolling in the course. The experience is designed to integrate and apply theoretical learning with experience. Students must complete at least 24 hours of major requirements and be an accounting major prior to enrolling in this course. This course is repeatable.

ACC 434 Business Income Taxation..... 3

Study of current tax laws applicable to C corporations, S corporations, Partnerships, and Limited Liability Companies. Includes an introduction to basic tax preparation elements of business entities including completion of book to tax reconciliations and selected tax forms. The course is structured to develop an understanding of both the process of preparing a business tax return and entity taxation concepts and transactions relevant to sections of the Uniform CPA exam. Prerequisite: ACC 306.

Art courses

ART 101 Drawing..... 3

Fundamentals of drawing and visual composition as applied to pictorial organization. Emphasis placed on rendering skills — the use of line, value and perspective — balanced by expressive approaches using a variety of media. Encouraged as a first course in art.

ART 107 Foundations of Design..... 3

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

ART 108 Digital Design..... 3

This course in visual expression and communication will introduce students to the elements and principles of graphic design. It also introduces relevant computer programs including Adobe InDesign, Adobe Illustrator and Photoshop. Through exercises, projects and critiques, students will learn both creative visual design and technical aspects of computer-generated images and composition.

ART 202 Painting..... 3

An introductory course in acrylic paint and watercolor emphasizing technique, color theory, and composition. Skill and control are developed through numerous studio activities. ART 101 or ART 107 preferred but not required.

ART 204 Ceramics..... 3

An introductory ceramic course in which students learn and develop skills in ceramic sculpture and functional pottery using a variety of handbuilding and wheel throwing techniques. Students will also learn about the historical relevance of ceramics in society and how we evaluate and analyze work by contemporary ceramic artists.

ART 205 Figure Drawing..... 3

Focus on the human body using a variety of drawing media. Course emphasizes a visual understanding of anatomy through both rendering and expressive approaches. Prerequisite: Art 101.

ART 206 Sculpture	3
Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors.	
ART 207 Printmaking	3
An introductory course in relief, monoprint, and intaglio-type printing techniques. Skill and control of the media are developed through numerous studio activities. ART 101 or ART 107 preferred but not required.	
ART 208 Graphic Design 2: Typography	3
Students are introduced to the elements and principles of graphic design/visual communication. Emphasis will be placed on the aesthetic use of typography and image in the development of projects in publication, poster and advertising design. This course will also provide an historical overview of the influences and movements in the field of typography. Prerequisite: Art 108.	
ART 217 Jewelry	3
Three-dimensional design in metals including basic fabrication techniques, silver soldering, cold connections, working with found materials, surface treatments, and finishing. Includes study of historical and contemporary jewelry and metalwork.	
ART 241 History of Art I	3
Historical survey of global art perspectives from prehistory through the 14th century. Lecture. Offered alternate years with Art 242.	
ART 242 History of Art II	3
Historical survey of global art perspectives from the 15th to the mid-20th century. Lecture. Offered alternate years with Art 241.	
ART 255 Photography	3
(Cross-listed from Comm 255) A beginning course in the art and communication of digital photography. Students will explore photography through manual settings, post production, and print. The course will also touch on the history of photography, work by contemporary artists, and how we analyze and evaluate compositions captured by photography. Students must have access to a digital camera with the capability to use fully manual exposure settings (shutter speed and f-stop).	
ART 302 Painting II	3
Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using acrylic and watercolor paint. Prerequisite: Art 202.	
ART 304 Ceramics II	3
Second-term students continue skill and concept development. More advanced work in glazes and firing is also required. Prerequisite: Art 204.	
ART 305 Drawing II	3 (1-3)
Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using drawing media. Prerequisite: Art 101.	
ART 306 Sculpture II	3 (1-3)
Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors. Prerequisite: Art 206.	
ART 307 Printmaking II	3 (1-3)

Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using printmaking. Projects may include reduction relief, woodcuts, letterpress, book forms, and screenprinting. Prerequisite: Art 207.

ART 308 Graphic Design 3: Methods & Process 3

This course focuses on building a practical foundation of the graphic design process and methodologies. Instruction includes theoretical basis and practical approach to concept and creation. Production standards for layouts, inks and paper, printing processes, and color theory will also be studied. Prerequisite: Art 208 or consent of instructor.

ART 312 Teaching Visual Arts 3 (3-4)

A methods course introducing the issues, concepts, philosophy and content of teaching art for art education students (K-12) or others with an interest in teaching art in other settings. Emphasis on curriculum and lesson planning, reading in art education, art classroom management and evaluation. Includes elementary field placement. Visual art education majors must take it for 4 credits; others may take it for 3 credits.

ART 315 Photography II 3

The study of photography as an expressive art form. Includes further study in artistic, technical, and/or commercial areas of photo imaging. Prerequisite: Comm/Art 255.

ART 317 Jewelry II 3 (1-3)

Three-dimensional design in metals that builds on techniques learned in Art 217, with a focus on continued development of design and construction skills and further technical instruction in advanced jewelry forms. Includes study of historical and contemporary jewelry and metalwork. Prerequisite: Art 217.

ART 330 Media Workshop 3

A course that explores in depth a single medium or process such as enameling, metal casting, raku, bookmaking, papermaking, weaving, kiln building, screenprinting and airbrush. Prerequisite: Art 202, 204 or 207.

ART 343 Contemporary Art History 3

A survey of major art movements, architecture and artists since the mid-20th century with a primary focus on 21st century art. Course includes an exploration of aesthetics. Lecture. Offered every other year.

ART 355 AW Arts in London 4

(Cross-listed with MUS 355 and Thea 355) A May term class that encompasses theater, art and music study and experiences in London, England. Class activities include morning lectures, visits to art galleries, attending music and theater performances, and day trips to Coventry, Stratford-upon-Avon, Salisbury and other locations. Daily writing assignments and a major project required. Offered in alternate years. Extra cost. An Artistic World course in the Goshen Core.

ART 375 Motion Design 3

(Cross-listed from Comm 375) This course focuses on motion design through the exploration of animation techniques and design principles to communicate ideas and information. Students will apply conceptual abilities to learn foundational skills using industry-standard software like Adobe After Effects and Fusion. Skill development will include a focus on concepts, motion, and timing, according to industry standards and trends. Prerequisite: ART 108.

ART 402 Advanced Painting 3 (1-3)

Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using acrylic or watercolor paint. Prerequisite: Art 302.

ART 404 Advanced Ceramics 3 (1-3)

Advanced students develop personal styles. Prerequisite: Art 304.

ART 405 Advanced Drawing..... 3 (1-3)

Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using drawing media. Prerequisite: Art 305.

ART 406 Advanced Sculpture..... 3 (1-3)

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

ART 407 Advanced Printmaking..... 3 (1-3)

Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using printmaking. Prerequisite: Art 307.

ART 408 Graphic Design 4: Advanced Design..... 3 (1-3)

Emphasis will be placed on corporate design. Students will explore logo design and carry the visual through to stationery, graphic standards manual, and various other marketing projects. This course expands on previous graphic design knowledge and skills. It emphasizes research and analysis throughout the design processes, leading to creative conceptualization and working design/communication solutions. Projects are chosen to help portfolio development. Prerequisite: Art 208 and ART 308.

ART 409 Internship.....1

Supervised placement in an arts business or other organization that is relevant to the student's career interest. Prerequisite: Consent of instructor. For art and graphic design majors only.

ART 410 Senior Seminar..... 3

Students will discuss practical, professional, and ethical dimensions of their Goshen College education. They will engage in a common reading experience, conduct a final project, interview professionals in their aspirational fields, and prepare a capstone portfolio that reflects designated learning outcomes. For junior and senior art and graphic design majors only.

ART 411 Senior Exhibit.....1 (1-2)

A senior exhibition emphasizing studio work in an area in which the student has specialized and developed a personal style. Course includes gallery installation, publicity and education relating to the exhibit. Prerequisite: Six hours in medium chosen for exhibit and consent of instructor. For art majors only.

ART 412 Special Projects.....1 (1-3)

Independent self-directed work or apprenticeship at an advanced level beyond that which is offered in regular courses or an internship related to an art concentration area. Prerequisite: consent of instructor.

ART 415 Advanced Photography..... 3 (2-3)

Students follow individualized plans of study to prepare work for exhibition, or web use, and to develop skills needed prior to a field assignment in commercial or journalistic photography. Prerequisite: Art 315.

ART 417 Advanced Jewelry..... 3 (1-3)

Three-dimensional design in metals that builds on techniques learned in Art 217 and 317, with a focus on development of design skills, independent problem solving skills, and further technical instruction in advanced jewelry forms or enameling. Includes study of historical and contemporary jewelry and metalwork. Prerequisite: Art 317.

American Sign Language courses

ASL classes use a 90/10 immersion approach. 90% of the content, activities and discussion will be in American Sign Language, however, written and spoken English may be used, briefly, to clarify a point or clear up confusion.

ASL 101 American Sign Language 1..... 4

This course introduces novice level vocabulary as well as basic conversational competence and grammatical knowledge. The course introduces basic grammatical aspects including those unique to ASL. Culture and literature aspects are covered. Interaction with the Deaf community is required to enhance linguistic and cultural knowledge.

ASL 102 American Sign Language 2..... 4

This course emphasizes further development of comprehension and production skills using basic vocabulary, conversational competence and grammatical knowledge. Culture and literature aspects are covered. Interaction with the Deaf community is required to enhance linguistic and cultural knowledge. Prerequisite: ASL 101 or equivalent with consent of instructor.

ASL 103 ASL for SST 1..... 4

Emphasis on basic communication skills in the target language and culture. Only offered on SST. Prerequisite ASL 102 or equivalent.

ASL 201 American Sign Language 3..... 4

This course continues development of comprehension and production skills using intermediate vocabulary, conversational competence and grammatical knowledge. Culture and literature aspects are covered. Interaction with the Deaf community is required to enhance linguistic and cultural knowledge. Prerequisite: ASL 102 or equivalent with consent of instructor.

ASL 202 American Sign Lang 4..... 4

This course continues development of comprehension and production skills using intermediate to advanced vocabulary, conversational competence and grammatical knowledge. Culture and literature aspects are covered. Interaction with the Deaf community is required to enhance linguistic and culture knowledge. Prerequisite: ASL 201 or equivalent with consent of instructor.

ASL 203 ASL for SST 2..... 4

Continuation of grammar practice with emphasis on ASL practice. Only offered on SST. Prerequisite:ASL 201 or equivalent.

ASL 215 Deaf Culture and History..... 3

(Cross-listed with GLST 251) This course presents the rich history and unique experiences of the American Deaf community. Students will examine topics such as cultural identity, group norms, the history of Deaf education from 1800-present, effective communication, and the achievements of notable Deaf Americans. Students will analyze the difference between deafness as a disability and Deafness as a culture. Views and perspectives of and from the Deaf community will be explored, along with the implications of cultural differences when the Deaf and hearing worlds overlap. May not double-count for both the major and global education requirements.

ASL 300 Gallaudet Semester..... 12

A semester spent as a visiting student at Gallaudet University for Deaf Studies majors.

ASL 307 American Sign Language 5..... 4

This course emphasizes further development of comprehension and production skills using advanced vocabulary, discourse competence and grammatical knowledge. ASL 5 focuses on conversation: turn taking, joining and leaving a conversation, interrupting, and following a signed conversation among multiple people. Culture and literature aspects are covered.

Extensive interaction with the Deaf community is required to enhance linguistic and cultural knowledge. Prerequisite: ASL 202 or equivalent with consent of instructor.

ASL 409 ASL Internship..... 3

Deaf Studies majors in the non-licensure Education concentration will participate in a 3 credit internship. The internship integrates the knowledge, values and skills students have acquired over their years of study. Through the internship students are given the opportunity to work with Deaf children in an education or after school setting. The hands-on setting allows interns to experience the various tasks, situations and responsibilities a signing paraprofessional encounters. Deaf Studies minors will participate in a 1 credit internship. This internship is flexible and is intended to relate to a student's area of interest. It may include volunteering at a school, church, social services agency or other community agency that provides services for the Deaf community. Students may also design a special project in consultation with their advisor. Prerequisite: ASL 307, 320, Gallaudet semester. Corequisite: ASL 410.

ASL 410 Senior Seminar..... 1

Students reflect on their work within the Deaf community. Discussion will focus on the implications of language and cultural differences when the Deaf and hearing worlds overlap and the quality of services available for members of the Deaf community. A short capstone paper or project will describe the student's experience as well as their ideas and goals to improve services for the Deaf community. Coerequisite: ASL 409 Internship or SOWK 209 Social Service Field Experience.

Bible courses

BIBL 201 Elementary New Testament Greek..... 3

Basic vocabulary, verb structure and grammar of New Testament Greek; reading and translation in first chapters of the Gospel of John. Prerequisite: CORE 120.

BIBL 204 Hebrew Language and Culture..... 3

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

BIBL 300 Jesus and the Gospels..... 3

Study of the life and teachings of Jesus, focusing on the proclamation of the reign of God and Jesus' messianic identity as the Son of God. Examination of Jesus in his historical setting will be balanced with discussions of Jesus' call to discipleship and theological interpretations of the Gospels. Prerequisite: CORE 120 or consent of instructor. Bible and Religion majors are encouraged to add a one-hour depth credit.

BIBL 301 Hebrew Scripture..... 3

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

Wisdom and Psalms. Alongside law, history and prophecy, the wisdom and poetry sections of biblical Hebrew writings give expression to the formative power of this significant literary, theological and social movement in ancient Israel. Primary attention will be given to the universal perspectives reflected in the books of Ecclesiastes, Proverbs and Job, with selective attention given to the wisdom corpus of the Apocrypha. Significant time will also be devoted to the laments, hymns, and pilgrimage songs of the book of Psalms. Prerequisite: CORE 120.

BIBL 309 Major Book.....3

A study of a major biblical book as announced. Possible offerings include: Genesis, Gospel of John, Revelation of John. The course will examine the theology, major themes, literary structure and social world of the book being studied. It will introduce students to various methodological approaches to the book, current scholarship, as well as the place of the book within both the canon and contemporary religious thought. Prerequisite: CORE 120.

BIBL 321 Biblical Themes of Peace.....3

A study of the themes and concepts that provide a biblical basis for nonretaliation and peace making. Particular attention is given to the nature of God’s sovereignty, forgiveness versus vengeance and love of enemies. Prerequisite: CORE 120.

BIBL 324 Women in the Bible.....3

An examination of the characterization of women in Old and New Testament narratives, their role in biblical societies and the early church and their representation in Judeo-Christian culture, particularly our contemporary culture. The course draws upon current research and exegetical strategies in Biblical studies. Prerequisite: CORE 120.

Biology courses

BIOL 115 Ecology and Evolution.....4

An introductory course that examines fundamental principles related to the evolution of life on earth and the ecological relationships between living things and their environment. The course integrates ecological and evolutionary principles within field investigations that teach skills in research design and analysis. Offered every fall. Pre or corequisite: Quantitative literacy.

BIOL 120 Cell Biology and Genetics.....4

An introductory course that explores the cell as a complex and dynamic system shaped by its environment and genetic legacy. Gene regulation and expression, cell signaling, and cell division will be discussed, as well as the ethics of manipulating the cell for human applications. Both classical and modern genetic technologies will be experienced in the laboratory. Offered every spring.

BIOL 130 Organismal Biology.....4

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

BIOL 155 Medical Terminology.....1

Basic terminology required of the allied health professional regarding anatomy and physiology, pathology, special procedures, laboratory procedures, and pharmacology. Greek and Latin prefixes, suffixes, word roots, and combining forms for a medical vocabulary foundation. Medical symbols and abbreviations also included. Offered online in the fall semester.

BIOL 200 Zoology.....4

A survey of representative animal groups from Protozoa through the Chordata. Includes anatomy, morphology, systematics, life histories and ecology. Three lectures, one three-hour lab. Prerequisite: Biol 130 or permission of instructor. Offered spring of even years.

BIOL 201 Botany.....4

An introduction to the fundamental principles of plant biology, including structure, function, systematics, reproduction, and diversity. The equivalent of three lecture hours and one lab per

day during the short timeline of May Term. Prerequisite: Biol 130 or permission of instructor. Offered May term of even years at Merry Lea.

BIOL 203 Human Anatomy & Physiology I..... 4

A study of the organ systems of the human body, their gross and microscopic structure and their functions. Laboratory demonstrations and dissections. Three lectures, one three-hour lab. Prerequisite: one semester of college chemistry. Offered every spring.

BIOL 204 Human Anatomy & Physiology II..... 3

A study of the organ systems of the human body, their gross and microscopic structure and their functions. Laboratory demonstrations and dissections. Three lectures, one three-hour lab. With permission of the instructor, biology majors may take Biol 204 for two hours of lecture only. Prerequisite: Biol 203 and one semester of college chemistry. Offered every May term.

BIOL 205 NW Pollinators in Peril..... 3

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

BIOL 206 Microbiology..... 3

A general study of microorganisms and their relations to health and disease, with practical applications valuable to the nurse. Includes the characteristics and activities of microorganisms; procedures for sterilization and disinfection; methods of growing and studying organisms; and techniques of diagnosis, treatment and prevention of diseases. Three lectures, one two-hour lab. Offered every fall.

BIOL 207 NW Roots of Environmental Crisis..... 3

What are the roots of the current climate crisis? Can religious, economic, cultural, political, and/or biological worldviews help us understand the challenges? The course will introduce concepts in systems thinking, which emphasize an interdisciplinary approach to addressing climate change. The course will center on giving students opportunities to propose restorative responses to environmental case studies. A Natural World course in the Goshen Core. Offered every spring.

BIOL 208 Geology, Meteorology & Climate Sci..... 4

An earth science introductory course that examines the earth's geological processes (earth's interior, tectonic activity, and surface geology including soil formation and erosion processes), meteorological patterns (atmospheric formation, weather dynamics, and seasons), and climate dynamics (paleoclimate, anthropogenic influences, and future predictions). Required for Life Science Education certification. Includes a weekly lab. Offered fall of even years.

BIOL 209 Field Experience..... 3 (1-3)

Practical experience in biology, typically in a relevant off-campus experience. Off-campus positions may include various types of work (employed or volunteer) in university, hospital or other medical, veterinary, agricultural and industrial facilities or nature centers and camps. Students are encouraged to develop their own ideas. Taken only as credit/no credit. Prerequisite: consent of advisor.

BIOL 210 NW Biology of the Sea..... 4

An introductory course that immerses students in exploring the ecology of the Florida Keys ecosystem. Suitable for non-majors. Biology majors should sign up for Biol 304. An off-campus course taught at the J.N. Roth Marine Biology station in Florida every May term. Prerequisite: application process and consent of instructor. Moderate extra cost. A Natural World course in the Goshen Core.

BIOL 212 NW Empathic Animals	3
Explores conflict, violence and peace in human interaction with animal life. Perspectives from animal behavior, sociology, ethics, religion, agriculture, and conservation will illumine the precarious balance humanity faces in sustaining or exploiting lives that share this planet with us. A Natural World course in the Goshen Core.	
BIOL 222 Soil Science	4
An introduction to the importance of soils in agricultural, ecological, and social systems. Topics include soil formation; physical, chemical, and biological properties; soil classification and mapping; soil productivity; and relationship between soil health and climate. Weekly labs will emphasize practical skills related to soil classification, physical and chemical measurements, and soil management. Offered May of odd years.	
BIOL 232 Oceanography	3
An introduction to the physical, chemical, biological, and geological processes that structure ocean systems. Topics include biogeochemical cycling, ocean currents, global tectonics, waves, tides, coastal processes, primary productivity, and climate-ocean feedback systems. Attention will be given to understanding how human communities interact with oceans. Offered in a hybrid fashion spring of even years.	
BIOL 235 Geographic Information Systems	4
An applied introduction to the use of Geographic Information Systems (GIS) software, which allows analysis of complex data in spatial formats. During weekly labs, the course will emphasize hands-on projects that combine map-making with data analysis, to address questions in a variety of fields. The course is appropriate for students from many disciplines, including sociology, history, ecology, and environmental science. Offered spring of even years. This course can be used to meet both the statistical requirement and applications elective.	
BIOL 300 Microbial Biology	4
Study of the anatomy, physiology and ecology of microorganisms, particularly bacteria, protists, and viruses. Lab instruction will include techniques involved in isolating, culturing and quantifying microbial organisms found in soil, water, food, and the human body. Three lectures, one three-hour lab. Prerequisites: Biol 115, 120, and 130. Offered spring of odd years.	
BIOL 302 Developmental Biology	4
Principles of developmental biology with the study of developing systems in both vertebrate and invertebrate model organisms as a focus. Material covers a range of topics including classic embryology, developmental genetics, cancer and aging. Three lectures and one lab per week. Prerequisite: Biol 115, 120 and 130. Offered fall of even years.	
BIOL 303 Vertebrate Physiology	4
A concentrated study of the principles of vertebrate physiology. Material covered includes various topics of significance in the biomedical field, such as cellular, nervous, muscular and cardiovascular physiology. Laboratory activities will cover the same topics. Three lectures and one laboratory session per week. Prerequisites: Biol 115, 120, and 130 or Biol 203, 204. Offered fall of even years.	
BIOL 304 Marine Biology	4
An intensive field-based class that explores the marine ecology of the Florida Keys. Includes a comprehensive collaborative field research project. An off-campus course taught at the J. N. Roth Marine Biology station in Florida every May term. Prerequisites: Biol 115, application process and the registrar will complete registration. Moderate extra cost.	
BIOL 308 General Entomology	4
A general study of insect structure, development, classification, and behavior. Laboratory sessions particularly directed at how to catch, identify, and care for insects. Creation of a personal insect collection and insect farming included. Lectures and labs at Merry Lea	

Environmental Learning Center. Prerequisite: BIOL 115. BIOL 200 strongly recommended. Offered May term of odd years.

BIOL 311 Advanced Molecular Genetics..... 4

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

BIOL 319 Human Pathophysiology..... 3

An introductory study of the biology of human diseases. Examines causes of disease and bodily response processes. A survey of both disorders that affect the body as a whole and disease of individual organs will be conducted. Intended for students in allied health professions. Prerequisite: Biol 203, 204 or consent of instructor. Offered every spring.

BIOL 324 Restoration Ecology..... 4

This course applies ecological paradigms toward restoration of degraded and damaged systems. Field components at Merry Lea Environmental Learning Center will allow students to gain experience in a variety of restoration techniques relevant to prairie, wetland, and forest habitats. Taught with an emphasis on merging theoretical ecology with practical ecological restoration. Prerequisite: Biol 115. Offered fall of even years.

BIOL 331 Junior Research Seminar..... 2

A weekly seminar focusing on scientific inquiry skills such as reviewing the literature, forming research questions, designing experiments, analyzing data, and writing scientific papers. Students will gain approval for a research project to be completed by the end of the senior year, in collaboration with a faculty member. Students will register for a section focused in their area of interest (ecology, microbiology, zoology, physiology, or geology.) Pre-requisite: junior standing. Offered every semester.

BIOL 334 Marine Ecology..... 5

A field course taught as part of the Marine Biology Semester designed to introduce students to important ecological processes operating in coastal marine environments. The course covers synthetic topics as well as the ecology of specific marine habitats. The laboratory is designed to provide students with experience in marine research and the organisms and ecological conditions common in various marine habitats visited by the class. Offered every fall as part of the Marine Biology Semester. Prerequisites: Biol 304, application process and the registrar will complete registration.

BIOL 335 Natural Resources Seminar..... 1

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

BIOL 338 Aquatic Physiology..... 3

This course explores the physiological adaptations of aquatic organisms to their environments, including freshwater, marine, and extreme habitats. Topics include osmoregulation, thermoregulation, gas exchange, locomotion, and sensory systems. Students will examine how these adaptations enable survival and ecological success in diverse aquatic ecosystems.

BIOL 341 Advanced Cell Biology..... 4

Explores eukaryotic cell physiology at the molecular level. Intracellular transport, cell communication, the cell cycle, cytoskeleton function, and tissue formation will be addressed.

Laboratory experiences will include microscopy, chromatography, protein purification, and cell culture techniques. Prerequisite: Biol 120. Offered spring of even years.

BIOL 344 Marine Conservation..... 5

A field course taught as part of the Marine Biology Semester designed to explore the applied science behind maintaining marine biodiversity and the management of marine resources. The course introduces students to the interdisciplinary science of conservation, a mission-driven field that utilizes science to manage earth's biodiversity. Students will learn how the scientific process can be used to inform conservation strategies by analyzing raw data before making management-based decisions. Topics will include over-fishing, habitat degradation, habitat loss, climate change, and more.

BIOL 345 Forest Resources..... 4

Study of the function, value and use of forest resources, including management of forests for harvest, water quality, biodiversity, aesthetics and recreation. Significant time spent in the field at forestland sites. Prerequisite: Biol 115. Offered fall of even years.

BIOL 350 Ornithology..... 4

Natural history, taxonomy, and conservation of birds. Includes much work on visual and aural identification of birds in the field. Taught during the fall semester with labs at Merry Lea Environmental Learning Center and elsewhere. Prerequisite: Biol 115. Offered fall of odd years.

BIOL 375 Topics in Biology:..... 4 (1-4)

Classroom and/or laboratory study in a major area of biology not covered by regular courses. Prerequisite: consent of instructor.

BIOL 400 Biology Research..... 1 (1-4)

On-campus participation in a research project. Prerequisite: consent of faculty supervisor. Offered every semester.

BIOL 409 Biology Internship..... 3 (0-3)

Practical experience in biology including professional levels of responsibility. Activities may be similar to those described for Biol 209, but with a higher degree of independent responsibility in the experience, as would be appropriate for a traditional apprenticeship. Students are encouraged to develop their own ideas. Taken only as credit/no credit. Prerequisite: consent of advisor. Offered every semester.

BIOL 410 Biology Senior Seminar..... 1

A weekly seminar focused on completing the capstone senior research project. Topics will include data analysis, research writing, communicating project results to the wider community, and the interdisciplinary nature of biological science. Led by all department faculty members. Prerequisite: Biol 331. Offered every semester.

Business courses

BUS 121 Entrepreneurship..... 3

The best way to learn about entrepreneurship is to do entrepreneurship. This course combines stories of success and failure in entrepreneurship, exploration of each student's aptitude for entrepreneurship, cultivation of new ideas, and practice with starting new ventures. Design thinking, customer discovery, experimentation, and problem solving are foundations for the experiential learning in this course.

BUS 155 The Organization of Business..... 3

Introduces students to foundational concepts in business, tools for effective group projects, and skills for communicating in a business context. This course is intended for accounting, business, marketing, and information technology majors.

BUS 190 Personal Finance..... 3

Designed to introduce students to the basics of personal finance. A survey course of personal and family financial planning with an emphasis on financial recordkeeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing insurance, selecting investments and retirement and estate planning. Meets the Quantitative Literacy requirement in the Core.

BUS 203 Learning to Lead.....1

The focus of this course is to examine leadership characteristics, qualities, skills & styles, and to explore leadership responses to various types of challenges. Students will create a personal action plan to develop their own leadership potential. The course uses a variety of student-oriented case studies that illustrate some of the challenges and requirements of leadership. The course is appropriate for students from all majors.

BUS 206 Adventures in Business.....1

Designed to provide students with an initial framework and context for understanding how businesses operate and compete in their respective industries. This course is an overview of business, how it is organized, and how the various components of an organization work together to create value for the firm’s customers. This course gets students out of the classroom to meet professionals that are leading and operating many different kinds of organizations and introduces students to the many professional roles and career paths in business. This course is most appropriate for accounting, business, marketing, and information technology majors. Prerequisite: BUS 155

BUS 209 Field Experience..... 3 (1-3)

Students enrolling in this course must be an accounting, business, information technology, or marketing major or minor or an entrepreneurship minor and must have completed at least 6 hours of program requirements.

BUS 220 Spreadsheet Skills..... 3

This course provides students with the basic and intermediate spreadsheet skills expected by employers. Students will learn basic functions, chart creation, data analysis and visualization and tools commonly used by organizations.

BUS 244 Consumer Behavior Customer Journey.....3

This course explores consumer behavior, from determining consumer needs and wants, the process by which they are satisfied, and the environment in which the behavior occurs. Concepts and theories developed in psychology, economics, and sociology will be applied to the customer’s journey to purchase. This is a good first course for a student exploring a business or marketing major or minor.

BUS 282 Business Analytics.....3

In this course students will develop the skills necessary to transform data into information that is effectively communicated and drives decision-making in organizations. This course will combine a student’s knowledge of business with data and statistics, learning to use a variety of tools for data analysis and data visualization, with a primary focus on Microsoft Excel. Prerequisite: BUS 220 or COSC 266 or MATH 112.

BUS 307 Career Planning.....1

The course will provide a framework within which to appraise career options, set goals and implement a plan to reach goals. Topics include self-appraisal, resumes, developing a job-search strategy, interviewing for jobs, choosing the first job and graduate-school opportunities. This course is designed for juniors and seniors.

BUS 309 Job-Connected Applied Learning..... 3

This course is a combination of an employment experience during the semester with content learned in academic courses. The integration of content knowledge with a concurrent employment experience acknowledges that students are developing knowledge and skills in a

workplace that align with content being learned in academic courses. Students will explore a variety of topics (i.e. management styles, organizational culture, customer target markets, business process innovation, employee performance evaluation, etc.) in the context of their own employment. This course is available to juniors and seniors with a major in the business department.

BUS 310 Business Law.....3

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

BUS 312 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. Prerequisite: BUS 318

BUS 315 People & Culture Management.....3

People and Culture Management is a central function of any organization. Managers and employees play an integral role in carrying out human resource policies and practices in their organization. In this course students will think systematically and strategically about aspects of managing the organization's human assets. Topics will include ethics, diversity, equity, and inclusion, HR law, and the future of work.

BUS 316 Marketing Management.....3

The nature of marketing in our society; how organizations develop marketing strategies that enable them to meet their objectives and the needs of their customers through adequate marketing mixes; the relationship of marketing to other management functions; marketing activities at the domestic and international levels. Prerequisite: BUS 244

BUS 317 Financial Management.....3

Introduces students to the primary elements of corporate finance such as time value of money, stock and bond valuation, financial analysis, working capital management, capital budgeting and dividend policy. Prerequisite: ACC 200 and BUS 220.

BUS 318 Operations Management.....3

Decision-making and analysis of production and service delivery challenges in areas of plant location, facilities design, process strategy, production planning and control, supply chain, inventory management, performance measurement, and quality control. Special attention is also given to the study of lean manufacturing and the impact of corporate culture on operations strategies and performances.

BUS 325 Bus Strategies for Sustainability.....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. Prerequisite: SUST201 or BUS318.

BUS 332 Investing in Capital Markets.....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.

BUS 338 Professional Selling.....3

An introduction to the dynamic world of business to business selling. A pragmatic approach to the techniques and skills used by professional sales persons. Includes role playing and the development of a sales presentation. Prerequisite: Bus 244.

BUS 343 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. Prerequisite: BUS 244.

BUS 344 Digital & Social Media Marketing 3

This course will introduce students to the importance of social media marketing, electronic commerce, digital advertising, and digital media. Students will understand the fundamentals, strategic roles, practices, and ethical issues. Students will develop skillsets that are required in using web and social media platforms to problem solve, create strategies, and complete tasks within digital marketing. Real-world marketing projects, including tactical roles situations, methods, ethics, and procedures will be part of the learning experience. Prerequisite: Bus 244

BUS 347 Applied Marketing..... 1

Students will put marketing theory into practice by serving as a marketing consultant for a Goshen College organization. Students will partner with an on-campus group (i.e. student club, athletic team, academic department, or administrative office) to address real organizational marketing challenges. This hands-on experience builds professional skills in client communication, project management, and strategic marketing execution while delivering measurable value to campus partners. This course is repeatable. Prerequisite: BUS 344

BUS 360 Java Junction Operations..... 3

Gives students the opportunity to operate and manage a real business. Java Junction, a coffee shop located in the KMY Connector, is completely student-run and student-managed. Students, under the supervision of a business faculty member, have full responsibility for all management and operating decisions. The team reports regularly to an Advisory Board who serves as Java Junction’s Board of Directors. Entrepreneurial students and those energized by experiential learning are encouraged to sign up. This course is repeatable and is available to juniors and seniors with a major in the business department.

BUS 364 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.

BUS 370 Business Process Innovation..... 3

In this course students will learn about core processes, support processes, and management processes. With each of these processes students will also learn where humans add value and where technology adds value for the customer. The majority of class time will take place at business organizations. At these site visits, students will learn about the successes and struggles of managing changes in specific processes, allowing students to apply what is being learned in the classroom. This course is available to juniors and seniors with a major in the business department. Prerequisites: BUS 318.

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

Depth study on a selected topic in business. Intended to accommodate student interest and/or faculty expertise in specific business issues.

BUS 381 Opening Bell: Intro to Investing..... 1

This course utilizes an online stock trading simulation to help demonstrate the basic concepts and techniques of personal investing. Students will create their own personal portfolios of stocks, bonds, and mutual funds and make investing decisions that will impact the value of their portfolio over the course of the semester. It is a fun and painless way for students to gain investing confidence and learn valuable lessons about how the financial markets work and how they can secure a positive outcome for their real investments in the future. This course is offered every other year.

BUS 400 Selected Readings1 (1-4)

Special topics for majors and minors.

BUS 402 Applied Entrepreneurship1 (1-3)

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

BUS 409 Business Internship3 (1-12)

This experience allows a student to apply theoretical learning with business practice through employment with a business organization. Students must complete their employment arrangement in the summer. Completion of the academic requirements of this course takes place in Session 1 (fall semester). Internships must be approved by department faculty before May 1. Students must have completed a minimum of 30 hours of major requirements and be an accounting, business, marketing, or information technology major. This course is repeatable.

BUS 410 Strategic Management Capstone3

A study and evaluation of management strategies to achieve organizational goals and objectives and create value for all stakeholders. This course utilizes management principles, financial analysis and control, personnel decisions and marketing strategies with an emphasis on case studies and simulations. Prerequisite: senior standing with a major in accounting, business, information technology (with a business concentration), or marketing.

Chemistry courses

CHEM 101 Introductory Chemistry4

Designed for non-chemistry majors. Chem 101 gives students a condensed foundation of chemistry principles. Students who have taken at least two semesters of high school chemistry with grades of B- or higher may enroll in Chem 103 without taking 101. Lectures and laboratory.

CHEM 103 NW Chemistry and Health4

A survey of organic chemistry and biochemistry designed for nursing and other allied health majors. A laboratory component will involve chemical experimentation, research skills, and experimental design. A Natural World course in the Goshen Core. Prerequisite: two semesters of high school chemistry with grades of B- or higher or a C or better in Chem 101, or consent of the instructor.

CHEM 111 General Chemistry4

An introduction to the basic particles of matter, the modern concept of the atom, chemical bonding and the structure of chemical compounds. The physical and chemical properties of some elements and compounds are examined. Reaction equilibrium and kinetics, acid-base theory, electrochemistry, radiochemistry and thermodynamics are included. Lectures and laboratory. Prerequisite: Chem 101,103 or high school chemistry (grade C or better) and MATH 115 or its equivalent or an ALEKS score of 61 or higher.

CHEM 112 General Chemistry4

An introduction to the basic particles of matter, the modern concept of the atom, chemical bonding and the structure of chemical compounds. The physical and chemical properties of some elements and compounds are examined. Reaction equilibrium and kinetics, acid-base theory, electrochemistry, radiochemistry and thermodynamics are included. Lectures and laboratory. Prerequisite: Chem 111 (C or better) or consent of the instructor.

CHEM 200 Analytical Chemistry4

Quantitative analysis using traditional and instrumental methods. Lectures and laboratory. Prerequisite: General Chemistry, Chem 111-112 (C or better) or consent of instructor. Offered every other year.

CHEM 220 Human Nutrition..... 3

A study of the nutritive needs of the body in normal stages of growth and development, food sources of nutrients, nutrient functions and factors affecting nutrient utilization. Current U.S. and global nutritional problems are explored. Prerequisite: Chem 101, 103 or 111 or consent of instructor. (Biol 203 and 204 recommended).

CHEM 303 Introduction to Organic Chemistry..... 4

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

CHEM 304 Intermediate Organic Chemistry..... 4

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

CHEM 310 Thermodynamics..... 4

A study of classical thermodynamics in the formulation of Gibbs. Thermodynamic potentials, characteristic variables, stability, homogeneous and heterogeneous systems, chemical kinetics are treated. An introduction to statistical mechanics is presented. Applications include studies of material properties and engineering systems. Lectures and laboratories. Prerequisites: Phys 203-204, Chem 111-112, Math 211 and 213 (all grades C or better) or consent of the instructor. Offered every other year.

CHEM 312 Quantum Mechanics..... 4

Principles of quantum mechanics are discussed beginning with a hydrogen atom and concluding with many atom molecules. The material is examined using the physical evidences that support the theory of quantum mechanics, particularly spectroscopy. The course also discusses symmetry of molecules, theory of NMR, and X-ray diffraction. Lectures and laboratory. Prerequisites: Phys 203-204, Chem 111-112, Math 211 and 213 (all grades C or better) or consent of the instructor. Offered every other year.

CHEM 350 Environmental Chemistry..... 4

A laboratory intensive course with two lectures and two three-hour labs each week. Will include sampling, statistics and techniques involved in determining the level of contaminants in the environment. Although some instrumental theory will be discussed, the course will emphasize experimental technique. Students will gain hands-on experience collecting authentic environmental samples and using modern instrumentation and methods for detecting the presence of a variety of inorganic and organic compounds. Instruments used in the laboratory will include AA, HPLC, GC and GC-MS as well as standard commercial test kits. The students will gain experience using EPA methods for determining the level of contaminants in their samples. Prerequisite: Chem 111-112 and 303.

CHEM 400 Advanced Preparations..... 1 (1-2)

Projects involving advanced laboratory techniques.

CHEM 409 Chemistry Internship..... 3 (0-3)

Designed to give the student practical experience in chemistry. May involve work in a chemical industrial laboratory or production facility or an academic research activity. Students may also propose their own projects. 120 hours of work experience is required. Prerequisite: consent of instructor.

CHEM 410 Senior Seminar..... 3

(Cross-listed from Phys 410) An exploration of the relations between the natural sciences and other broad areas with special emphasis on ethical and theological concerns. Discussion, lectures, preparation and presentation of papers. Prerequisite: Senior standing.

CHEM 415 Inorganic Chemistry..... 4

Emphasis on models of structure and bonding as related to chemical and physical properties. Discussions will include descriptive chemistry of the elements, coordination and organometallic compounds and solid state materials. The laboratory component emphasizes synthesis and characterization of inorganic compounds. Prerequisites: Chem 200, 303, 304, and 312 (all grades C or better) or consent of the instructor. Offered every other year.

CHEM 430 Biochemistry..... 4

Introduction to the chemical processes of living organisms. This course (which complements Biol 311 or 341) focuses primarily on proteins (including enzymes) and metabolism, with introductions to carbohydrates, lipids, and cell membranes. Students planning to continue on to graduate programs in medicine, biochemistry, or related fields should take both Chem 430 and Biol 311 or 341 to get a solid background in the areas of biochemistry and molecular biology. Lectures and laboratory. Prerequisite: Chem 303-304.

CHEM 450 Introduction to Research Problems..... (0-3)

Laboratory and conference. Prerequisite: consent of instructor.

Communication courses

COMM 101 Introduction to Communication..... 3

This course provides a comprehensive introduction to the field of communication, exploring its fundamental concepts, theories, and practices. Students will engage in self-assessment and career exploration, gaining insight into both traditional and emerging professional opportunities in the communication disciplines. Topics covered include public relations, journalism, radio broadcasting and visual media production. Through practical applications and exposure to department studios, equipment and labs, students will develop key skills and learn how to get involved in student media co-curriculars to gain hands-on experience. Media literacy, storytelling and media ethics will also be explored.

COMM 108 Digital Design..... 3

(Cross-listed from Art 108) This course in visual expression and communication will introduce students to relevant computer programs including Adobe InDesign, Adobe Illustrator and Photoshop. Through exercises, projects and critiques, students will learn both creative visual design and technical aspects of computer-generated images and composition.

COMM 200 Communication Practice..... 1 (1-2)

Applied work in communication with The Record, Globe Media, FiveCore Media, the Public Relations Student Society of America, or other on-campus communication activity. A maximum of two hours applicable toward a communication major or minor. Consent of instructor required.

COMM 202 Purposeful Presentation..... 3

Students will polish their skills in public speaking, facilitation and active listening. Focusing on content creation and message delivery, this course is designed to provide practical experience in impromptu speaking, formulating and delivering persuasive arguments and effectively

utilizing images and multimedia. Students will contribute in a variety of roles- as presenters, audience members and thoughtful critics.

COMM 204 Expository Writing..... 3

(Cross-listed from Engl 204) Theory and practice of written communication. Assignments in a variety of prose forms aim at developing the student’s control of logic, organization, rhetoric, usage, and audience accommodation. Prerequisite: CORE 110 or equivalent.

COMM 206 Communication Across Cultures..... 3

A study of cultures, comparative message systems and principles of cross-cultural communication. A focus on current issues having to do with cultural interactions. Students analyze cultural dynamics through ethnographic projects, films and simulations. This course is designed as preparation for SST or for living in settings unlike one’s native home. Cross-listed with GLST 241. Students taking the course to meet a global education requirement should register for GLST 241.

COMM 209 Field Experience..... 3 (1-3)

Experiential learning, usually in an off-campus professional setting, for communication majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. The 209 level is intended for first year and sophomore students. Upper level students should enroll in 409. Prerequisite: Comm 202 or 204.

COMM 212 Digital Media Production..... 3

An introduction to digital media with an emphasis on field video production. The primary goal of the course is the development of the necessary video and audio skills and understandings needed to create effective digital media messages. Secondary goals include providing an overview of digital video production tools and techniques and exploring aesthetic and ethical issues of media. Students will take creative responsibility for fundamental media projects.

COMM 215 AW Turning the Lens Documentary Film..... 3

This course examines documentary as an art form and powerful storytelling tool. As distribution outlets like Netflix, hulu and YouTube become more popular, the access to documentaries is at a record high. The number of households without a paid cable or satellite subscription has increased over 67 percent in the last several years, as consumers shift to alternative distribution outlets, where documentaries are surging. The course will look at how documentaries shape our cultural conversations on topics of national importance. This course will draw from perspectives in PJCS, history, English and other disciplines in analyzing documentary films. An Artistic World course in the Goshen Core.

COMM 216 Race, Class and Pop Music..... 3

This course will examine the effects of race and class on the working-class poor of the Southern United States and their attempt to use music as a vehicle to build community, improve social standing and create awareness of systemic injustices and inequalities inflicted on the majority of Americans. A field trip is planned to one of three cities important to the core themes of this course. Those cities are Memphis, Nashville and New Orleans. An Artistic World course in the Goshen Core.

COMM 230 Inside Out: Storytelling..... 3

This course builds students’ skills in storytelling, focusing both on narrative craft and on the psychological benefits of personal narrative. Half of the students in each class are inmates in a correctional facility and half are college students. The class will employ a workshop model, integrating writing exercises, mentor texts, drafting and revision, peer feedback, and a final reading. Special application required to enroll. An Artistic World course in the Goshen Core.

COMM 235 Gendered Communication..... 3

This course will critically engage various issues concerning gender, analyzing the impact of gender on communication. How is gender created and maintained through social practices (e.g. interpersonal interaction, media representations, social media, etc.)? How do these gendered social practices intersect with other social categories such as race and ethnicity? Our readings will include the work of Gloria Anzaldua, Ta-Nehisi Coates, Patricia Hill Collins, bell hooks, Deborah Tannen, Anna Deavere Smith and others.

COMM 240 Communication Research..... 3

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

COMM 250 Journalism Essentials..... 3

Students will learn how to produce journalism and how to tell stories in different forms and across various platforms. They will learn the techniques of interviewing and practice professional research methods. The course will provide a grounding in Associated Press style and usage as well as journalism’s core ethical values.

COMM 255 Photography..... 3

(Cross-listed from Art 255) A beginning course in the art and communication of digital photography. Students will explore photography through manual settings, post production, and print. The course will also touch on the history of photography, work by contemporary artists, and how we analyze and evaluate compositions captured by photography. Students must have access to a digital camera with the capability to use fully manual exposure settings (shutter speed and f-stop).

COMM 260 Broadcast Writing..... 3

Students will study the principles, forms and techniques of writing for broadcast media. Assignments will focus on the writing and editing of broadcast news and commercial messages.

COMM 265 Screenwriting..... 3

This foundational screenwriting course introduces students to the core principles of storytelling for the screen. Students will explore screenplay structure, character development, dialogue, and visual storytelling, while learning to craft compelling narratives for short films and feature-length projects. Through writing exercises, peer critiques, and analysis of screenplays, students will develop their own original scripts and gain an understanding of the collaborative nature of screenwriting within film production. By the end of the course, students will have completed a polished short film script, ready for production or further development.

COMM 270 Media, Law & Ethics..... 3

The course provides an introduction to the U.S. legal system and the major principles of media law. The course will cover issues like access to information, accuracy, conflicts of interest, deception, fairness, libel, obscenity, plagiarism and privacy. Students will devote attention to models of ethical decision-making as they are applied both personally and to the media.

COMM 290 Radio Operations..... 1

An applied course providing advanced instruction and experience in radio station operations, emphasizing four areas: announcing, systems operations (computer-based operations, satellite downlinking, basic productions, etc.) programming and management. Course work includes assisting WGCS managers in such areas as programming, production, and operations. Prerequisite: Comm 101.

COMM 292 Adv DM Methods:Client Production..... 3

This advanced video production course is designed for experienced film and video production students, with a focus on professional client projects. Students will apply advanced skills in writing, producing, directing, cinematography, sound design, and editing to create professional-level video content. The course emphasizes hands-on experience, preparing students to meet the demands of employers and clients in the industry. Through a combination of seminars and workshops, students will engage in the entire production process, collaborating on a series of client-driven video projects consistent with industry expectations. Prerequisite: Comm 212.

COMM 294 Adv DM Methods:Pre-production..... 3

Covers the advanced skills involved in the planning, conceptualizing and writing of complex productions. Emphasis will be on proper storytelling techniques for effective communication through the visual medium. Course may provide opportunities to work for and with FiveCore Media clients on projects. Prerequisite: Comm 212.

COMM 295 TV News Production..... 1

Applied learning, involving leadership of GC Journal. Focuses on television news producing, directing and newscast studio operations. Prerequisite:Comm 101.

COMM 296 Adv DM Methods:Production..... 3

Covers the advanced production skills in filming, framing, audio recording, lighting and directing. Emphasis will be on proper storytelling techniques for effective communication through the visual medium. Course may provide opportunities to work for and with FiveCore Media clients on projects. Prerequisite: Comm 212.

COMM 298 Adv DM Methods:Post-production..... 3

Covers advanced post-production editing, motion graphics, audio mastering, color correction and producing skills. Emphasis will be on proper storytelling techniques for effective communication through the visual medium. Course may provide opportunities to work for and with FiveCore Media clients on projects. Prerequisite: Comm 212.

COMM 308 Feature Writing..... 3

Students will study nonfiction writing forms, including narrative journalism, and learn the process of publishing articles in newspaper, magazine and online markets. Students will prepare articles for submission. Prerequisite: Comm 204 or 250 or equivalent.

COMM 312 Advanced Digital Media Production..... 3

Advanced study of digital media production with an emphasis on “storytelling” through field video production. The primary goal of the course is the development of advanced skills and understandings needed to create effective and professional digital media messages. Secondary goals include providing an overview of digital media production tools and techniques and exploring aesthetic and ethical issues of media. This course places emphasis on the “creative” roles of digital media production personnel such as writers, producers, directors, videographers, and video editors. Students will take creative responsibility for advanced media projects. Prerequisite: Comm 212 or consent of instructor.

COMM 314 Advanced Digital Media Immersion..... 3

The course focuses on advanced integration of video and audio elements in program-length productions. Students will work as members of a production team to create professional digital media projects. The primary goal of this course is immersion in a “real world” production experience. Students may play many roles as a part of the team, including producer, director, writer, videographer and video editor. Prerequisite: Comm 212 or consent of instructor.

COMM 322 Organizational Communication..... 3

An exploration of communication within organizations, as well as communication between organizations and the larger society. Topics include theories of communication and

organizational structure; examination of power, culture, and conflict in organizations; and analysis of verbal and nonverbal messages in interpersonal, small-group and public settings. Assignments will assist students in developing skills in listening, analysis, speaking and writing. Prerequisite: Comm 240 or Bus 316.

COMM 324 Principles of Public Relations.....3

Introduction to public relations contexts, issues and practices – research, planning, communicating and evaluating. Emphasis on skills in analyzing public opinion and in communication with internal and external publics, with special attention to not-for-profit organizations. Prerequisite: Comm 240 or Bus 316.

COMM 326 Creating for the Web.....3

This course examines the necessary tools for building successful web pages. Students utilize design elements and principles to emphasize the importance of the web as an effective form of communication. They also learn languages of page development (HTML/CSS) and responsive web design. Prerequisite: one college-level course in communication or graphic design. Prerequisite: Art/Comm 108

COMM 340 Social Media Strategies.....3

A survey of the field of social media, including theory, methods, operations, and ethics. Practical study will include a critical review of the social media process in varied digital settings.

COMM 342 Advanced Workplace Writing.....3

This course will focus on key writing forms for the workplace, including memoranda, letters, email, and research reports. Attention will be paid to style, usage, organization, rhetoric, and audience. Students will prepare writing for submission in the workplace.

COMM 350 Reporting for the Public Good.....3

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

COMM 360 Broadcasting for the Public Good.....3

This course examines the philosophical, historical, technological and social aspects of broadcast and new global electronic media industries. Students will study aspects of broadcasting and new media economics, management, audience analysis, programming, media effects, government policy and FCC regulations for the public good.

COMM 375 Motion Design.....3

This course focuses on motion design through the exploration of animation techniques and design principles to communicate ideas and information. Students will apply conceptual abilities to learn foundational skills using industry-standard software like Adobe After Effects and Fusion. Skill development will include a focus on concepts, motion, and timing, according to industry standards and trends. Prerequisite: COMM 108.

COMM 383 Communication and Society.....3

A study of communication issues in modern society with attention to the persons, institutions, media and systems that facilitate social interaction. An overview of communication philosophy as a basis for ethical and aesthetic perspectives.

COMM 385 Studies in Communication.....3

Investigations into particular communication issues: social, scientific, philosophic, historical, aesthetic, political or institutional. Focus on an institution or topic of current interest.

COMM 386 Film.....3

Survey of film as art, literature and mass medium. Historical development; authors and genres; philosophical, economic and political issues. A selection of 12 films for detailed study. Emphasis on “reading” film, understanding the medium’s function and exploring contemporary cinematic issues.

COMM 390 LA Film Industry Intensive..... 6

This May Term intensive course will expose students to the entertainment industry in Los Angeles and Hollywood as well as give them hands on film production training. Students will visit studios, film offices and professionals in the industry to make connections and see the inner workings of the entertainment and film production industry. An important part of this experience will be the production of a short film in the last week of the term. Students will work alongside professionals from the industry on a film set. The LA Industry Intensive is facilitated by The Greenhouse Arts and Media. Prerequisite: COMM 312.

COMM 408 Workplace Immersion (Internship)..... 3

Experiential learning, usually in an off-campus professional setting, for communication majors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, and evaluation. Prerequisite: consent of instructor.

COMM 409 Internship..... 3 (1-4)

Experiential learning, usually in an off-campus professional setting, for communication majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. Prerequisite: consent of instructor.

COMM 410 Senior Seminar..... 3

Senior Seminar offers a consideration of ethical and professional issues in the fields of art, communication, English, and theater. Assignments include information interviews with practitioners in the respective fields, oral presentations, and the preparation of a capstone portfolio and polished resume. With a focus on vocation, the course prepares students for professional work and other pursuits, including graduate school.

COMM 411 Film Capstone Research..... 1

This course prepares students for their senior capstone project of an original short film project by creating a structure that will guide production. At the end of this course a student will have a finished script and pre-production plan. Students will function as the producer, writer and director. This course should be completed at least one semester before enrolling in Comm 413. Prerequisite: Comm 312.

COMM 412 Special Project..... 1 (1-3)

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

COMM 413 Senior Film Capstone..... 3

Senior film production majors produce an original short film that must be ten-twenty minutes in length, demonstrate a high production value, and show clear and creative storytelling. Students must also organize a formal and public screening as part of their course requirements. Prerequisite Comm 312 and Comm 411 and faculty approval.

Computer Science courses

COSC 106 Foundations of Information Systems..... 2

Introduces students to information systems and information technology in the context of a business organization. Equal focus is given to learning the concepts and understanding how businesses apply those concepts. Topics include: ethics and privacy, information security, data management, networking, e-business, wireless technologies, customer relationship management, and artificial intelligence.

COSC 108 Introduction to Robotics	3
Introduction to the concepts of robotics in information technology. Explores the future possibilities and needs of robotics in today's industries and medical fields. Explores the code of ethics and issues of privacy. Introduces students to the automation of information technology. Concepts and models are illustrated through physical robot platforms, interactive robot simulations, and video segments relevant to historical research developments or to emerging application areas in the field.	
COSC 199 St:	1
Special Studies course	
COSC 206 Computational Thinking	3
An introduction to computers and programming for students with no prior programming experience and little mathematics preparation. A programming language is used to explore conditional expressions and recursion and to perform computational problem solving. Students will gain an understanding about how computers interpret programming languages, including algorithms, memory storage of data, and data abstraction. Students will learn how computational thinking works and how to transfer those skills to actual programming while building confidence at the same time. Students will design, write, and test programs. This course prepares the student for Programming I. Recommended background: two years of high school algebra and/or geometry, Math 105, or a minimum ALEKS score of 46. Meets the Quantitative Literacy requirement in the Goshen Core.	
COSC 216 Programming I	4
This course provides fundamental programming expertise in a higher-level computational language, focusing on such constructs as user defined functions, recursion versus iteration and files usage. The student also will engage in computational thinking and techniques of general problem solving, with an emphasis on modular programming, parameter passing mechanisms, class abstract data types and algorithms. It is recommended that students have passed COSC 206, have a strong mathematical skills (e.g., A's and B's in high school algebra and geometry), or have prior programming experience (e.g. an A or B in one or more high school programming courses).	
COSC 226 Introduction to Project Management	3
This course provides an overview of small and large business enterprises and the environments in which they operate. It introduces basic concepts of project management in an organization and explores both technical and human aspects of projects. The roles and responsibilities of a project manager and individual contributors on teams are covered. Students investigate cost, schedule and minimum performance requirements concepts as well as project team management that challenge students to understand different perspectives. These perspectives include project plan development, execution and change control, while developing budgets, creating project assumptions, investigating quality and analyzing variances, and the effects of scope change.	
COSC 266 Introduction to Databases	3
This course covers database design and the use of database management systems for applications. Students will create a database instance using MS-SQL and will learn foundationally some of the basic SQL statements. Prerequisite: COSC 106.	
COSC 270 Intro to Game Development	3
An introduction to the process of game design and play experiences. Concepts, methods, techniques and tools used in the design of a variety of computer games in a 2D environment. Includes rapid prototyping, play testing and design iteration. C# is the computing language for the course. This course is part of a game development minor in collaboration with the art department, which offers the needed requirements for digital design technique, animation, and game art.	

COSC 316 Programming II	4
<p>This course focuses on using object-oriented problem solving techniques. Topics covered include object-oriented design, classes, encapsulation, inheritance, algorithmic analysis, and data structures. In particular, the course covers programming efficiently, and applying appropriate industry recognized techniques to programming problems. This course looks at issues related to solving larger problems in depth than were covered in COSC 206 and 216. Prerequisite: COSC 216. It is recommended that students have taken MATH 205 previously or concurrently.</p>	
COSC 346 Human Computer Interaction	3
<p>This course covers principles for designing, implementing, and evaluating user interfaces. The course will introduce user-centered design, accessibility, rapid prototyping, experimentation, direct manipulation, and cognitive principles. Students will apply these principles in creating web sites and other interfaces. Prerequisite: COSC 216.</p>	
COSC 356 Computer Networking & Security	3
<p>Structure and components of computer networks, packet switching, layered architectures, and congestion management. Also covers principles of computer and network security. By the end of this course, a student will have either passed or be prepared to take an industry standard certification exam in networking. Prerequisite: COSC 216 or consent of instructor.</p>	
COSC 357 Data Privacy and Security	3
<p>This course explores the fundamentals of information security attacks and defense mechanisms. Security issues related to people, data, networks, and devices are surveyed to provide insight into designing security solutions and policies. Technologies and practices that support the security principles of confidentiality, integrity, and availability are also discussed. By the end of this course, a student will have either passed or be prepared to take a standard industry certification exam on security. Prerequisite: COSC 356.</p>	
COSC 360 Operating Systems	4
<p>A study of operating system concepts and structures with a major focus on process control, memory management, I/O management and concurrent processes. Students will investigate the impact of different operating systems in both a LAN and a WAN environment. Prerequisite: COSC 216.</p>	
COSC 365 Analysis of Algorithms	3
<p>Course covers the design and analysis of efficient algorithms. Topics covered include sorting, search trees, heaps, hashing, divide-and-conquer, dynamic programming, randomized algorithms, stochastic algorithms, approximation algorithms, amortized analysis, probabilistic analysis, competitive analysis. Prerequisite: COSC 316 and MATH 205.</p>	
COSC 366 Database Design	3
<p>The proper design of databases and their construction through diagramming tools and SQL. Attention is also given to form and report development, data warehouse and data mining issues, and administrative issues such as user security. Students gain experience in robust database environments such as MySQL and in web environments. Prerequisite: COSC 216.</p>	
COSC 370 Advanced Game Development	3
<p>Advanced work in designing games and playful experiences, building on skills developed in COSC 270. Work in a 3D environment, program in C#, and learn how to develop in Unity. This course includes students from both art and computer science. The expected outcome for this class is a full-fledged game with provisioning for a retail environment across multiple platforms. Teams will incorporate environmental and character art while extending their knowledge of appropriate software and digital design techniques. Dynamics and creation of game narrative will be covered. Prerequisite: COSC 270 and COSC 316 or permission of instructor.</p>	

COSC 375 Special Topics 3 (1-3)

Topics will be selected based on student interest. Possible topics include: Knowledge Management, Artificial Intelligence, Data Science, Health Information Systems, Computer Architecture, Compiler Design, Machine Learning, Software Engineering, Theory of Computation, and Computational Linguistics. Other topics will be considered. Course may be repeated. Prerequisite: COSC 316 or consent of instructor.

COSC 406 Systems Analysis 3

A structured approach to solving organizational problems. The focus of the course is on determining the needs of a real organization and meeting those needs through the design of an information system. Topics such as feasibility analysis, determining requirements, documenting processes and data requirements through modeling tools, designing a new system, and implementation issues are covered. Prerequisite: COSC 316 and 366 or consent of instructor.

COSC 409 Internship 3 (1-3)

Work experience in or student observation of the computer field. Each student's project is individually arranged with the instructor. The course is designed to integrate and apply theoretical learning with experience. Students desiring a computer internship must be a Computer Science or Information Technology major/minor and must have completed at least 12 hours of major/minor requirements. This course is repeatable.

COSC 410 Senior Seminar 1

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

COSC 411 Business Application Programming 3

This course emphasizes best practices in the implementation phase of the software development life cycle (SDLC). Application software engineering techniques are reinforced by an application-oriented team project based on a business scenario. The project provides real-world examples by integrating software engineering practices focusing on programming, testing and other implementation activities to deliver a product that meets approved specifications through lab assignments. Prerequisites: COSC 226 Beginning Project Management, COSC 266 Introduction to Databases or COSC 366 Database Design, and COSC 216 Programming I

COSC 416 Project Management 3

Working with the organization from COSC 406, students gain practice in managing the system life cycle; requirements determination for logical design, physical design, testing and implementation of a system for a local organization. Topics include system and database integration issues; metrics for project-management and system-performance evaluation; managing expectations of superiors, users, team members and others related to the project; determining skill requirements and staffing the project; cost effectiveness analysis; presentation techniques; effective management of both behavioral and technical aspects of the project. Prerequisite: COSC 406.

Goshen CORE courses

CORE 100 Identity, Culture and Community 3

How do people with diverse identities live together in a vibrant community? Students will acquire perspectives and skills to prepare them to thrive in their intercultural experience whether in the college community, the local community or the global community. Students

will explore the construction of identity, the components of culture, and the elements of community. This class also facilitates the transition to college and introduces some of the skills necessary for successful study in the liberal arts context. Taken in the fall semester of the first year.

CORE 104 Career and Calling.....1

Career and Calling is a continuation of the first semester Core 100 experience with a focus on vocation, leadership, and career development. The course explores how to shape a life of meaningful work and vibrant purpose now and in the future. The guiding question for the course is this: To what are you being called? What kind of life do you want to build?

CORE 106 Culture and Community..... 3

This course for transfer students and spring semester first-time students combines course content from the CORE 100 and CORE 104 courses. Students will explore identity and culture, specifically the question: How do people with diverse identities live together in a vibrant community? Course content will also include an introduction to the Goshen Core and campus resources for career development and spiritual growth.

CORE 110 Academic Voice:Speaking and Writing..... 3

In this course, students practice crafting and presenting speeches and essays using the tools of critical reading, analysis, active listening, rhetoric and research, with the purpose of developing their voices to participate in academic conversations. Taken in the fall or spring semester of the first year.

CORE 115 Wellness for Life.....1

Explores the influence of physical activity and dietary choices on risk of cardiovascular disease, diabetes, hypertension, obesity, and mental/emotional disorders. Examines personal, genetic, attitudinal and behavioral components of wellness. Taken in fall or spring semester of first year.

CORE 120 Engaging the Bible.....3

An exploration of biblical themes and narratives alongside the modern application of the Bible in religion, culture, and politics. Students will develop diverse socio-historical, literary, and contextual interpretive skills. This course should be taken by the end of the second year.

CORE 160 NW Res Writ: Energy and Environment.....3

Humankind has built an amazing civilization on planet Earth by exploiting fossil fuels. Now we confront the challenges of climate change and our impact on other species. The concept of energy is key to identifying and prioritizing solutions. Youll research and write about an attempt to mitigate or adapt to climate change, and reflect on how it could be implemented in our cultural context. A Research and Writing and Natural World course in the Goshen Core. Prerequisites: Core 110 or equivalent.

CORE 162 NW Res Writ: Investigate Epidemics..... 3

This course will investigate the economic, environmental, cultural and biological reasons for infectious disease patterns throughout history and around the globe. Students will consider research-based, culturally relevant solutions for preventing future outbreaks of infectious disease. A Natural World course in the Goshen Core. Prerequisite: CORE 110 or equivalent.

CORE 172 RW Res Writ: Religion and Politics..... 3

How does religion function as a force for transformation and change in society, or a source of stability? And how does the political world feed back into the world of faith? This course examines the impact of religious beliefs, religious practices, and religious communities on the broader world of politics: governance, social issues, and the organization of the polis. A Research & Writing and Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent.

CORE 173 RW Res Writ: World Christianity..... 3

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

CORE 176 RW Res Writ: Amish, Menn, Am Religio..... 3

This course asks the question what does it mean to be an American? through the lens of diverse stories from Mennonite and Amish groups from the first days of European presence in North America to today. White or black, buggy-riding or Prius-driving, conservative or progressive, these groups have answered this question in all kinds of different ways, demonstrating how wide the spectrum of religion in America can be. Without moralizing or dogmatics, this class will use them as tourguides to touch on the American intersections of religion with migration, politics, gender, class, race, ethnicity, violence, sexuality, politics, pluralism, or law. A Research & Writing and Religious World course in the Goshen Core. Prerequisite: Core 110 or equivalent.

CORE 181 AW Res Writ: Writing About Home..... 3

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

CORE 184 Res Writ: Are We Still Human?..... 3

How has the definition of being human changed over time—along with societal developments in biology, technology and spirituality? And how is that changing definition of humanity reflected and explored in literature, film and other arts? A Research & Writing and Artistic World course in the Goshen Core. Prerequisites: Core 110 or equivalent.

CORE 187 AW Res Writ: The Poetry of Hip Hop..... 3

In this course we’ll study rap as the poetry it is, paying attention to features such as rhythm, rhyme, allusion, and wordplay. We’ll also think about how rap’s seemingly extra-poetic features—its musicality, its performativity, its close reliance on sound technology—invite us to expand our definition of poetry more broadly. For a final project, you will research and write an argumentative essay about a current social issue, and then revise your essay into an original rap song. A Research & Writing course that meets the Artistic World requirement. Prerequisite: Core 110 or equivalent.

CORE 188 AW Res & Writ: Art & the Environment..... 3

How have artists addressed environmental issues in the past and also today? What role does visual art play in grappling with our impact on the environment? In this course, students will learn about a variety of artistic movements and how artists have uniquely engaged across disciplines to address issues of climate change. They will learn about creative problem-solving strategies, collaboration, and research. As a research and writing course in the Core, the course also includes a capstone research-based essay. A Research & Writing course that meets the Artistic World requirement. Prerequisite: Core 110 or equivalent.

CORE 192 PX Res Writ: War, Peace, Nonresistance..... 3

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

CORE 210 Professional Communication Skills..... 3

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

CORE 309 Lead Serve in Multicultural World..... 3

The modern workforce is rapidly becoming a mosaic of colors, languages, cultural traditions and values. This demographic reality poses an immense challenge for both workforce and leaders. The goal of this course is to better understand different cultural values and styles, to recognize one’s own biases and assumptions and to value diversity. Designed for students in adult programs.

Criminal Justice and Restorative Justice courses

CJRJ 100 Introduction to Criminal Justice..... 3

This course provides an introduction to the criminal justice system in the United States. Students will develop a general understanding of the criminal justice system’s response to crime in society and be introduced to the components of the system: police, courts, and corrections. Offered every fall.

CJRJ 200 Sociology of Crime and Deviance..... 3

This course introduces students to criminology and criminological theories. Crime and reactions to crime will be examined as they relate to social and institutional life in contemporary U.S. society. Students will gain theoretical lenses for understanding the situational and systemic forces leading to the emergence of crime at the micro- and macro-levels of society and for examining the impact of various attempts at crime control. Offered every spring.

CJRJ 307 Criminal Law..... 3

Students are introduced to the basic concepts and substance of criminal law in the United States including the elements of an offense and criminal defenses. Special emphasis is placed on case studies involving particular crimes such as homicide, white-collar crime, or hate crime. Finally, the course considers the impact of state and federal criminal codes and their enforcement on equality and public safety among diverse communities within the United States. Prerequisite: CJRJ 100 or POSC 200 or permission from instructor. Offered every spring of even years.

CJRJ 310 Current Issues in Law Enforcement..... 3

This course explores current issues impacting the practice of policing including legal issues; race, ethnicity, and gender within law enforcement; the use and abuse of force by police; police accreditation and training; and public opinion surrounding crime and policing. Offered spring of odd years. Prerequisite: CJRJ 100

CJRJ 409 Internship..... 2 ((2-4))

An approved internship or work experience related to Criminal Justice and Restorative Justice. Open to senior majors or minors in CJRJ. Prerequisite: CJRJ 411 or permission from instructor. Offered every spring.

CJRJ 411 Senior Seminar..... 3

After researching the various professional sub-fields within criminal justice and restorative justice as well as the particular challenges facing each of these, students will complete an inventory of their own particular skillsets and convictions leading to an extended self-reflective essay on professional preparedness and areas in need of further discipline and growth. Finally, each student will prepare a resume, and conduct multiple interviews with professionals in at least two sub-fields of interest. All students will have identified at least one host candidate for an internship. Open to Senior Majors or Minors in CJRJ. Offered every fall.

Department of collegiate studies courses

DCS 110 Academic Success.....1

This course provides students with a toolbox of learning strategies, based on learning science, and orients them to campus services and resources. Students practice strategies to organize themselves and their materials, manage their time, read and study effectively, and to prepare for and take tests. They learn to navigate the transition from high school to college or improve their study habits for success in college.

DCS 112 Metacognitive Learning Strategies.....1

In this concurrent learning lab, students will engage with highly effective learning strategies and apply these research-based approaches to the coursework in their current classes.

DCS 210 Career Exploration.....1

An interactive exploration of career decision making. Introduces students to the concepts of career, life planning and vocation through identifying strengths, clarifying values and self-evaluation. Provides information about educational and career options. Meets Tuesday and Thursdays for twelve 75-minute sessions, combining lecture and discussion group formats.

DCS 409 Interdisciplinary Practicum.....1 (1-3)

An approved internship, work experience or service hours on campus or in the community as defined in conjunction with the interdisciplinary major advisor. The practicum should relate to a field or activity related to at least two of the three concentrations in the interdisciplinary major. Requires 40 clock hours per credit hour, mid-term evaluation and onsite supervisor evaluation. Prerequisite: at least two courses in the related concentrations and permission of instructor.

DCS 410 Interdisc Senior Sem.....1

An online course for interdisciplinary majors to integrate the knowledge, skills, and dispositions developed in their different disciplines. Through reading, short assignments, and career services activities, interdisciplinary studies majors reflect on the relationship between their academic preparation and career and vocational choices.

Economics courses

ECON 200 Principles of Economics.....3

This course will introduce students to the fundamental concepts of micro and macro economics, including economic relationships and processes, analysis of markets and price behavior, economic activities of governments, aggregate income determination, banking, and trade.

ECON 308 Economic Development.....3

Provides a general overview of the development field and surveys major issues from a range of viewpoints. Topics include trade and financial problems faced by developing countries, evaluation of various models of development and application of economic techniques to development problems.

ECON 309 Environmental Economics.....3

In this course we consider how economic activity affects the environment and how environmental destruction can, in turn, harm the economy. We apply the concepts of externalities, public goods and open-access resources to topics such as air pollution, climate change and green business practices.

ECON 310 Economics of War and Peace.....3

National defense spending is the largest category in the discretionary portion of the federal budget, larger than all the other categories combined. This course examines the benefits and

costs of this commitment of public funds. Topics include the armament industry, national security, government financing, terrorism and peace-making.

ECON 321 Behavioral Economics..... 3

Behavioral Economics applies psychological insights into economic judgements and decision making with a focus on how scarce decision resources are allocated. In this course students will be introduced to the history of the field of behavioral economics and will apply behavioral economic insights to understand activities such as investment and savings, cooperation, risky behavior, happiness, and more, with a primary goal being to better understand how to create social and economic value. Prerequisite: ECON 200 or BUS 244.

ECON 375 Topics..... 3 (1-3)

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

Education courses

EDUC 201 Foundations of Education..... 4 (3-4)

Includes both campus and field study of learning environments, classroom management and instructional methods that meet the needs of diverse student populations. The course emphasizes race, gender, ethnicity, socio-economic status, family structures, language and exceptionalities from a social justice, critical perspective in light of the historical, philosophical, and social foundations of education. 20 hour field placement required. Prerequisite: 2.5 GPA

EDUC 209 Educational Psychology..... 3

A study of human developmental theories, including cognitive, social, and emotional. Offers theoretical frames to better understand student development and diversity. Application to instruction, student motivation, and classroom environment are emphasized.

EDUC 244 Learning Environments..... 3

This general methods course will prepare candidates to effectively teach in the K-6 classroom by understanding the extensive role of data-based differentiation for diverse student populations, designing and implementing effective classroom management plans, and using technology within the classroom to promote meaningful learning.

EDUC 300 Exceptional Learners..... 3

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

EDUC 301 Curriculum Studies:Math..... 2

A study of mathematics pedagogy with an emphasis on conceptually sound and developmentally appropriate lessons. Includes selecting and evaluating topics of study, multiple representations of information and instructional strategies, interdisciplinary teaching, and using school and community resources. Also includes differentiation and modifications for special needs students. Field experiences in diverse classrooms.

EDUC 303 Literacy I:Developmental..... 3

A study in the development of reading, writing, listening and speaking. Focus on research-based, standards-based, student-centered instructional methods, assessment and developing authentic engagement that leads to a life-long enjoyment of reading and writing

in many modes and styles. Based on the 5 National Reading Panel areas of literacy: phonics, phonemic awareness, vocabulary, fluency and comprehension. Literacy development, methodology and curricular options for K-6 learners, including English language learners and differentiation. Field placement in diverse classroom settings.

EDUC 304 Curriculum Studies:Social Studies..... 2

A study of social studies curriculum and pedagogy with special emphasis on instruction, planning, and assessment, including connecting curriculum to student’s prior learning, abilities and needs. Field experiences in diverse settings. Enrollment limited to those who have been admitted to the teacher education program.

EDUC 307 Children's & Adolescent Literature..... 3

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

EDUC 308 Curriculum Studies:Science..... 2

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

EDUC 321 Curr & Instruct I: Middle School..... 4 (3-4)

Includes both campus and field study of learning environments, instructional methods, and assessment, particularly as it pertains to 5th – 8th grades. Class sessions emphasize lesson planning, curricular theory, instructional strategies, and literacy across the curriculum. A minimum of 36 hours in a middle school classroom is required. Enrollment limited to those who have been admitted to the teacher education program.

EDUC 322 Methods of TESOL..... 4

(Cross-listed with Engl 320) Primary topics addressed are theories of language learning, general TESOL approaches, methods for the teaching of specific language skills, materials preparation and assessment issues in ELL. A 20 hour ESL tutoring assignment (teaching English to a nonnative speaker) brings reality to the theories. Prerequisite: World language competence through 101-level (can be taken concurrently) or permission of instructor. Engl 310 is recommended but not required.

EDUC 324 Curr & Instruct II: High School..... 4 (3-4)

Includes both campus and field study of learning environments, instructional methods, and assessment, particularly as it pertains to 9th-12th grades. Class sessions emphasize long-range planning, classroom management, and professional and ethical issues. A minimum of 36 hours in a high school classroom is required. This course is concurrent with EDUC 325 for 5-12 programs. Enrollment limited to those who have been admitted to the teacher education program.

EDUC 325 Sec Curr & Instr:Content Methods..... 2

Subject-specific class sessions concentrate on curriculum and instruction in those subject areas. To be taken concurrently with EDUC 324 the year prior to student teaching. Not required for ENL, music, art or physical education content areas. Enrollment limited to those who have been admitted to the teacher education program.

EDUC 330 Fine Arts for Children..... 3

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

EDUC 341 Mild Disabilities I..... 3

The study of assessment, identification, characteristics and instruction of elementary students with learning disabilities and mild cognitive disabilities provides a foundation for accommodating all students with learning challenges through thorough development of Individual Educational Plans (IEP). Traditional and contemporary measures for assessment (including Response to Intervention) are explored and practiced within field placements. Theoretical perspectives surrounding collaboration and consultation are examined and practiced within the classroom and a field placement. Field placement in a diverse setting required. Prerequisite: Educ 300

EDUC 343 Mild Disabilities II 3

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

EDUC 346 Special Education Issues 1

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

EDUC 348 Teaching Adolescents/Except Needs 3

The study of assessment, identification, characteristics, and instruction of adolescents with disabilities. Focuses on methods that accommodate the academic, social, cognitive, and physical needs of the adolescent with disabilities. Explores components of Individual Educational Plans specific to adolescents with disabilities. Field placement in a diverse middle school or high school required. This course is offered every other year.

EDUC 401 Child Dev & Early Lit Practicum 1

A study of child development. Focuses on learning theory and the importance of play for young children. Will include a field experience based on the application of developmentally appropriate practice. Required for elementary K-6, K-12 art, ENL, music and physical education content areas.

EDUC 402 Student Teaching:Elementary 12

At least 13 weeks of full-day student teaching in elementary schools under the supervision of a licensed elementary teacher and a faculty member from the GC education department. Includes several workshops on campus to reflect on important teaching issues.

EDUC 403 Secondary Education Seminar 3

An intensive three-week seminar immediately following Educ 405 that focuses on educational philosophy, collaboration with families, integration of faith and teaching, different school models, use of student learning data, and interview preparation. Includes student projects and presentations, group work, individual reflection on teaching, guest presenters, and preparation of professional portfolios. Concurrent: Educ 405.

EDUC 405 Student Teaching:Secondary 12

At least 13 weeks of full-day student teaching in a secondary school under the supervision of a teacher licensed in the student teacher's major teaching area and a GC faculty member. Includes several workshops on campus to reflect on important teaching issues.

EDUC 406 Literacy II: Diagnostic 3

A second course in literacy focusing on intervention and instructional support for struggling readers and writers with the goal of preventing further difficulties in developmentally appropriate ways. The course is based on closely observing and recording children's literacy behaviors and applying the science of reading to improve phonics, phonemic awareness, vocabulary, fluency and comprehension. Emphasis on strategic, standards-based and

student-centered teaching. Includes tutoring a struggling reader. Prerequisite: Educ 303. Enrollment limited to those who have been admitted to the teacher education program.

EDUC 407 Field Studies..... 1 (1-3)

Individualized field work to supplement required education field placements.

EDUC 408 Studies in Education..... 1

Individual study or research to supplement required education coursework.

EDUC 409 Elementary Education:Seminar..... 3

An intensive three-week seminar immediately following Educ 402 that focuses on use of student learning data, educational philosophy, collaboration with families, integration of faith and teaching, different school models, and interview preparation. Includes student projects and presentations, group work, individual reflection on teaching, and preparation of professional portfolios. Concurrent: Educ 402.

EDUC 410 Accelerated Licensure Practicum..... 6

Student teaching for those enrolled in the Accelerated Licensure program. Requires at least 13 weeks of full-day student teaching under a supervising teacher. Also includes preparation for licensure and the completion of several capstone projects.

EDUC 414 TESOL Practicum..... 3

(Cross-listed with Engl 325) Supervised teaching in a K-6, 5-12, or adult community ESL setting depending on student's focus. Teacher Education students complete 120 hours of teaching and a seminar. Teacher Education students' requirements depend on certification level. K-6 certification: General student teaching placement and then an EL student teaching placement via this course. 5-12 certification: Do not take this course if student teaching was in EL. If another content area student teaching, take it for 3 credits. P-12 students: EL student teaching with one age group and then take this class for 2 credits with another age group. Non-Teacher Education students: Complete 80 hours of teaching and a seminar. Prerequisite: Engl 320 and consent of instructor.

EDUC 415 Student Teaching:Exceptional Needs..... 5

Student teaching encompasses 200 hours in a mild disability context under the close supervision of a supervising teacher licensed for mild disabilities and a Goshen College faculty member. This experience focuses on assessment, lesson planning, instruction, and intervention. To be completed concurrently with Educ 346. Prerequisite: Educ 402.

English courses

ENGL 105 Introduction to College Writing..... 3

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

ENGL 201 World Literature in English..... 3

Study of literature written in English outside of the United Kingdom and the United States that deals with the intersection of cultures, particularly postcolonial literature from Africa, Asia, the Caribbean and Latin America. Cross-listed with GLST241. Students taking this course to meet a global education requirement should register for GLST241. Prerequisites: CORE 110.

ENGL 203 Introduction to Creative Writing..... 3

An introduction to the writing of poems, short stories and creative nonfiction, with emphasis on the craft of writing, as well as reading, discussion, and how to develop your unique voice.

ENGL 204 Expository Writing	3
Theory and practice of written communication. Assignments in a variety of prose forms aim at developing the student's control of logic, organization, rhetoric, usage, and audience accommodation. Cross-listed as COMM 204. Prerequisite: CORE 110 or equivalent.	
ENGL 207 Lit of Ethnicity, Gender, and Race	3
Study of literature shaped distinctively by cultural and theoretical concerns related to ethnicity, gender, and race. Repeatable if different topics. Prerequisites: CORE 110. Specific topics announced in advance, such as Native American literature, African-American literature, Latino literature, Mennonite literature, or women in literature.	
ENGL 212 AW Word and Image	3
This course explores the relationship between literary art and visual media. Recent versions of the course have focused on a single major author (e.g. Emily Dickinson) as represented via text, image, and popular media such as television and film. An Artistic World course in the Goshen Core.	
ENGL 213 AW Shakespeare and Film	3
Why is Shakespeare still relevant today across a diverse range of cultures and contexts? This course investigates the relationship between selected plays and their adaptations in film and popular culture. Students will develop skills in reading and interpreting texts of Shakespeare's plays and also skills in visual and cultural analysis of films they have inspired. An Artistic World course in the Goshen Core.	
ENGL 230 Literature and Popular Culture	3
Study of literature in relation to film, television, or other media of popular culture. Specific topics will be announced in advance. Repeatable.	
ENGL 235 AW Comics and Graphic Novels	3
Students will focus mostly on recent texts defined and marketed as comics or graphic novels. They will work to determine the cultural meaning and significance of the unique qualities and learn how to employ the language of comics to tell their own story. Students will also explore memoir, fiction, superhero comics and other genres. An Artistic World course in the Goshen Core.	
ENGL 280 Sophomore Writing Portfolio	1
Guided instruction on portfolio development, including editing and revising skills needed for advanced writing courses. Students should meet with the writing program adviser in the fall of their sophomore year to determine the best semester to complete this project. Prerequisite: Engl 204 and one additional writing course. Course grade will be Credit/No Credit.	
ENGL 290 English Publication	1 (1-2)
Applied work in publication (Pinchpenny Press, Broadside, Red Cents, the department newsletter or a blog). Students choosing to publish with Pinchpenny Press must register for this course, select a faculty adviser, and fulfill stated requirements. Repeatable. Prerequisite: Engl 204, two additional writing courses, and consent of instructor. Course grade will be Credit/No Credit.	
ENGL 300 Philosophy, Interpretation and Culture	3
This course examines critical interpretive strategies and theories as applied to several literary and cultural genres. In addition, the course introduces students to important research skills involved in the production of literary and cultural criticism. Prerequisite: CORE 110 and any college-level literature course.	
ENGL 305 Genre Studies	3

Study of a single genre, sometimes with a focus on writings of a specific period or place. Typical offerings include history of the novel or contemporary poetry. Repeatable. Prerequisite: CORE 110.

ENGL 306 Major Author..... 3

A study of a major author or of two authors in comparison. Courses have included Shakespeare, Chaucer, Faulkner, and Morrison. Repeatable. Prerequisite: CORE 110.

ENGL 307 Lit of Ethnicity, Gender, and Race..... 3

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

ENGL 310 Introduction to Linguistics..... 3

Explores different ways of looking at how languages function as systems of sounds, word structures, grammatical patterns, and systems of meaning. Useful for language learning, teaching, and appreciation of English and language in general. Also counts as a language pre-requisite for non-French or Spanish SST units. Prerequisite: CORE 100.

ENGL 312 Writing Workshop..... 1

Intensive three-day or one-week workshop in creative writing, conducted by a visiting author, usually during Spring semester. Repeatable. Prerequisite: Any college-level writing course or permission of department chair. Repeatable. Course grade will be Credit/No Credit.

ENGL 315 Global English..... 3

The study of the sound system, history, and varieties of the English language, followed by exploration of current developments in sociolinguistics, dictionaries, and word formation. The course cultivates an informed attitude toward English usage. Prerequisite: Core 110 or equivalent.

ENGL 319 English Grammar..... 1

A detailed study of the grammar of English. Designed especially for future teachers of ELL or high school English.

ENGL 320 Methods of TESOL..... 4 (3-4)

(Cross-listed with Educ 322) Primary topics addressed are theories of language learning, general TESOL approaches, methods for the teaching of specific language skills, materials preparation, and assessment issues in ELL. An ESL tutoring assignment (teaching English to a non-native speaker) brings reality to the theories. Prerequisite: World language competence through 101-level (can be taken concurrently with Engl 320) or permission of instructor. Engl 310 is recommended but not required.

ENGL 325 TESOL Practicum..... 3

(Cross-listed with Educ 414) Supervised teaching in a K-6, 5-12, or adult community ESL setting depending on student's focus. Teacher Education students complete 120 hours of teaching and a seminar. Teacher Education students' requirements depend on their certification: K-6 certification: Do a general student teaching placement and then an EL student teaching placement via this course. 5-12 certification: Do not take this course if they student teach in EL. If they do a general student teaching, they take it for 3 credits. P-12 students do EL student teaching with one age group and then take this class for 2 credits with another age group. Non-Teacher Education students complete 80 hours of teaching and a seminar. Prerequisite: Engl 320 and consent of instructor.

ENGL 326 History of Lit in English I..... 3

Development of English-language literature from Beowulf through the medieval period, English Renaissance, American colonial period, and 18th century, with special attention to questions of canon, language, and genre. Prerequisite: CORE 110

ENGL 327 History of Lit in English II	3
Development of English-language literature from the Romantic era through the Victorian, modern, and postmodern periods, with special attention to issues of identity, modernity, and globalization. Prerequisite: CORE 110	
ENGL 330 Writing Fiction	3
A workshop course in writing short fiction, with special attention to issues of setting, character, plot, dialogue, and point of view. Readings by contemporary writers. Prerequisite: CORE 110 and Engl 203, or consent of instructor.	
ENGL 332 Writing Poetry	3
A workshop course in writing poetry in a variety of forms, with special attention to imagery, sound, line, meter, and revision. Readings in classic and contemporary poetry. Prerequisite: CORE 110, Engl 203, or consent of instructor.	
ENGL 334 Writing Creative Nonfiction	3
A workshop course in writing the personal essay and nonfiction prose, with special attention to developing your personal voice and applying creative writing techniques to nonfictional subjects. Students will read and discuss examples of creative nonfiction and prepare two longer essays for a final portfolio. Prerequisite: CORE 110 and Engl 203, or consent of instructor.	
ENGL 336 Special Topics in Writing	3
A workshop course in special writing topics such as Memoir. Prerequisite: CORE 110 and Engl 203, or consent of instructor.	
ENGL 340 Editing and Publishing	3
Hands-on learning about the processes involved in print publication, as well as an overview of current online publication strategies and opportunities. Students will solicit, edit, design, and produce the literary journal Red Cents. Skills include manuscript commissioning and assessment; author feedback; text editing for grammar, style, and fit; and project management, including marketing, distribution, and sales. Class time will also be spent interacting with guest speakers and traveling to regional publishing houses. Students will also complete a class project the using English Department’s historic letterpress housed in downtown Goshen. This course will be offered every other year. Prerequisite: ENGL 204 and one upper-level literature course in the English Department, or permission of instructor. Recommended: Engl 290, English Publication.	
ENGL 365 Global Literature in London	3
An off-campus May term course studying British and Global Anglophone literature in the context of contemporary multicultural London. Activities include museum visits, performances, guest speakers, and cultural events. Offered during May term in alternate years. Extra Cost. Cross-listed with GLST 251. Students taking the course to meet a global education requirement should register for GLST 251. Pre-requisite: Core 110 or equivalent.	
ENGL 408 English Writing Practicum	2
English Writing majors develop a final writing portfolio under supervision of faculty adviser. Recommended for fall semester of the senior year. Prerequisite: Engl 204, 280, three English writing courses, and permission of instructor. Course grade will be Credit/No Credit. Can substitute for Engl 409 with departmental approval.	
ENGL 409 Senior Practicum	2 (1-2)
English majors propose independent projects in research, off-campus field experience, or internship. Prerequisite: Engl 204, 300, three upper-level literature courses, and permission of instructor. Course grade will be Credit/No Credit.	
ENGL 410 Senior Seminar	3 (1-2)

Students will discuss practical, professional, and ethical dimensions of their career development. They will engage in a common reading experience, present a final talk, interview professionals in their aspirational fields, and prepare a capstone portfolio, all of which will prepare them for success in their career journey.

French courses

FREN 101 Elementary French I 4
 Basic skills in understanding, speaking, reading and writing French for beginners.

FREN 102 Elementary French II 4
 Basic skills in understanding, speaking, reading and writing French for beginners.
 Prerequisite: Fren 101 or equivalent on placement test.

FREN 103 Elementary French III 4
 Emphasis on basic communication skills in the target language and culture. Normally offered only on SST. Prerequisite: Fren 102 or equivalent.

FREN 201 Intermediate French I 4
 Grammar review with reading and discussion in French. Normally offered only on SST.
 Prerequisite: Fren 102 or equivalent.

FREN 202 Intermediate French II 4
 Reading and discussion of prose, poetry and drama. Grammar review, oral and written practice. Normally offered only on SST. Prerequisite: Fren 201 or equivalent.

FREN 203 Intermediate French III 4
 Emphasis on conversational French. Normally offered only on SST. Prerequisite: Fren 201 or equivalent.

Global Studies courses

GLST 241 Foundations 3
 In the sequential SST format: This is the introductory course that is taken on campus and orients the students for their immersive courses and to the theme for the sequence of courses. It may introduce the students to an aspect of the particular culture that they will be encountering, a conceptual framework for understanding the theme or specific skills necessary for subsequent courses.

GLST 250 Cultural Perspectives 3
 In the semester-long SST format: Students learn from a variety of perspectives as they relate to a new culture in an immersive context and, in the process, learn about themselves. This course develops understanding and skills for communicating and working collaboratively across cultures and encourages cultural humility critical for success working in the global community.

GLST 251 Cultural Perspectives 3
 In the sequential SST format: Students learn from a variety of perspectives as they relate to a new culture in an immersive context and, in the process, learn about themselves. This course develops understanding and skills for communicating and working collaboratively across cultures and encourages cultural humility critical for success working in the global community.

GLST 260 Global Topics: 3
 In the semester-long SST format: This is the course for the interdisciplinary academic content in the study portion of SST, including lectures, field trips and reading/writing . It will focus on one local theme or issue shaped by global forces. Students will explore a topical question historically, politically, sociologically, economically, environmentally and in the arts with local experts.

GLST 270 Community Eng Learning:..... 3

In the semester-long SST format: The course includes a volunteer placement in an immersive community setting with an organization that serves the community in the service portion of the semester, plus reflection on learnings and an immersive community research project. This real world mode of learning will help students develop their own sense of social responsibility in a cross cultural setting. The research project will use interview and participant-observation methodologies.

GLST 271 Community Engaged Learning..... 3

In the sequential SST format: This course includes a volunteer placement in an immersive community setting with an organization that serves the community, plus reflection on learnings and an immersive community research project. This real world mode of learning will allow students to practice responsible civic engagement in a cross-cultural setting. The research project will use interview and participant-observation methodologies.

GLST 300 Global Issues..... 3

In the sequential SST format: This is the capstone course for sequential SST and includes a final capstone project. It will focus on one local theme or issue shaped by global forces. Students will explore a topical question historically, politically, sociologically, economically, environmentally and in the arts with local experts.

GLST 305 SST Integration Capstone..... 2

In the semester-long SST format: This is the capstone course that begins in orientation, continues through the retreat on SST and finishes on campus after SST with a time for reflection, synthesis and preparing a capstone project that is publicly presented.

History courses

HIST 101 Ancient Roots of Cultures..... 3

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

HIST 105 American History I..... 3

History of the American colonies and the United States through the Civil War and Reconstruction. Also introduces the study of history as an academic discipline.

HIST 204 RW What is the Good Life?..... 3

Why do humans long for utopia, yet consistently fail to produce it? To what extent do we assert our individual freedom in creating the communities we live in, and to what extent do we recognize our lives as resting on forces beyond our control? Is it still possible, in our postmodern context, to anticipate the future with hope? Drawn from five centuries of utopian thought, the readings, discussions and assignments in this course will focus on three general themes: human nature, human community, and human encounters with Transcendence. A Religious World course in the Goshen Core.

HIST 205 Immigration and American Identity..... 3

Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history,? historian Oscar Handlin quipped in 1951. This class follows this premise outside of the classroom, from Chicago to Notre Dame to Goshen to Shipshewana and Amish Country, interspersed with 4 sessions for on-campus reflection, reading, and project-based work. We will immerse ourselves in, and study, specific local religio-ethnic groups in order to enable a concrete experience. The understanding of these groups is the first learning goal of the class. The second one is to decenter the migration story away from current hot button political issues to help us understand that any American

migration story, especially Midwestern ones, is part of a global story that has shaped all eras of American history from various points on the globe. Finally, the class calls on students to critically investigate their own identity in conversation with the other worlds they will encounter, construct their own journeys and boundaries, and critically interrogate the theme of global citizenship.

HIST 211 SW Revolution!..... 3

How does radical social, political and economic change occur and what are its consequences? Examines the major political “revolutions” in world history from the French Revolution to Cuba and beyond, as well as addressing the larger revolutionary changes since 1500, from the abolition of slavery to women’s rights and independence from imperialism. A Social World course in the Goshen Core.

HIST 212 SW Thinking About the Dead..... 3

Why do we remember the past? How do we talk about those that have died and can’t talk back anymore? How do we judge their good and terrible choices that still affect us? This course explores how wrestling with these big questions moves us beyond our degree, and connects us to meaningful careers and empathetic leadership by understanding ourselves and others better. It includes hands-on study about how, and what, our home culture chooses to remember today – and what it prefers to forget – including an exploration of the local history that surrounds us in Elkhart County. And it provides opportunities to become skillful in library and internet research, and to improve our writing and speaking skills. A Social World course in the Goshen Core.

HIST 214 SW American Culture Wars..... 3

Aren’t the United States as divided as never before? Aren’t those on the other political and cultural team not just wrong, but actually evil? And is there any way left to live a happy and authentic life and still care about politics and culture? This course explores the roots of America’s current toxic divides from the 1950s onward, through the Cold War, the growth of suburbia, immigration, mass shootings, religious activism, ethnic and racial conflicts, and the digital revolution of the last decade – without picking sides or providing a middle ground. Instead, we will explore who benefits from our divides, ideas for a life beyond the outrage cycles, and learn to laugh about politics and ourselves again. A Social World course in the Goshen Core.

HIST 217 Geography and Culture..... 3

Survey of the world’s geographic regions with emphasis on 1) the impact humans have had on the physical environment and 2) the origins of cultural variation in the world’s regions. Includes regular discussion of current issues in world affairs and mapping skills. Required for students majoring in elementary education and secondary social studies.

HIST 218 RW Anabaptism in Global Context..... 3

The Anabaptist-Mennonite tradition has undergone a profound transformation during the past 50 years moving from a largely white, Euro-American denomination into a truly multi-cultural, global church. Drawing on the research projects of the Institute for the Study of Global Anabaptism and a wide range of primary and secondary sources, this class will explore the history, faith and practices of groups in the Anabaptist-Mennonite tradition, with a strong emphasis on the global church. How did this process of globalization come about? What are the challenges of identity, unity, and growth in a global church? What is the future of this tradition? A Religious World Course in the Goshen Core.

HIST 304 Renaissance and Reformation..... 3

Topical survey of European civilization in the period from about 1300 to 1550. Intellectual, cultural and religious changes will receive most attention.

HIST 313 Transpacific Perspective on Midwest..... 3

Situating the American Midwest in a larger context, this class introduces students to the language, terminology, key questions and central themes of the study of global migration through local communities. As a case study, it takes a transpacific, transnational, and hemispheric approach to the history of Asians in the Americas. The course explores the factors that led to a growing Asian presence in the Americas and how emigration affected Asian societies. Through these studies, the course critically examines the categories Asian and Asian American.

HIST 314 Modern China..... 3

Exploration of Chinese history with a view to understanding contemporary political, social, and economic developments. About one-third of the course looks at traditional Chinese society and culture, and the remainder examines developments since 1911 and especially since the establishment of the People’s Republic in 1949.

HIST 315 War/Peace 20th Century Europe..... 3

Exploration of major European political, cultural, intellectual and economic developments since the 1890s. Major themes include: modernism, the onset of totalitarianism and totalitarian regimes in Europe and the Soviet Union, war as an agent of social change, the Cold War, the dissolution of Soviet-style communism in Eastern Europe and peace-making efforts throughout the century.

HIST 318 Anabaptist/Mennonite History..... 3

Introduction to Mennonite history and thought. About one-third of the course is devoted to Anabaptism. Special attention given to distinctive Anabaptist religious ideas, changes in Mennonite religious ideas and practice in Europe, migrations, contrasts in social-communal practices among Mennonites and related groups.

HIST 321 History of Mennonites in America..... 3

Emphasis on Mennonites as a people developing and interacting with the larger American society, using themes such as migration, community formation, beliefs, acculturation and pacifist citizenship in war and peace.

HIST 323 Colonial & Revolutionary America..... 3

Focus on cultural encounters and conflicts. Colonialism begs the question, how are cultures transported, replicated, and transformed? A look at contact between Europeans and Native Americans, between Europeans and Africans, between different European colonial projects, and finally between Anglo-American colonists and Britain. All involved sharp cultural conflict.

HIST 324 Slavery, Civil War & Reconstruction..... 3

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

HIST 326 Recent American History..... 3

A look at events that shaped the most recent generations of Americans. From grand expectations of the Civil Rights movement, faith in science, and the possibilities of affluence and social reform, society confronted the realities of Vietnam, Watergate and environmental destruction – producing cynicism, culture wars and continued efforts to balance liberty and equality.

HIST 327 U.S. Immigration and Ethnic History..... 3

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

HIST 328 African-American History..... 3

Historical study of the experience of African-Americans as a group, especially their political and economic situations, their community life, some of their outstanding organizations and leaders, their forms of adjustment and resistance and their participation and contributions in U.S. life.

HIST 330 Gender in World History..... 3

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

HIST 344 Latin American History..... 3

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

HIST 345 Environmental History..... 3

A comparative studies in world history course. Exploration of human interaction with the environment over time particularly in the non-Western world. Examination of the material and ideological conditions which have led to preservation or destruction of the environment through a comparative case-study approach.

HIST 351 Representations in Public History..... 3

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

HIST 353 Public History..... 3

An introduction to the field of public history as a career and an approach to communicating and preserving historical knowledge. Students will complete applied local history projects to engage the history of this community and both the public history professionals and general public in the region. They will learn best practices in the field and apply them in field trips to local heritage sites.

HIST 375 Topics..... 3

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

HIST 400 Advanced Study..... 1 (1-4)

Special topics for majors and minors.

HIST 409 Internship..... 2 (1-3)

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

HIST 410 Seminar: Historical Thinking..... 3

Philosophy and purposes of history; principles and methods of historical research; history and Christian faith; choice of a topic and bibliographical work and initial research on that topic. Course to be taken in the fall semester of the junior year. Required of all majors.

HIST 411 Seminar: Thesis..... 3

Continued research on topic chosen and presentation in forms of oral report and written thesis paper. Course to be taken in the spring semester of the senior year. Required of all majors. Prerequisite: Hist 410.

HONORS COURSES

HON 150 SW Honors Research and Writing.....3

In this course, students address a complex problem through a disciplinary lens. They practice academic research by gathering and evaluating information, synthesizing multiple sources, and composing a final written and oral project. Course topics rotate, but the course always addresses the learning outcomes of one disciplinary perspective area in the Core. Enrollment limited to students admitted to the Goshen College Honors Program.

HON 199 SW Honor R&W: Modernity & Spirituality.....3

Special Studies course

HON 200 AW Honors Perspectives.....3

Perspectives courses take a disciplinary approach to a complex problem or current issue. Each course is grounded in the professor’s academic discipline and uses disciplinary tools as a lens to address the complex problem or current issue. As part of the honors program, this course has added emphasis on the integration, synthesis, and application of knowledge. This course is typically taken in the sophomore year and meets a perspective requirement within the Core. Enrollment limited to students admitted to the Goshen College Honors Program.

HON 310 Honors Seminar.....1

A discussion-based seminar in which honors students engage readings or experiences around a topic determined by the seminar leader. Offerings include leadership development, book studies, service learning, travel, and other interdisciplinary topics. Enrollment limited to students in the honors program.

Interpreting courses

INT 210 Introduction to Interpreting.....3

This course will allow students to explore the basic theories, principles and practices of the interpreting profession. Areas of study will include the history and ethics of the profession, national and local organizations as well as the role and responsibilities of the professional interpreter. Cognitive models of interpreting and Demand Control Schema will be introduced in preparation for ASL 301, Interpreting I. Prerequisite: ASL 201 or consent of the instructor.

INT 301 Interpreting 1.....4

This course is designed to develop interpreting skills through the use of interactive video and out-of-class interpreting opportunities. The course also introduces the skills necessary to achieve message equivalency in interpreting. Students will differentiate contextual factors affecting language usage in the interpreting process, and will begin to demonstrate an ability to produce dynamic equivalence from source language to target language in both consecutive and simultaneous interpreting. Corequisite: ASL 307 or consent of the instructor.

INT 302 Interpreting 2.....4

This course continues the development of simultaneous ASL/English interpreting skills and provides extensive practice utilizing video and out-of-class interpreting opportunities. Students will use the skills previously learned such as: discourse mapping, demand control theory, techniques for language error analysis. Students will differentiate contextual factors affecting language usage in the interpreting process, and will begin to demonstrate an ability to produce dynamic equivalence from source language to target language in both consecutive and simultaneous interpreting. Prerequisite: ASL 301 or consent of the instructor.

INT 303 Intro to Healthcare Interpreting.....4

Cover interpreting for routine doctor’s appointments, annual physicals, physical therapy, eye appointments and dental appointments. This would include basic anatomy and concepts that

come up in routine medical situations that interns and new interpreters would likely interpret. Offered annually for Sign Language Interpreting majors.

INT 310 Performance Interpreting 3 (1-3)

This course provides students with an experiential learning opportunity to interpret plays on campus and in collaboration with area theaters. Students will work with the instructor and peers to analyze scripts, assign roles, translate the dialogue, and interpret the plays. Students may register for 0-3 credits. This course may be repeated. Corequisites: INT 301.

INT 320 Sign to Voice Interpreting 4

The course introduces theory and skills of interpreting from sign to spoken English. Topics include ways to increase both ASL and English vocabulary, text analysis, voice tone and register, word choices, and the process of sign to voice interpreting. The course also introduces the skills necessary to achieve message equivalency when interpreting into spoken English. The student will differentiate contextual factors affecting language usage in the interpreting process, and will begin to demonstrate an ability to produce dynamic equivalence from source language to target language. Prerequisite: INT 301 or consent of the instructor.

INT 380 The Deaf Community: Subcultures 3

This course will introduce students to subcultures and cultural groups within the broader Deaf community such as Black Deaf culture, Latino Deaf culture, LGBTQ Deaf, DeafBlind. The course will also discuss working with people within the Deaf community who are dealing with mental health issues, developmental disabilities or physical disabilities (especially those which may interfere with communication). Prerequisite: For Deaf Studies majors: ASL 320 or consent of the instructor. For Sign Language Interpreting majors: INT 302 or consent of the instructor.

INT 401 Interpreting 3 4

This course provides extensive hands-on practice using skills, strategies, and techniques learned in previous interpreting courses. The course will focus on Voice to Sign, Sign to Voice, and interactive interpreting using a wide variety of topics. Students will continue to analyze their own work as well as give feedback to classmates. Emphasis is on student awareness and control of the interpreted text, depth of processing and analysis of interpreted events. Correct sign production and ASL sentence structure are expected at this level. During this course students will also apply for internship opportunities. Prerequisite: INT 320 and INT 302 or consent of instructor.

INT 403 Advanced Healthcare Interpreting 4

This course is for those working on the Healthcare Interpreting Certificate. It continues working on interpreting in more advanced medical settings and increasing medical terminology and interpreting in areas such as cardiology, oncology, surgery, emergency, and mental health appointments. Complex ethical issues will be addressed. This course includes critical analysis of medical discourse with an emphasis on advanced medical conditions, treatments, and procedures. Prerequisite: INT 301 Corequisites: INT 302 and INT 320.

INT 405 Transliterating 4

This course focuses on transferring information from spoken or written English into Conceptually Accurate signed English (CASE) and from signed English into spoken English. Students will practice transliterating skills through various planned and unplanned situations. Issues related to educational interpreting will be explored in-depth. Prerequisite: INT 302 or consent of instructor.

INT 407 Interpreting Ethics 3

This course will deal with practical and ethical issues in interpreting, decision-making, assignment assessment, environment management, politics and procedures within agencies and organizations. Students will be expected to integrate what they have learned about culture, cross cultural communication, ethics and critical thinking, and apply this knowledge to

the field of Sign Language Interpreting. The course will cover ethical scenarios, interpreter liability, working in multicultural situations, and power, privilege and oppression. Prerequisite: INT 301 and INT 302 or consent of the instructor.

INT 409 Interpreting Internship.....12

The semester-long interpreting internship is the capstone of the Goshen College SLI curriculum. The internship integrates the knowledge, values and skills students have acquired over their years of study. Through the internship students are given the opportunity to experience the various tasks, situations and responsibilities professional interpreters encounter. In these hands-on settings, supervised by an interpreting mentor, students can apply the knowledge and practice the skills necessary to perform their future jobs effectively. Internship typically takes place during the spring semester of the senior year. Prerequisites: INT 401, 403, 405 and 407. Corequisite: INT 410.

INT 410 Senior Seminar.....1

Students reflect on ethical dilemmas, problems or conflicts encountered during their semester-long internship (INT 409), with the goal of learning and growing from the collective discussion and experiences. In addition, students will set goals for themselves related to career and job procurement, and create tools to assist in achieving their goals following graduation. Prerequisite: INT 401, 403, 405 and 407. Corequisite: INT 409.

INT 411 Practicum I.....2

Students will begin working with an interpreting mentor in a local school or in the community. This begins the process of integrating the knowledge and skills they are learning in their interpreting classes. During Practicum 1 students will observe their mentor and other interpreters in professional settings as well as begin to interpret in low risk situations supervised by a qualified mentor. Prerequisites: INT 401, INT 405, INT 407.

INT 412 Practicum II.....2

For Transition to Interpreting students. Working with a mentor in the community or area school, students will have the opportunity to experience various tasks, situations, and responsibilities professional interpreters encounter. In these hands-on settings, supervised by an interpreting mentor, students can apply the knowledge and practice the skills necessary to perform their future jobs effectively. Prerequisites: INT 401, INT 405, INT 407, INT 411.

Kinesiology courses

KIN 102 First Aid & CPR.....1

The course provides an introduction to first aid, practical experience in basic first aid skills, and first aid for specific sport injuries. Successful completion of the course and passing the ARC certification exam will result in certification for one year. Students need to pay a fee to the American Red Cross for certification.

KIN 103 Basic Athletic Training.....2

This course is valuable to anyone who plans to coach or pursue future certification in athletic training. Topics covered include: emergency procedures, evaluation and management of injuries to the foot, ankle, knee, shoulder, elbow and hand. Students learn taping techniques.

KIN 150 Introduction to Kinesiology.....3

This course provides an introduction to kinesiology and sub-disciplinary areas of study in the field. An overview and history of kinesiology, physical education, sport and exercise science is included as is a review of various careers in the majors offered.

KIN 200 Principles of Aerobic Conditioning.....1

This course is designed to provide foundational knowledge in a variety of modes of aerobic conditioning including running, cycling, using aerobic machines and aerobic classes in

preparation for upper level classes in exercise science. Students learn basic information about determining appropriate intensities and progressions for training.

KIN 206 Badminton	1
Badminton	
KIN 210 Canoeing/Backpacking	1
Canoeing/Backpacking. Offered infrequently.	
KIN 216 Cycling	1
Students must provide a working bicycle for this class as they will build from 5 miles rides to 15-20 mile rides.	
KIN 218 Golf	1
Golf	
KIN 224 International Folk Dance	1
International Folk Dance	
KIN 230 Racquetball	1
Racquetball	
KIN 232 Beginning Swimming	1
Beginning Swimming	
KIN 236 Beginning Tennis	1
Tennis instruction.	
KIN 238 Beginning Volleyball	1
Volleyball instruction. Offered infrequently.	
KIN 242 Weight Training	1
Weight Training. (Women's weight training or COED)	
KIN 251 Officiating	1
In this course, students will learn about and practice skills for sport officiating, refereeing and umpiring. Some class activities will focus on volleyball, basketball, soccer or baseball/softball, however, each student will complete focused assignments on their particular sport of interest. In depth knowledge of rules for the sport of choice will be required. Additionally, students will practice professional skills (decision making, hand signals, communication, handling disputes, etc.) by officiating actual games. This practical component is a required part of the course.	
KIN 255 Camping and Recreation	3
Students will have hands-on experience in an outdoor recreational setting. They will learn a variety of skills including: trip planning, map and compass reading, environmental care and study, spiritual growth and leadership skills. Other skills will be related specifically to either backpacking and/or canoeing. Offered infrequently.	
KIN 258 Intercollegiate Disc Golf	1
A varsity athlete competing in intercollegiate disc golf. A CR/NC course	
KIN 259 Intercollegiate Softball	1
For varsity athletes competing in Intercollegiate Softball. A CR/NC course.	
KIN 260 Intercollegiate Baseball	1
For varsity athletes competing in Intercollegiate Baseball. A CR/NC course.	
KIN 261 Intercollegiate Basketball	1
For varsity athletes competing in Intercollegiate Basketball. A CR/NC course.	
KIN 262 Intercollegiate Cross Country	1

For varsity athletes competing in Intercollegiate Cross Country. A CR/NC course.

KIN 263 Intercollegiate Bowling.....1

For varsity athletes competing in Intercollegiate Bowling. A CR/NC course.

KIN 265 Intercollegiate Soccer.....1

A varsity athlete competing in Intercollegiate Soccer. A CR/NC course.

KIN 266 Intercollegiate Tennis.....1

A varsity athlete competing in Intercollegiate Tennis. A CR/NC course.

KIN 267 Intercollegiate Track.....1

A varsity athlete competing in Intercollegiate Track. A CR/NC course.

KIN 268 Intercollegiate Volleyball.....1

A varsity athlete competing in Intercollegiate Volleyball. A CR/NC course.

KIN 269 Sports Medicine Practicum.....1

For this practicum, the student will work with the Head Athletic Trainer, expanding first aid and CPR proficiencies and completing basic duties in the training room with sports teams. The level of responsibility assigned will be individualized based on certifications, knowledge base and experience. Prerequisite: KIN 103.

KIN 308 Teaching Sport Skills & Strategies.....3

This is an applied course focusing on teaching skill techniques and strategies in a variety of sports. Content includes theory, best practice in secondary level pedagogy and skill content. There is a special focus on organization and management for teaching, skill progressions, and common problems/corrections of basic and intermediate-level skills and tactics.

KIN 309 Physical Education for Children.....3 (2-3)

This class focuses on philosophy, methods and materials for teaching physical education to children. Some field experience with children included. While this course is open to any student, there is a clear focus on preparing students to teach elementary physical education.

KIN 310 Introduction to Sport Management.....3

This course provides an introduction to sport management and administration focusing on areas of legal responsibility, personnel, finance, public relations, equipment, facilities, intramurals and athletics.

KIN 315 Applied Biomechanics.....3

This course focuses on the description and analysis of human movement from anatomical and mechanical perspectives. Laws and principles from anatomy and physics that govern the use of the human body, objects and implements are applied to the analysis of exercises and sport skill techniques. Material in this course builds on knowledge of the names and actions of muscles. Prerequisite: Biol 130 or 203.

KIN 317 Exercise Physiology.....4

In this course, students study how the human body responds during various kinds of exercise and how it adapts as a result of a regular exercise program. The course includes an analysis of neuromuscular activity, circulation, respiration and metabolism as it applies to the trained and untrained. Lab component is required. Prerequisite: Biol 130 or 203.

KIN 320 Adaptive Physical Activity & Sport.....3

This course, required for all physical education teacher licensure and general physical education majors, will examine attitudes, methods, techniques, and special considerations important in addressing physical activity needs and interests of children and adolescents with disabilities. Critical aspects of motor development will be studied early in the semester,

followed by aspects of quality teaching and leadership in adaptive and inclusive physical activity settings. A field placement is required as part of the class.

KIN 330 Motor Learning..... 3

This course addresses concepts in the sub-discipline of motor behavior, primarily focusing on motor learning theory and psychological variables in the acquisition of motor skills. In completing this course, students will examine the nature of the learner, the learning process, the skill context, and characteristics of the task to gain information for the design of optimal motor skill learning experiences and practice.

KIN 345 Theory & Techniques of Coaching..... 3

The course will present an overview of basic theories and coaching applications, including topics such as philosophy, psychology, ethics, practice and game preparation. This course includes preparation for and an opportunity to take the American Sport Education Program certification exam (ASEP). Students must pass the ASEP exam (in one or two attempts) to receive a passing grade in the class. ASEP materials must be purchased by students.

KIN 350 Sport Culture and Psychology..... 3

Sport has been and continues to be an integral part of culture and tradition in every country in the world. In this course we examine the role sport plays in society, the culture of sport and team as well as some selected psychological aspects in sport. Theory and conceptual frameworks will be used in the sociological analysis of sport and the exploration of aspects of sport psychology. Topics include: influence of sport in culture, sport for political assertion and social advancement, team dynamics, role clarity, communication, cohesion, competition and cooperation, aggression and psychological aspects related to team and individual performance.

KIN 351 Event Management Practicum..... 1

Student works closely with the director of athletics and event managers in event management. Most events will be athletic or intramural events, but others occurring in physical activity and sport may be included. As much as possible, student outcomes are evaluated by the supervisor including leadership, communication, and collaboration with a variety of parties. The student is expected to participate as a leader at the event, hosting guests in an appropriate manner, enforcing policy, and participating in a variety of operational aspects to make the event go smoothly. Prerequisite: KIN 310.

KIN 352 Personal Training Practicum..... 1

Students will work with a certified personal trainer to conduct basic fitness screenings and assessments, and then to develop programs with clients based on their goals and interests. The student will phase into full responsibility for conducting personal training sessions with individual clients under the guidance of the expert. Prerequisite: Kin 400 Exercise Prescription.

KIN 353 Group Instruction Practicum..... 1

In this practicum experience students will work with a group fitness instructor in leading exercise classes such as aerobic dance, step aerobics, spinning, conditioning, strength and flexibility classes. Student will study techniques for directing classes and will phase into full responsibility for fitness class. Prerequisite: Kin 200.

KIN 354 Facility Management Practicum..... 1

Students work with a supervisor or director of the Roman-Gingerich Recreation and Fitness Center in management aspects of this facility. Content is based in sport management (Kin 310) areas of facility design, maintenance and administration. Responsibilities include scheduling of rooms, communication and customer service activities with clients (community and student), financial transaction, problem-solving, and policy enforcement among others. Prerequisite: Kin 310 Sport Management.

KIN 360 Teaching Health Concepts..... 3

The majority of the class will focus on content knowledge development on identified health concepts and the pedagogical aspects of teaching health. Students will be required to develop lesson plans linked to K-12 health standards and will practice specific methods of teaching health in the classroom. Offered infrequently.

KIN 375 Exercise Testing..... 2

In this course, students learn exercise testing protocols, procedures and techniques. Content includes knowledge development and practice of a wide variety of tests for different populations. Ideally, this course should be taken prior to KIN 400: Exercise Prescription since the material is closely associated. Certification may require additional materials and study time. Offered every other year.

KIN 400 Exercise Prescription..... 3

Students will learn how to practice personal training with individual clients. Content includes how to conduct basic health screenings and practical fitness appraisals for the purpose of developing appropriate fitness programs for individuals. The emphasis will be on professional practice, working with a client to assist them in achieving fitness goals, exercise compliance, and health behavior change. Issues of liability in exercise settings will be addressed. Offered every other year.

KIN 405 Sport Event & Facility Management..... 3

This course focuses on management theory, principles and practices in the context of sport facility and event management. Students will acquire knowledge, skills and dispositions important for professional management in various types of sport facilities and for directing sport events. Related practical professional skills are also developed in the KIN 354: Facility Management practicum experiences.

KIN 409 Internship..... 3 (1-3)

A practical experience related to the student’s interest and ability. This professional experience occurs in an off-campus setting as establishing community and career connections is valued. For non-teaching majors only.

KIN 410 Senior Seminar..... 3

A capstone kinesiology class focused on career or graduate school preparation and completion of a major project. The course includes an introduction to research methods and descriptive and inferential statistics in kinesiology. Course includes the consideration of professional and ethical issues. Required for all kinesiology majors.

KIN 415 School and Community Health..... 3

An overview of community health issues and agencies. Also, components of a Coordinated School Health Program (CSHP) including comprehensive school health education, physical education, school health services, nutrition services, counseling and social services, healthy school environment, school-site health promotion for staff, family and community involvement. Offered Infrequently.

Library science courses

LIBR 212 Thinking About the Dead..... 3

Why do we remember the past? How do we talk about those that have died and can’t talk back anymore? How do we judge their good and terrible choices that still affect us? This course explores how wrestling with these big questions moves us beyond our degree, and connects us to meaningful careers and empathetic leadership by understanding ourselves and others better. It includes hands-on study about how, and what, our home culture chooses to remember today – and what it prefers to forget – including an exploration of the local history that surrounds us in Elkhart County. And it provides opportunities to become skillful in library and internet research, and to improve our writing and speaking skills. A Social World course in the Goshen Core.

LIBR 235 Comics and Graphic Novels..... 3

Students will focus mostly on relatively recent texts defined and marketed as graphic novels or graphic narratives. They will work to determine the cultural meaning and significance of the two genres' unique qualities. While the reading list focuses on character-based works, particularly memoir, and fiction about family and youth culture, students will also explore other categories of visual narratives, from superhero comics to manga. An Artistic World course in the Goshen Core.

LIBR 241 History of Art I..... 3

Historical survey of global art perspectives from prehistory through the 14th century. Lecture. Offered alternate years with Art 242.

LIBR 270 Media, Law & Ethics..... 3

The course provides an introduction to the U.S. legal system and the major principles of media law. The course will cover issues like access to information, accuracy, conflicts of interest, deception, fairness, libel, obscenity, plagiarism and privacy. Students will devote attention to models of ethical decision-making as they are applied both personally and to the media.

LIBR 300 Fdns of Library and Info Science..... 3

Introduction to different types of libraries and the information industry. Students will learn about different disciplines of professional library work. Professional competencies introduced may include library management, collection acquisition and organization, educational events and programming, technology, patron services, and community engagement. Also discussed will be the library in relation to social, economic, legal, cultural and political issues.

LIBR 307 Lit of Ethnicity, Gender, and Race..... 3

Similar to Engl 207, with reading and research assignments that broaden and deepen the student's engagement with the topic. Prerequisite: CORE 110.

LIBR 317 Children's & Adolescent Literature..... 3

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

LIBR 326 History of Lit in Eng I..... 3

Development of English-language literature from Beowulf through the medieval period, English Renaissance, American colonial period, and 18th century, with special attention to questions of canon, language, and genre. Prerequisite: CORE 110

LIBR 327 History of Lit in English II..... 3

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

Mathematics courses

MATH 105 Practical Math Concepts..... 3

Students will interpret, create, and value quantitative information in personal, professional, and societal contexts to solve problems, understand phenomena, draw conclusions, and make decisions. The types of quantitative information students will be able to interpret and create include computations, measurements and units, ratios, proportions, rates, estimates, bar charts, histograms, scatter plots, trend lines, linear functions, tables, finances, descriptive statistics, and spreadsheets. Meets the Quantitative Literacy requirement in the Goshen Core.

MATH 112 Introduction to Data Science..... 3

An introduction to the study of data science focusing on the fundamentals of statistics through practical applications of work with data. Students will learn to think critically about data, where it comes from, and how it is used to support claims and build their data literacy skills by learning to interpret, analyze, and draw conclusions from data. Basic programming skills will be developed as students learn how to import, organize, and summarize data using a programming language. Recommended background is an ALEKS score of at least 30 or completion of MATH 105. Meets the Quantitative Literacy requirement in the Goshen Core.

MATH 115 Applied Algebra..... 3

An introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of linear, quadratic, exponential, logarithm, and polynomial functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. Recommended background: Recommended background: two years of high school algebra and/or geometry and a minimum ALEKS score of 46. Meets the Quantitative Literacy requirement in the Goshen Core.

MATH 131 Elementary School Math Concepts I..... 3

This course provides an in-depth look at arithmetic topics in order to prepare future educators for teaching mathematics in an elementary school setting. Topics include number theory, alternative base and number systems, arithmetic properties, traditional and alternative computational algorithms, and proportional relationships. A particular emphasis will be placed on conceptual understanding, reasoning, problem solving, and communicating mathematical ideas.

MATH 132 Elementary School Math Concepts II..... 3

This course provides an in-depth look at geometric topics in order to prepare future educators for teaching mathematics in an elementary school setting. Topics include Euclidean geometry, geometric figures in two and three dimensions, symmetry, similarity, transformations in the plane, and measurement. A particular emphasis will be placed on conceptual understanding, reasoning, problem solving, and communicating mathematical ideas.

MATH 170 Functions, Data, and Models..... 4

Symbolic, graphical, numerical, and verbal representations of linear, quadratic, exponential, logarithmic, power, polynomial, rational, and trigonometric functions to model real-world phenomena and the use of data to fit and verify models. Recommended background: three years of high school algebra and geometry, Math 115, or a minimum ALEKS score of 61. Meets the Quantitative Literacy requirement in the Goshen Core.

MATH 205 Discrete Mathematics..... 3

An introduction to mathematical thinking and reasoning. Topics include number systems and arithmetic, logic and Boolean algebra, functions and relations, set theory, algorithms, combinatorics and probability, matrices, and elementary graph theory. An emphasis is placed on problem solving and proof techniques. Recommended background: three years of high school algebra and geometry, Math 115 or a minimum ALEKS score of 61. The mathematical maturity gained from a precalculus or calculus course is useful.

MATH 211 Calculus I..... 4

Concepts of calculus emphasizing applications in the natural and social sciences. Topics include differential calculus of one and two variables and integration. Prerequisites: three and one-half units of high school mathematics including trigonometry, Math 170, or a minimum ALEKS score of 76. Meets the Quantitative Literacy requirement in the Goshen Core.

MATH 212 Calculus II..... 4

Theory and applications of single variable calculus with an emphasis on writing clear explanations and proofs. Topics include real numbers, limits, derivatives, integrals,

antidifferentiation techniques, function approximation, sequences, and series. Prerequisite: A grade of C or higher in Math 211 or an equivalent course.

MATH 213 Multivariate Calculus 4

Differentiation and integration of functions of two and three variables and an introduction to vector calculus. Topics include optimization, vector fields, line and surface integrals, and Green's Theorem. Prerequisite: Math 211.

MATH 233 Statistical Models 3

An introduction to the practice and theory of multivariate statistical modeling. Topics include descriptive statistics, experiment and study design, probability, hypothesis testing, multivariate regression, single and multi-way analysis of variance, logistic regression, and data mining. The R statistical software environment will be used extensively. Examples will be drawn from the social, biological, and physical sciences. Recommended background: three years of high school algebra and geometry, Math 115, or a minimum ALEKS score of 61. Meets the Quantitative Literacy requirement in the Goshen Core.

MATH 250 Game Theory 3

Mathematical models of interactions among players: people, companies, nations, or genes. Concepts include strategy, preferences, equilibrium, efficiency, solutions, and fairness properties. Applications to biology, business, economics, politics, psychology, and theology are explored. Math 250 and Math 350 are taught simultaneously. Math 250 emphasizes modeling and application of techniques. Prerequisite: Math 170.

MATH 301 Linear Algebra 3

Linear systems of equations, vector spaces, linear transformations, matrices, determinants, eigenvalues and eigenvectors, inner products, computational aspects, and applications. Prerequisite: Math 211 and either Math 205 or 212.

MATH 302 Abstract Algebra 3

An introduction to algebraic structures such as groups, rings and fields. Prerequisite: Math 211 and either Math 205 or 212.

MATH 305 Modern Geometry 3

A survey of various geometries such as constructive, axiomatic, Euclidean, coordinate, projective, transformational, hyperbolic, elliptical, and fractional dimension.

MATH 311 Real Analysis 3

A rigorous study of the real numbers, functions involving real numbers, limits, sums, differentiation, integration, sequences, series, and function convergence. Prerequisite: Math 211 and either Math 205 or 212.

MATH 321 Differential Equations 3

The solution and application of ordinary differential equations; analytic solutions for linear systems; qualitative behavior of nonlinear systems; approximation and computer methods. Prerequisite: Math 211.

MATH 323 Probability and Statistics 3

An introduction to the theory, practice and computer simulation of probability and statistics. Data exploration, sample spaces, random variables, probability distributions and their derivations, probability simulations and statistical inference. Prerequisite: Math 211 and either Math 205 or 212.

MATH 350 Advanced Game Theory 3

Math 250 and Math 350 are taught simultaneously. Math 350 emphasizes derivation and justification for game theory techniques, Prerequisite: Math 211 and either Math 205 or 212.

MATH 351 Mathematical Modeling 3

The modeling process, built around a study of applications from a variety of both social as well as natural sciences. A variety of mathematical and computing techniques will be employed including discrete structures, probability, calculus, differential equations and algorithms. Completion of modeling projects will be a major component of the course. Prerequisites: COSC 216, and at least one of Math 213, 301, 321, or 323.

MATH 355 Graph Theory..... 3

An introduction to the concepts and techniques of graph theory with application to diverse areas such as management, computers, circuitry, communications, and social networks. Topics covered include graphs and digraphs, paths and circuits, graph and digraph algorithms, trees, cliques, planarity, duality and colorability. Prerequisite: Math 211 and either Math 205 or 212.

MATH 375 Special Topics..... 3

Classroom study of selected topics in mathematics. Topics may include: theory of computation, cryptography, complex analysis, numerical analysis, number theory, combinatorics. May be repeated. Offered according to demand. Prerequisite: Upper-level status and consent of instructor.

MATH 390 Problem Solving Seminar..... 1

The problem-solving process in the context of nonroutine problems, including a wide variety of general heuristics for approaching such problems. May be repeated. Prerequisite: Math 205 or 212.

MATH 409 Project/Internship..... 3 (0-3)

Project designed to give the student practical experience in mathematics. Each student's project is individually arranged with the instructor. Arrangements must be made at least one semester in advance.

MATH 411 Seminar:History..... 1

A brief survey of the history of mathematics. Prerequisite: Junior or Senior standing.

MATH 412 Seminar:Connections..... 1

A study of the interconnections among mathematics, other disciplines, ethics, careers, and society. Prerequisite: Math 205, 212, and two upper level Math courses.

MATH 413 Seminar:Discoveries..... 1

An examination of an open mathematical question and presentation of results in written and oral form. Prerequisites: Math 205, 212, and two upper level Math courses.

Music courses

MUS 102 Foundations of Music Theory..... 2

An introduction to the reading and interpretation of musical notation for those with limited experience. The development of basic aural and keyboard skills, along with exposure to musical forms and styles will also be included. Intended as preparation for Mus 201-202 and as an exploratory experience for all aspiring musicians. Prerequisite: a fundamental ability to read music. Pre-requisite: a fundamental ability to read music.

MUS 201 Music Theory..... 4

This course develops skills in analysis and composition to learn melodic, contrapuntal, harmonic, motivic, and formal principles of music towards a stronger theoretical understanding of how music is constructed. Although a variety of styles will be explored and used as examples, course materials focus on the "Common Practice Era", Western music's Baroque (1600-1750) and Classical (1750-1825) periods. The course begins with a review of foundational music theory concepts and moves through triads and seventh chords, melodic embellishments, partwriting in four-voice structure, figured bass, and diatonic harmony. The Keyboard Skills lab develops functional keyboard skills, as well as basic musicianship skills

with emphasis on ear playing, reading, harmonizing, transposing, improvising, technique, and repertoire. The Aural Skills lab develops abilities in sight singing using the solfeggi system, rhythm reading, dictation, and improvisation. Each lab meets once per week. Prerequisite: must be able to read and perform music.

MUS 202 Music Theory 4

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

MUS 204 AW Western Music and Expression 3

Western Music and Expression is an Artistic World course that engages students in listening to, interpreting, and reflecting on music in the Western tradition as a form of human expression. Through historical and cultural perspectives, students explore how music has been understood as expressing order, emotion, spirituality, and identity. Emphasizing artistic experience and personal reflection, the course invites students to develop an informed appreciation for music’s beauty and meaning, and to articulate their own understanding of how music shapes and reflects the world around us. An Artistic World course in the Goshen Core.

MUS 206 AW Music Theater:Story and Song 3

This course examines the varied stories, and their musical dramatic portrayals, in selected examples from music theater, from Monteverdi’s Orfeo to the more recent musical adaptation of Victor Hugo’s Les Miserables and beyond. The complex problem that acts as a backdrop for this course is to investigate how the elements of musical theater express a particular dramatic circumstance, with respect to either individual songs/arias, and more generally to the dramatic narrative of an entire work. We will examine elements specifically related to music theater as singing styles, musical idioms, the use of movement, and acting techniques. Classes will participate in one field trip to either a concert or live musical. An Artistic World course in the Goshen Core.

MUS 208 Piano Pedagogy 3

This introductory course in the piano pedagogy sequence focuses on the beginning student and on the materials and teaching techniques most effective for this level of instruction. The course includes weekly lecture-discussion sessions, observation of class and private instruction, and the supervised teaching of weekly private lessons.

MUS 209 Music Field Experience 1 (1-3)

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

MUS 210 Elementary Music Methods 2

This course is designed for teaching general music at the elementary level for elementary and music education majors. The course will introduce students to traditional and current methodologies of classroom music instruction. Emphasis on lesson planning, scope and sequence of a K-5 music program, and exploration of diverse repertoire utilizing singing and instruments. Pre-requisite: Educ 201. (Offered in odd years)

MUS 218 AW Music and Social Change 3

This class will examine principles of social change and the role music plays in social movements with a particular focus on social movements working toward racial justice. The course will address questions such as these: How has our understanding of race changed over time? How did these changes occur and how is musical praxis connected? How do our musical practices sustain or interrupt unjust systems? An artistic world course in the GC Core.

MUS 220 Building Community Through Music..... 2

In this course, students will explore ways in which music education can serve as a tool for building community, learning about community-based music teaching through the lens of the El Sistema music education philosophy. Students will learn about the key principles of El Sistema, critically analyze the concept of community-building, and examine best practices in community music teaching. Throughout the course students will engage with the ECoSistema music and youth development program as well as practitioners in the El Sistema field, gaining hands-on experiences and tools to take with them into their study of music education. (Offered in odd years).

MUS 231 Lyric Diction for Singers..... 2

This course is a diction survey course that gives the student an understanding of the IPA (International Phonetic Alphabet) and its application to sung diction. After becoming proficient with IPA symbols through the study of English diction, students will learn basic pronunciation rules for the other major western classical singing languages: Italian, German, and French. Students will learn diction rules and their application through board-work, singing/reciting in groups and as soloists, and extensive workbook exercises that incorporate texts from the standard vocal literature.

MUS 240 Class Voice: Contemporary Styles..... 1

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

MUS 250 Class Piano..... 2 (1-2)

This course is intended as a continuation of the Piano Lab sequence associated with Music Theory to continue to prepare students for the piano proficiency exam. Skill development in ear playing, reading, transposition, harmonization, improvisation, technique and repertoire.

MUS 259 Steel Drum Ensemble..... (0-1)

Instrumental performing ensemble. Previous steel pan experience not required, but encouraged. Available to students of all musical skills and backgrounds, however the ability to read standard notation in treble and/or bass clef is required. Rehearses once a week and performs a minimum of two times each semester. The Steel Drum Ensemble performs a wide variety of music including classical, world, pop, and traditional soca.

MUS 260 Chamber Music..... 1

Designed as an avenue to explore the intricacies of small ensemble playing. A pre-approved chamber group receives chamber coaching and general supervision with a music professor. The class is open to vocalists and instrumentalists.

MUS 261 Jazz Ensemble..... (0-1)

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

MUS 262 Staged Music Scenes	(0-1)
Staged Music Scenes is open to music majors and nonmajors by audition, and may be taken with or without credit. Fully staged, complete productions of operas and musicals alternate with productions of programs presenting opera, operetta, or musical theater scenes. Students are taught stage movement, character development, and solo/ensemble singing that enhances their ability to perform onstage.	
MUS 263 Brass or Wind Ensemble	(0-1)
Wind and brass students must register for both Wind Ensemble and Orchestra.	
MUS 265 Composition	2
Composition	
MUS 269 Percussion	2
Percussion	
MUS 270 Cello	2
Cello	
MUS 271 Organ	2
Organ	
MUS 272 Piano	2
Piano	
MUS 273 Viola	2
Viola	
MUS 274 Violin	2
Violin	
MUS 275 Voice	2
Voice.	
MUS 277 Flute	2
Flute	
MUS 278 Bassoon	2
Bassoon	
MUS 279 Oboe	2
Oboe	
MUS 281 French Horn	2
French Horn	
MUS 282 Trumpet	2
Trumpet	
MUS 283 Clarinet	2
Clarinet	
MUS 284 String Bass	2
String Bass	
MUS 286 Guitar	2
Guitar	
MUS 287 Saxophone	2
Saxophone	

MUS 288 Harpsichord	2
Harpsichord	
MUS 292 Symphony Orchestra	(0-1)
The Goshen College Symphony Orchestra presents concerts of major orchestral works from the Baroque to contemporary periods of music each semester. In addition, it collaborates with the choirs for various performances and student winners of the annual Concerto-Aria competition. The orchestra also performs in the department's annual Festival of Carols program and hosts world-renowned guest soloists and composers. The orchestra is open to all students by audition, regardless of major.	
MUS 293 Vox Profundi	(0-1)
Vox Profundi is an auditioned group of tenors and basses representing a wide variety of academic majors. Vox Profundi performs music from all genres and time periods with special emphasis on sacred a cappella literature. The group performs in numerous on-campus concerts and occasional off-campus concerts each year, as well as on periodic tours. In addition to singing low voice repertoire, they regularly combine in concert with Voices of the Earth and with orchestra to present standard choral/orchestral literature.	
MUS 294 Voices of the Earth	(0-1)
Voices of the Earth is an auditioned group of 55-70 treble-voiced singers representing a wide variety of academic majors. Its focus is the authentic performance of music from many cultures and countries. The choir performs in numerous on-campus and off-campus concerts each year, and tours routinely. In addition to singing world music repertoire, Voices of the Earth regularly combines in concert with other Goshen College Choirs and Symphony Orchestra to present standard choral/orchestral literature.	
MUS 295 Harp	2
Harp	
MUS 296 Trombone	2
Trombone	
MUS 297 Tuba/Euphonium	2
Tuba/Euphonium	
MUS 301 History of Music	3
This survey of Western Music from antiquity through the death of J.S. Bach will focus on the following desired outcomes: 1) Develop a deeper understanding for the musical styles, genres, and composers from antiquity through the Baroque in Western music history, 2) To understand the most significant historical, philosophical, and artistic influences on music from the time of antiquity through the death of J.S. Bach, and 3) To intellectually grasp the major principles and models for musical expression in the above time periods. Prerequisite: Mus 201-202, 204 or permission of instructor. (Offered in odd years.)	
MUS 302 History of Music	3
This survey of Western Music from early classicism through the 21st century will focus on the following desired outcomes: 1) To develop a deeper understanding for the musical styles, genres, and composers from the beginnings of classicism through the present, 2) To understand the most significant historical, philosophical, and artistic influences on music from the classicism of the 18th century to the present, and 3) To intellectually grasp the major principles and models for musical expression in the above time periods. Note: Students should make every attempt to take MUS 301 before 302 as several important concepts carry over from the earlier time periods into those discussed in MUS 302. Prerequisite: Mus 201-202, 204 or permission of instructor. (Offered in odd years)	
MUS 303 Advanced Music Theory	3

Introduction to chromatic harmony through the study of hierarchy of chords and modulation procedures of the Classical period. Analysis of complex forms of the Baroque and the Classical periods. Formal and harmonic studies of works by Bach, Haydn, Mozart, and Beethoven. Prerequisites: Mus 201-202, 204, or permission of instructor or department chair. (Offered in even years)

MUS 304 Advanced Music Theory..... 3

Study of chromatic harmony through altered chords and modulation procedures of the late 18th and 19th centuries. Formal and harmonic analysis of works from the Romantic period. Introduction of the atonal theory. Studies of 20th century works and compositional techniques therein. Continuation of formal analysis of atonal works. Prerequisites: Mus 303. (Offered in even years)

MUS 305 String Methods & Materials..... 1

Designed for music education majors and students who are interested in learning how to play and teach stringed instruments. Students will develop proficient playing techniques in violin, viola, cello, and double bass that will allow them to adequately provide instruction to students in grades 5-12. There is a focus on pedagogical approaches and strategies for each instrument that include both individual and large-ensemble instruction. The course will provide students with specific materials and resources (method books, etude books, repertoire, etc.) appropriate for use with students in grades 5-12. (Offered in odd years)

MUS 306 Woodwind Methods & Materials..... 1

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

MUS 307 Brass Methods & Materials..... 1

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

MUS 308 Vocal Methods & Pedagogy..... 2

Required of all music-education majors and strongly recommended for all students with a voice concentration. Study of basic concepts of singing in both the private voice studio and class setting with the goal of assisting students in becoming effective teachers of singing. Emphases will include review of basic singing technique, vocal physiology, drill in diagnosis and correction of vocal problems, diction and vocalizing for desired results. There will be a fieldwork dimension to this class. (Offered in odd years)

MUS 309 Percussion Methods & Materials..... 1

Designed for music education majors and students who are interested in learning how to play and teach instruments in the percussion family. Students will learn fundamentals of percussion technique with attention to preparing to provide instruction to students in grades 5-12. There is a focus on pedagogical approaches and strategies for each instrument that include both individual and large-ensemble instruction. The course will provide students with specific materials and resources (method books, etude books, repertoire, etc.) appropriate for use with students in grades 5-12. (Offered in even years)

MUS 311 Topics in Music Literature	2
The study of a major composer, genre or style. Prerequisites: Mus 201-202 and Mus 204 or consent permission of the instructor.	
MUS 312 Conducting I	2
Principles of conducting theory and practice. Course begins with basic technique and progresses to score preparation and rehearsal planning for choral ensembles. (Offered in even years)	
MUS 318 Conducting II	2
Continued study in the theory and practice of conducting, with an emphasis on score preparation and rehearsal planning for instrumental ensembles. Prerequisite: Mus 312 or consent of instructor. (Offered in even years)	
MUS 330 Secondary Music Methods	2
This course deals with the practical strategies needed to build a successful music program at the secondary level (grades 6-12). Topics studied will include: developing high quality repertoire including multicultural elements, understanding the male changing voice, program structure, student rapport and classroom management, concert programming, marketing and recruiting, assessment strategies, and teaching musical literacy. A field component provides hand-on experience to develop important teaching skills prior to student teaching. Prerequisite: Educ 201 (Offered in even years)	
MUS 355 AW Arts in London	4
(Cross-listed from Art 355 and Thea 355) Arts in London is an interdisciplinary Artistic World Perspectives study-abroad course that examines the relationship between artistic representation and interpretation within one of the world's most influential global cities. Using London as a living laboratory, students engage music, theater, museums, and public culture to explore how artistic meaning is created, interpreted, judged, and received across historical, cultural, and aesthetic contexts. Through guided attendance at performances and exhibitions, focused critical responses, creative practice, and reflective discussion, students apply aesthetic, historical, cultural and audience- based frameworks to the arts. The course emphasizes both interpretation and artistic practice, enabling students to articulate personal aesthetic, ethical and social values shaped through artistic experience. Offered in alternate years. Extra cost. An Artistic World in the Goshen Core.	
MUS 360 Chamber Music	1
Designed as an avenue to explore the intricacies of small ensemble playing. Approved chamber groups of two to eight students work with the instructor on rehearsal techniques and music decision making in a master-class setting. The class meets weekly and is open to all vocalists and instrumentalists.	
MUS 362 Staged Music Scenes	1
Staged Music Scenes is open to music majors, minors, and nonmajors by audition, and may be taken with or without credit. Fully staged, complete productions of operas and musicals alternate with productions of programs presenting opera, operetta, or musical theater scenes. Students are taught stage movement, character development, and solo/ensemble singing that enhances their ability to perform onstage.	
MUS 365 Composition	2
Prerequisite: Mus 265	
MUS 369 Percussion	2
Prerequisite: Mus 269	
MUS 370 Cello	2
Prerequisite: Mus 270	

MUS 371 Organ	2
Prerequisite: Mus 271	
MUS 372 Piano	2
Prerequisite: Mus 272	
MUS 373 Viola	2
Prerequisite: Mus 273	
MUS 374 Violin	2
Prerequisite: Mus 274	
MUS 375 Voice	2
Prerequisite: Mus 275	
MUS 377 Flute	2
Prerequisite: Mus 277	
MUS 378 Bassoon	2
Prerequisite: Mus 278	
MUS 379 Oboe	2
Prerequisite: Mus 279	
MUS 381 French Horn	2
Prerequisite: Mus 281	
MUS 382 Trumpet	2
Prerequisite: Mus 282	
MUS 383 Clarinet	2
Prerequisite: Mus 283	
MUS 384 String Bass	2
Prerequisite: Mus 284	
MUS 386 Guitar	2
Prerequisite: Mus 286	
MUS 387 Saxophone	2
Prerequisite: Mus 287	
MUS 388 Harpsichord	2
Prerequisite: Mus 288	
MUS 390 Chamber Choir	(0-1)
<p>The Goshen College Chamber Choir is the elite mixed choir on campus, drawing its members from both the Men’s Chorus and the Women’s World Music Choir. An auditioned group of 25-45 first-years through seniors, the Chamber Choir performs the best in choral literature from the Renaissance, Baroque, Classical, and Modern periods. The Chamber Choir performs at numerous on-campus and occasional off-campus concerts each year, as well as on periodic tours. Corequisite: Mus 293 or 294.</p>	
MUS 395 Harp	2
Prerequisite: Mus 295	
MUS 396 Trombone	2
Prerequisite: Mus 296	
MUS 397 Tuba/Euphonium	2
Prerequisite: Mus 297	

MUS 400 Special Projects in Music.....1
 May be elected for additional individual work in music theory, analysis, music history, conducting, music recording or music technology. May be repeated.

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

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

Nursing courses

NURS 100 Exploring Nursing.....1
 Designed to provide students with an initial framework and context for understanding the role of a baccalaureate-prepared nurse within the healthcare system and exploring the domain of the baccalaureate-prepared nurse outside of a healthcare system. This course is an overview of nursing as a profession, reviewing the scope and standards of practice, the nursing code of ethics, and exploration of a variety of nursing roles. This course will expose students who are considering entering nursing, as their major, to the vast variety of roles within the field through one-on-one conversations with Registered Nurses from a variety of settings and will begin to set the expectations and rigor associated with nursing at a baccalaureate level.

NURS 210 Intro to Professional Nursing.....3
 Selected nursing theories, nursing process and research will be studied as foundations for nursing practice. Emphasis will be on the nurse as a person and the importance of self-understanding, accountability, communication and helping relationships. The role of the professional nurse is studied in terms of an ever-changing health care delivery system and emerging nursing practice settings. Introduction to client as individual, family and community.

NURS 211 Fundamentals of Nursing.....3
 Students learn integral components of nursing care universal to all patients including asepsis, safety, hygiene, diagnostics, medication administration, wound care and perioperative care. Strategies for promoting physiological and psychosocial health are studied. Prerequisite: Nurs 210.

NURS 212 Holistic Client Assessment.....3
 Holistic client assessment focuses on collection of a database within the context of the nursing process. Content includes the health history and assessment of functional health patterns, body systems, growth and development, and cultural and spiritual dimensions. Clinical and laboratory experiences are included. Prerequisite: Nurs 210, Prerequisite or Concurrent: Nurs 211.

NURS 303 Nursing Teaching Assistant.....1 (1-3)
 This course is designed to allow senior level nursing students the opportunity to practice their nursing leadership skills by using the role of a teaching assistant to help develop knowledge translational skills. The student will engage in a variety of roles: skills lab assistant (setting up simulation and skills sign off and practice sessions with students), hosting study tables in collaboration with the nursing faculty, care planning teaching assistant, and in the health care settings along with the clinical faculty to help guide students in their NURS 212 initial clinical rotation.

NURS 305 Pharmacology.....3

Focus is on examining the pharmacodynamics and pharmacokinetics of drug classifications in the treatment of diseases. The nurse's role in administering, monitoring for adverse and therapeutic effects, and patient education are discussed. Calculation of medication dosages will be required. Pre-reqs: Chem 101 and 103, Biol 203 and 204- or transfer equivalency.

NURS 306 Nursing Care of Adults I..... 4

The nursing process is used with adults and families experiencing illness. Content areas include nursing care of adults with fluid and electrolyte and acid/base imbalances, gastrointestinal disorders, musculoskeletal problems, chronic neurological problems, urinary/genital conditions, and autoimmune disorders. Clinical experiences consist of providing holistic nursing care to adults in medical/surgical clinical areas, with emphasis on perioperative nursing. Prerequisite NURS 210, 211, 212.

NURS 307 Nursing Care of Adults II..... 4

The nursing process is used with adults and families experiencing illness. Content areas include nursing care of adults with fluid, electrolyte, and acid-base imbalances, cancer, lower respiratory problems, diabetes, and cardiovascular problems. Clinical experiences consist of providing holistic nursing care to adults in medical/surgical clinical areas. Prerequisite or Concurrent: Biol 319.

NURS 308 Gerontological Nursing..... 3

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

NURS 309 PX Healthcare Ethics..... 3

Students will actively reflect on ethical issues which are present in health care for practitioners and consumers. The focus will be on the process of ethical inquiry rather than decision outcomes. In the process of analyzing bioethical issues, student will be introduced to ethical theory and modes of ethical analysis informed by the Christian faith. Prerequisites: Open to third- and fourth-year students from all departments. A Peacemaking Perspectives course in the Goshen Core.

NURS 311 Nursing Care of Expanding Family..... 3

The nursing process and knowledge of normal and selected abnormal conditions experienced during the childbearing cycle are addressed. Selected normal, and deviations to, general women's health issues are also discussed. Clinical experiences occur with the family in the community and hospital. Prerequisite: Nurs 212.

NURS 312 Nursing Care of the Child..... 3

The focus is on common conditions and illnesses of children. The clinical focuses of the nursing care of the ill child. Developmental concepts, health promotion and prevention are emphasized in clinical and theory. Prerequisite: Nurs 212.

NURS 331 Philosophy & Theories of Nursing..... 4

Bridge course that prepares adult learners for upper-level college study. The metaparadigm of nursing is utilized as the organizing framework for exploration of self and nursing. The evolution of nursing science, theory, research and practice are studied. Caring is discussed as a central ethic of nursing practice.

NURS 332 Holistic Client Assessment..... 4

Builds on prior learning, expanding history taking and physical assessment of functional health patterns, body systems, growth and development, and cultural and spiritual dimensions.

NURS 403 Nursing Research	3
Basic concepts of nursing research are examined. Focuses on critical analysis and summary of published nursing research as a basis for using research in clinical practice. Understands the linkages between nursing practice, research evidence and patient outcomes. A major project is developed related to nursing research utilization. Prerequisite: Six credit hours of 300-level clinical nursing courses and an approved statistics course.	
NURS 405 Psychiatric/Mental-Health Nursing	3
A study of psychiatric/mental-health nursing practice. The clinical component provides opportunities in a psychiatric hospital and community mental-health settings. The role of the nurse as a member of the mental-health team is emphasized. Prerequisites: All 300-level clinical nursing courses.	
NURS 406 Acute-Care Nursing	3
Focuses on the application of the nursing process to the care of acutely ill adults. Content areas concentrate on acute conditions involving the cardiovascular, respiratory, neurological, and renal systems, trauma, and burns. Application of nursing care occurs in a variety of critical care settings. Prerequisites: All 300-level clinical nursing courses.	
NURS 408 Community Health Nursing	3
Applies a synthesis of nursing, social, and public health theories to the assessment and care of aggregates in the community. Practice is collaborative with a focus on promoting and protecting the health of populations. Community health planning for aggregates or populations is done using a variety of agencies and resources in the community. The public health delivery system is differentiated from the private health care delivery system in its emphasis on social justice. Prerequisites: All 300-level clinical nursing courses.	
NURS 409 Leadership in Nursing	3
Content includes management and leadership theories, as well as knowledge of complex organizational systems. An emphasis is placed on the role of the nursing leader as creator and manager of a culture of caring, safety, and quality. The clinical experience includes management of care for multiple clients and clinical experiences that relate to quality improvement. Prerequisites: All 300-level clinical nursing courses.	
NURS 410 Nursing Senior Seminar	1
The main focus is on integration of current professional practice issues in professional practice and the role of the BSN prepared nurse to impact change in the profession and health care arena. Portfolio and resume preparation are included. Prerequisite: NURS 403, concurrent NURS 409.	
NURS 415 Capstone	3
Content includes application and review of nursing concepts in preparation for the licensure examination (NCLEX). Transition to practice issues are also discussed. A strategy for securing a nursing practice position is developed. Prerequisite: NURS 403, NURS 410.	
NURS 433 Research in Nursing	4
A survey of nursing research practice and method. Critical analysis of published nursing research as a basis for implementing research in clinical practice.	
NURS 438 Community Health Nursing	5
Applies a synthesis of nursing, social, and public health theories to the assessment and care of aggregates in the community. Practice is collaborative with a focus on promoting and protecting the health of populations. Community health planning for aggregates or populations is done using a variety of agencies and resources in the community. The public health delivery system is differentiated from the private health care delivery system in its emphasis on social justice.	

NURS 449 Leadership in Nursing..... 5
 Leadership and management principles are applied to clinical practice. An emphasis is placed on the role of the nurse leader as creator and manager of a culture of caring, safety and quality. Includes content and discussion on current nursing issues. Clinical practice component of course will be arranged with each student.

Philosophy courses

PHIL 203 RW Living Ethically..... 3
 Living Ethically will focus on ethical decision-making as well as ethical being, drawing on historical and contemporary forms and structures in ethics as well as contemporary applications of ethical frameworks. Students will be encouraged to identify the bases for their own ethical processes and discern whether there is a distinctively Christian/religious way of living ethically, and if so, what the distinguishing characteristics of such living might be. Moral reasoning and character-formation will be addressed as well as both personal and social ethics. A Religious World course in the Goshen Core.

PHIL 204 Environmental Ethics..... 3
 This course will focus on ethical decision-making as well as ethical being, drawing on both ancient and contemporary applications of ethical frameworks. Students will bring their own ethical issues into the course and help shape its basic trajectories. The course will also address questions of vocation/calling, from a religious perspective, and how that notion is related to ethical being. A Religious World course in the Goshen Core.

PHIL 302 Ethics and Morality..... 3
 A study of the nature of moral claims and the bases for ethical principles. The course draws on both moral philosophy and on Christian ethical reflection, addressing the development of character as well as the patterns and methods for both individual and corporate decision-making.

PHIL 310 Topics in Philosophy..... 3
 Study in specific areas of philosophic thought such as ancient/medieval, logic, modern philosophy, theory of knowledge, theory and problems of reality.

Physics courses

PHYS 105 Physics & Engineering..... 2
 An introduction to the department and to physics and engineering as careers. Presentations by faculty and students of research, introduction to scientific writing, group lab and design projects. Offered every fall.

PHYS 154 NW Descriptive Astronomy..... 3
 An introduction to astronomy, with emphasis on basic sky patterns and their historical explanations. Considers the Copernican revolution, simple Newtonian physics, and contemporary understandings of stars, galaxies and cosmology. Includes a field trip to a Planetarium and (weather permitting) an overnight observing trip to Merry Lea. Taught in May term. A Natural World course in the Goshen Core.

PHYS 201 College Physics..... 4
 An algebra-based introduction to basic physics designed for non-majors. Topics include forces, torques, work, energy, Newton's laws, the mechanics of motion, collisions and conservation laws. Offered every other or every three years. Prerequisite: Quantitative Literacy and high-school level trigonometry.

PHYS 203 General Physics..... 4
 A calculus and vector treatment of basic physics. This is the first semester, which includes mechanics of motion, vibration and sound. Required of physics majors. Offered every fall.

Prerequisite or Concurrent: Math 211.

PHYS 204 General Physics..... 4

A calculus and vector treatment of basic physics. This is the second semester, which includes electric and magnetic fields, light and optics. Required of physics majors. Offered every spring. Prerequisites: Math 211, Phys 203.

PHYS 210 Modern Physics..... 3

An introduction to the basis of modern physics. Special relativity, experimental origins of the quantum theory, nuclear physics, condensed matter physics, elementary particle physics, and cosmology. Offered in fall of even years. Prerequisites: Phys 203-204 or consent of instructor.

PHYS 215 NW Climate Change..... 3

How can and should humans relate to nature? This question raises vigorous, passionate, and political discussion. Using an interdisciplinary approach, students explore (a) how information is generated, refined, and debated in scientific disciplines, (b) how science, archaeology and other disciplines shed light on Earth's climate beyond the horizon of a few generations' experience, and (c) how past cultures reacted to environmental challenges.

The class includes laboratory activities, but within the constraints of a 3 credit hour course. Required for elementary education majors. A Natural World course in the Goshen Core. Offered every spring.

PHYS 220 Engineering Statics..... 3

A basic engineering course studying static equilibrium. Vector algebra, free-body diagrams and static equilibrium of moments and forces are used to solve problems in two and three dimensions. Topics include methods of solving frames, trusses and machines, distributed forces, determination of centroids, fluid statics, applications of friction, and virtual work.

Offered in spring of odd years. Prerequisite: Phys 203 and Math 211 or consent of instructor.

PHYS 222 Mechanics of Materials..... 3

A study of stress and strain analysis in engineering materials. Topics will include axial, torsional, bending and shear loads, stress and strain transformations, design and deflection of beams and shafts, buckling and energy methods. Prerequisite: PHYS 220 or consent of instructor.

PHYS 240 Physics of Music..... 3

A study of the physics of a variety of musical instruments including the voice, the physical origins of musical scales and temperaments, perception effects in the ear and brain and room acoustics. Many class sessions will be laboratory experiences and each student will do a major project. Prerequisite: Phys 203 or high school physics, Mus 102 or equivalent ability or consent of instructor.

PHYS 302 Analytical Mechanics..... 3

Newtonian mechanics based on the formulation of Lagrange. Conservation of mechanical energy and energy methods to find trajectories. Applications to oscillations, orbital motion, rigid body motion. Special topics include chaos theory. Offered in fall of odd years.

Prerequisites: Phys 203, 204, Math 212, 213, or consent of instructor.

PHYS 303 Classical Field Theory..... 3

Study of electric and magnetic fields using the formulation of Maxwell. Maxwell's equations are developed with reference to experiments followed by selected applications including wave propagation and magnetic and dielectric phenomena. Offered in spring of even years.

Prerequisites: Phys 203-204, Math 211, 213, or consent of instructor.

PHYS 304 Electronics..... 4

Introduction to analog and digital electronics and robotics. The focus is on design and construction of practical circuitry which can be used to build useful devices. After the analog

and digital groundwork is laid, students learn to program microcontrollers to interface with a variety of sensors and outputs on mobile robotic platforms. Weekly laboratories culminate in individual projects presented in the biannual electronics show. Lectures and laboratory. Offered in fall of odd years. Prerequisite: high school physics.

PHYS 305 Optics and Holography..... 4

Electromagnetic theory, geometrical optics, interference and diffraction, and other principles provide the framework for understanding a variety of optical instruments and experiments. Laboratories include various types of interferometry, laser beam filtering and profiling, several types of holography and culminate in individual projects. Lectures and laboratory. Prerequisites: Phys 203-204.

PHYS 310 Thermodynamics..... 4

A study of classical thermodynamics including thermodynamic and chemical potentials, kinetic theory of gases, and chemical kinetics. An introduction to statistical mechanics is presented. Applications include studies of material properties and engineering systems. Includes a laboratory. Engineering Physics majors may elect to not take the laboratory and would register for just 3 credit hours. Offered in fall of even years. Prerequisites: Phys 203-204; Chem 111-112; Math 211 and 213 or consent of instructor.

PHYS 312 Quantum Mechanics..... 4

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

PHYS 313 Quantum Theory..... 3

A study of the quantum theory in the vector formalism of Dirac. Solutions of the Schrodinger equation and matrix mechanics are used to analyze potential wells, harmonic oscillators, free particles, spin systems and angular momentum and the Bell inequality. Applications to tunneling, simple scattering systems, the hydrogen atom. Offered in spring of odd years. Prerequisites: Phys 203-204, Math 213 or consent of instructor.

PHYS 314 Statistical Mechanics..... 3

A study of the statistical treatment of particles including molecules, atoms and electrons. The ensemble theory of Gibbs is developed as the basis. Applications include gases, crystalline solids, magnetic materials and phase transitions. Prerequisite: Math 213 or consent of instructor.

PHYS 410 Senior Seminar..... 3

An exploration of the relations between science and religion using the "self" as an organizing lens to focus on what it means to be human. Discussion, preparation, presentation of papers and written reflections in a student-led seminar. Offered every spring. Prerequisite: Senior standing.

PHYS 421 Advanced Topics in Physics..... 2 (1-3)

Special topics selected by the student in consultation with professor. These may include topics of special interest to the student or research. Academic credit for research or thesis is covered by enrolling in this subject.

Peace, Justice & Conflict Studies courses

PJCS 201 PX Violence and Nonviolence..... 3

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

PJCS 202 PX Spiritual Path of Peacemaking	3
How do peacemakers sustain their work for peace and justice over a lifetime without burning out? This course examines spiritual paths of peacemakers: theories, teachings and practices for sustaining active nonviolence and peacemaking. A Peacemaking course in the Goshen Core.	
PJCS 203 Authentic Mission	3
While fully recognizing both abuses committed in the history of Christian mission and the ongoing challenges of working well across cultures, this course will tease out what it means to translate the Christian gospel into different cultural settings in an authentic, sensitive, culture-affirming way. A Peacemaking course in the Goshen Core.	
PJCS 209 Field Experience	1 (1-4)
An approved, supervised internship related to peace, justice and conflict studies work.	
PJCS 210 PX Transforming Conflict and Violence	3
Explores the potentially constructive nature of conflict, the destructive nature of violence and the relationship between the two. Examines various patterns of communication, conflict and violence and what is needed for transformation. Students will reflect on their own conflict styles, build their skills for peacemaking and examine their personal temptations for violence. Note: Because PJCS 210 introduces concepts developed in greater depth in PJCS 325, this course may not be taken concurrently with or following PJCS 325. A Peacemaking course in the Goshen Core.	
PJCS 220 Inside Out:	3
An interactive course which addresses justice from the viewpoints of those both inside and outside the criminal justice system. Half of students in each class are inmates in a correctional facility and half are college students. The course is flexible in its specific content, shaped by the expertise of instructors. Recent offerings have been "Justice in Our Lives," focused on restorative justice and conflict transformation and "Borders, Boundaries and Bridges," focused on divisive issues such as immigration through the lens of theater. Special application required to enroll.	
PJCS 309 Advocacy Fieldwork	1
Advocacy Field Work includes the application of policy and advocacy skills outside the classroom and thus must be taken in conjunction with one of the following Topics courses: SoWk 315, SoWk 320, SoWk 345 or SoWk 350. The requirements include: 1) the completion of a 40 hour internship with a community partner focused on advocacy and policy skill development; and 2) the completion of a culminating project focused on an advocacy or policy project determined by the student, minor advisor, and agency supervisor at the beginning of the placement.	
PJCS 310 Issues in PJCS	3
Contemporary issues, e.g., militarism, organizational power relationships and conflict transformation, nuclear weaponry, economic sanctions, domestic violence.	
PJCS 311 Junior Seminar	3
Junior Seminar has three main purposes: to explore classic and contemporary issues in conflict and peace through faculty- and student-led seminars to develop research and writing skills appropriate for PJCS; and to begin work toward a major research project to be completed in Senior Seminar.	
PJCS 325 Mediation:Process, Skills, Theory	4 (3-4)
Focuses on the third party role of the mediator. Explores the theoretical basis for mediation, its various applications in North America, and critiques of the appropriateness of mediation for certain types of conflicts. Emphasis will be on experiential learning to develop the skills needed for mediation in formal and informal settings. PJCS majors and minors, as well as	

Interdisciplinary majors with a PJCS component, will complete one hour of applied experience.

PJCS 332 Religion, Conflict and Peace	3
Examines the role of religion in causing and nurturing violence and in promoting peace themes which have emerged as central to the pursuit of peace in the 21st century.	
PJCS 347 Restorative Justice	3
Begins with an account of some of the classic and mainstream understandings of justice and then moves on to an overview of the foundational principles of restorative justice and its various practical applications. The course will examine and address the needs of victims, offenders, communities and broader systems. It will specifically examine the Victim Offender Reconciliation (VORP) model and its role in the North American criminal justice system. It will also examine models from other contexts such as family group conferences and circles.	
PJCS 350 Dynamics/Theology of Reconciliation	3
An interdisciplinary examination of the work of reconciliation in interpersonal and small group relationships, but especially in large-scale social and political contexts.	
PJCS 360 Designing for Social Change	3
Analyzes different strategies for achieving change in contexts characterized by high levels of complexity and conflict, with particular attention to the role and significance of the relatively new field of dialogue, deliberation, and civic engagement. Students will draw from their own experiences as well as change initiatives from other parts of the world in order to surface the set of assumptions they hold about how constructive change happens.	
PJCS 370 Personal Violence and Healing	3
A seminar course in which advanced students examine encounters with violence and how healing can be sought. Integrating religious and ethical studies with the social sciences, the course focuses on the socio-cultural matrix of an individual's encounters with violence.	
PJCS 409 Senior Internship	3 (1-4)
An approved internship or work experience related to peace, justice, and conflict studies. Examples include supervised activities in shelters for the homeless, work with local, regional, national or international peace, justice and conflict transformation agencies and organizations or work with congregational and denominational peace centers.	
PJCS 410 Senior Advanced Work	1
A written project in which seniors with a Peace and Justice minor or a Conflict Transformation minor reflect on the relationship between their academic major and what they learned in their PJCS courses.	
PJCS 411 Senior Seminar	3
Students will complete a major research project on a topic of their choosing, leading to a 25-35 page thesis.	
PJCS 425 War and Peace in the Modern World	3
Working primarily from an international relations perspective, this course will examine changing patterns of fighting wars and seeking peace.	
PJCS 426 Conflict-Healthy Groups	3
Using a systems approach, students will explore conflicts in organizations and communities, locating and examining models for assessment, diagnosis, intervention and evaluation. Working with case studies and real life situations of structural injustice and conflict, students will learn practical strategies for dialogue, problem-solving, healing, reconciliation and system change. Prerequisite: PJCS 325.	
PJCS 437 Disparities in Health Care	4

This course examines disparities in health care along lines of race, culture and gender. Social justice is identified as a core nursing value and a foundation of public health nursing. Health, illness and various health care issues are explored in communities that have experienced discrimination and marginalization, resulting in reduced access to and disparities in health care.

Political Science courses

POSC 200 Introduction to Political Science.....3

General comparative survey of political institutions and behavior in various types of regimes, with special emphasis on the American political system. The most appropriate course for students required to take one course in political science. Collateral reading may be adjusted to individual needs and interests.

POSC 210 Introduction to Public Policy.....3

Explores the nature of the policy-making process in the United States and, to a lesser extent, other pluralist polities. Topics will include constitutional and structural framework in which policies are shaped, interest articulation, policy formulation and the feedback process.

POSC 305 US Constitutional Law.....3

A basic introduction to the federal system of government in the United States based on the US Constitution. Focus on the constitutional arrangements established at the nation’s founding, critical points in the constitution’s evolution and the contemporary setting. Topics may include the legislative process, the judiciary branch and the nature of the presidency. The regulatory process, interest groups, political parties, the press, campaigning and voter behavior, civil rights and federal-state relations may also be examined.

POSC 308 International Politics.....3

Examination of the structure, development and operation of the present international political system and its possible alternatives.

POSC 320 Issues in Politics and Society.....3

Contemporary (and often controversial) political issues in the U.S. and Latin America, e.g. African-Americans and the U.S. judicial system; educating legal professionals; the church and Latin American politics. Analysis through class discussions, some lectures by the instructor, student papers and contribution from resource persons with involvement in the subject matter.

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

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

Psychology courses

PSYC 100 General Psychology.....3

An introduction to the methods, concepts and principles used in the study of behavior. Includes a survey of topics in psychological development, individual differences, memory, personality structure, mental health, learning and social psychology.

PSYC 200 Social Psychology.....3

A study of the influence of society on the individual and of the individual on society. Involves the study of person-to-person transactions, with emphasis on attitudes and small group structure and process. Course is offered every two or three years.

PSYC 210 SW Developmental Psychology.....3

A study of developmental processes across the life span. Physical, social and cognitive changes provide the basic organization for this course. A variety of developmental theories

will be examined including Piaget, Vygotsky, Erickson, social learning and psychodynamic. Current research and an understanding of how to think about developmental processes will be emphasized. A Social World course in the Goshen Core. Prerequisite: Psyc 100 preferred.

PSYC 217 SW Cross-Cultural Psychology..... 3

A study of both the influences of culture on human behavior as well as universal characteristics all individuals share regardless of culture. This course seeks to examine how an individual's cultural background influences behavior and thoughts and relationships. Biological, sociocultural, ecological and psychological perspectives will be examined. A Social World course in the Goshen Core. Course is offered every two or three years.

PSYC 218 Theories Counseling & Psychotherapy..... 3

A study of the primary theories of counseling/psychotherapy and the contemporary issues that have changed the field. Significant emphasis will be placed on understanding the research on efficacy/effectiveness and exploring the current realities of delivering psychotherapy. Specific techniques will also be examined. Course is offered every two or three years.

PSYC 302 Research Methods in Psychology..... 4

A study of the methods and techniques used in psychological research. Course will include the examination of methods such as description, survey, correlation, quasi-experiments, and true experiments. Prerequisite: Psyc 100. Course is offered every two or three years.

PSYC 303 Biological Psychology..... 4

An introduction to the physiology and anatomy of the brain and central nervous system and their effects on psychological functioning (behavior, thinking, and feeling) processes. Three lectures, one 1.5-hour lab. Prerequisite: Psyc 100. Course is offered every two or three years.

PSYC 306 Abnormal Psychology..... 3

A study of the variety of psychological disorders as classified by the DSM system. Issues related to classification will be discussed. A biopsychosocial model will be assumed when discussing etiology and treatment. Since this is primarily a descriptive course, considerable emphasis will be placed on case studies. At the conclusion of the course, students will be well versed in understanding the major psychological disorders. Prerequisite: Psyc 100.

PSYC 308 Personality Theory..... 3

A study of theory development with particular focus on major personality theories. The central concepts of each theory, the unique place in contemporary psychological thought and relationship of theory to psychological experimentation and research will be emphasized. Prerequisite: Psyc 100. Course is offered every two or three years.

PSYC 309 Educational Psychology..... 3

(Cross-listed from Educ 309) A study of physical, cognitive, psychosocial, emotional, linguistic, moral and identity development birth through adolescence. Includes developmental theories, influence of cultural and social factors on development and school influences on children and adolescents.

PSYC 316 Introduction to Clinical Psychology..... 3

A study of the major issues facing someone entering the professional world of delivering psychological services to others. Critical thinking about the most recent diagnosis and treatment modalities will be emphasized. Other topics include ethics, psychopharmacology, counseling, health psychology, psychobiology and community psychology. Prerequisite: Psyc 100. Course is offered every two or three years.

PSYC 319 Cognitive Psychology..... 3

A study of how people understand and interpret the world. Primary topics include learning, memory, decision-making, sensation/perception, and intelligence. Prerequisite: Psyc 100.

Offered every other year.

PSYC 320 Psychological Assessment	3
A study of psychological testing theory, test administration and test interpretation. The course will survey intellectual, aptitude, achievement, interest, personality and neurological assessment. Students will be given direct experience with tests from each of these categories. Prerequisite: Psyc 100. Course is offered every two or three years.	
PSYC 375 Topics:	3 (1-3)
Study in a major area of psychology not covered by regular courses.	
PSYC 380 Statistics in Research	3
A study of data analysis and its relationship to research methods in a variety of settings. Collection, presentation and analysis of numerical data, including descriptive, parametric, and nonparametric statistics. Students are strongly encouraged to complete the Quantitative Literacy requirement in the Goshen Core before taking this course. When this course is taught for four credit hours in the adult degree completion program, it includes application and integration of concepts applied to nursing research.	
PSYC 400 Advanced Projects in Psychology	1 (1-3)
Independent reading or research for psychology majors. Requires extensive reading or research on a topic of the student's choice. Consultation with instructor required.	
PSYC 401 Psychology Research I	1
In a small group collaboration, students design, propose, and prepare to conduct a research study. Special attention is given to Human Subjects Institutional Review Board (HSIRB) Requirements. Prerequisite/corequisite: Psyc 380.	
PSYC 403 Psychology Research II	2
Further data collection and analysis of the problem studied in Psyc 401, culminating in a written thesis and oral presentation. Prerequisite: Psyc 380, 401.	
PSYC 409 Senior Internship	2
Internship offers opportunity to observe and participate in a supervised field learning experience in which psychological theories and concepts are employed and issues pertaining to psychology as a career can be addressed. Prerequisites: minimum of 12 hours of upper-level psychology or consent of instructor. Course is offered every other year.	
PSYC 410 Senior Seminar in Psychology	2
A focus on integrative issues concerning psychology, science and faith, primarily Christianity. Attention will also be given to philosophical reasoning. This student-led seminar is structured around student-selected topics such as free will, prayer, religion and mental health/illness, therapy and faith, forgiveness, happiness/sin, etc. Prerequisites: minimum of 12 hours of upper-level psychology or consent of instructor. Course is offered every other year.	

Public Health courses

PUBH 200 Introduction to Public Health	3
This course provides an overview of the field of Public Health and emphasizes basic principles, practices and policies. Related to this, students will learn the infrastructure and organization of public health in the U.S. at the local, state and federal levels. Other key topics includes an overview of major causes of morbidity and mortality in the U.S.; the socioeconomic, behavioral and environmental factors that affect health; health disparities; key features of the U.S. health care system; methods of data collection and surveillance; disease promotion and prevention; and achievements, current challenges and controversies in the field. The course	

also introduces students to the basic conceptual models and approaches that are central to public health practice and explores careers in public health.

PUBH 210 Culturally Responsive Health Promot..... 3

This course focuses on how an individuals social, cultural, and economic background influences both their health status as well as the health care they receive. The emphasis in this course is in culturally responsive health promotion programs, which is one of public health's primary tools for reducing health disparities. Concepts, models, frameworks, and communications that occur within intercultural health situations will be discussed, as well as the application of these concepts in real interventions and health promotion programs. More broadly, this course also explores the ways in which health disparities are created and sustained at a societal level and how social, behavioral, and environmental factors affect a populations health, including risk of infection and disease. The first half of the course emphasizes basic principles, while the second half provides a closer examination of several different populations in the U.S. A case study approach will be used to explore the intersection between culture, health, and health care. Cross-listed with GLST 251. Students taking the course to meet a global education requirement should register for GLST 251.

PUBH 310 Public Health Policy & Administrat..... 3

This course provides an overview of the Public Health policy-making process in the U.S. and the issues related to the provision of health-related services. It examines the political and institutional settings and constraints on the formulation of policy, including the role of federal, state and local governments, non-governmental organizations, special interest groups, and the media. In addition, the course content provides the foundational understanding for the organization and function of public health activities within the health care delivery system of the United States.

PUBH 311 Public Health Junior Seminar..... 1

Junior seminar has two main purposes: review core public health skills in health promotion, research, and writing and to begin work towards a major research project which will be completed in PUBH410: Senior Seminar.

PUBH 320 Perspectives in Global Health..... 3

In this virtual course, students are introduced to current and emerging issues in global health, and to the critical links between public health and social and economic development. Key concerns are the disparities in the global burden of communicable and chronic diseases between low, middle and high income countries. Critical challenges impacting population health are emphasized, including: human rights and access to health care, environmental health and safe water, maternal-child health, nutritional challenges, rapid urbanization, war and violence, climate change, and bioethical issues. The role of nation states, international agencies, and nongovernmental organizations in promoting health are also covered. This course includes practical work with a partner organization. If you plan to take this course for SST credit, see GLST 271: Community Engaged Learning.

PUBH 330 Epidemiology..... 3

This course covers the basic principles and methods for examining the patterns and distribution of disease morbidity and mortality in human populations, and how this knowledge is used to address public health problems through research and prevention. Topics include natural history of disease and levels of prevention; inferring causality; measures of disease frequency; observational and experimental study designs; assessing the exposure-disease association; hypothesis testing; bias, confounding and effect modification; screening; and disease surveillance. The course is designed to enhance students' ability to analyze problems systematically and to think critically. Prerequisite: Psych 380 or introductory statistics course,

PUBH 380 Statistics for the Health Sciences..... 3

This course introduces students to the statistical methods and research designs necessary for application in interpreting health science research. This course includes a study of data analysis and its relationship to research methods. Collection, presentation and analysis of numerical data, including descriptive, parametric, and nonparametric statistics.

PUBH 400 Public Health Research..... 1

This course is intended for students interested in completing research related to public health. Projects can be independent or through a research program. On or off campus research projects are eligible for this course.

PUBH 409 Internship in Public Health..... 3

This 80-hour internship provides students the opportunity to build upon their public health coursework and apply their knowledge outside of the classroom. Students will be placed in a public health agency or related site for supervised practice experience and work on a project addressing a public health issue under the supervision of a site-preceptor. In addition, the internship course will meet periodically as a group with a faculty member. During course sessions, students will be introduced to the basic principles and methods used in community health assessment, program development, program implementation, and evaluation. Prerequisite: PUBH 310, PUBH 320, and PUBH 330.

PUBH 410 Senior Seminar..... 2

In this capstone course students design, complete and communicate a project that allows them to demonstrate their mastery of the learning outcomes for the Public Health major. The topic of the project will be the choice of the student but is subject to approval. As part of the course, students will engage with and work closely with both their peers and their instructor to identify research questions, develop and implement a research design, and present drafts for peer review. The final project will be presented in a public forum. Prerequisite: PUBH 310, PUBH 320, and PUBH 330.

Religion courses

REL 205 RW Religion in America..... 3

Given competing truth claims, how do we learn to appreciate religious diversity, open ourselves to new learning, and yet remain relatively grounded in faith? This course examines historical and contemporary religious life in the USA, with attention to conflicts that have arisen from the first European explorers to the present day. A Religious World course in the Goshen Core.

REL 206 Religion and Sports..... 3

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

REL 209 Field Experience..... 3 (1-3)

A field placement in applied ministry or discipleship at a camp, retreat center, congregation or religious organization. Appropriate for credit by experience registration.

REL 214 RW Sustainability and the Sacred..... 3

This course explores how diverse cultures understand nature and how religions engage environmental problems in an era of rapid environmental change. We examine how religious and philosophical systems interpret humanity’s relationship to the nonhuman world, consider how ideas of the sacred shape environmental issues, and investigate how religious traditions

confront today’s sustainability challenges. The course considers questions like: How does religion create obstacles and opportunities for sustainability projects? Where do peoples’ ideas about nature come from? How do various religions understand the social and spiritual significance of the nonhuman world? A religious world course in the GC Core.

REL 215 RW Religion & Health.....3

This course explores how diverse religious traditions engage issues of health and medical care. How do religions understand health and disease, and how do they pursue well-being and healing? What does spirituality have to do with the body, and can religious practice promote health? How does faith or religious membership impact healthcare decision-making and health outcomes? How do social factors influence individual and public health, and what roles do religions play? We examine these and similar questions, and consider along the way how today’s health systems can engage religious differences and collaborate with diverse partners with understanding and care. A Religious World course in the Goshen Core.

REL 220 RW Introduction to World Religions.....3

This survey will focus on a particular theme or area of religious experience as a window into the world’s major religious traditions. Possible themes include: death, the human condition, or worship and ritual. This course is designed to provide students with a basis for more advanced study of particular traditions or a place to begin making sense of religious diversity or different expressions of spirituality when they encounter them. A Religious World course in the Goshen Core.

REL 225 Spiritual Formation.....1

Various topical courses based on student and faculty interest aimed to foster spiritual growth among students for general life application or ministry skill development. Course examples include Prayer Disciplines, Wrestling with the Biblical Text, Leading Small Groups, Preaching, and Preparation for Inquiry (a strong recommendation for participation in Camping, Ministry and Service Inquiry Programs).

REL 286 Creation & Evolution.....3

This course uses a case study methodology in which complex problems are addressed and discussed in an interdisciplinary framework on a weekly basis. Various approaches to creation theology are explored, and avenues of productive engagement are sought between religion and science. Particular attention will be devoted to the problem of human nature from theological and evolutionary perspectives. Students develop and present their own case studies, learning to formulate complex problems in an interdisciplinary way. Alongside the more conventional work of reading, writing and interdisciplinary discussion, class members participate actively in the annual Goshen Science and Religion Conference.

REL 309 Enduring Iss: Christian Perspective.....3

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

REL 310 Topics.....3

Lectures, research and discussion of specific topics in religion such as politics and religion, spirituality, religion and the media.

REL 315 Religion in Culture & Society.....3

(Cross-listed from Soc 315) An analysis of the social, cultural and political contexts that profoundly affect religious institutions and expressions, and upon which religion has an influence. Course includes such topics as meaning and belonging, modern individualism, dynamics of religious collectives and the impact of religion on social change.

REL 316 Liberation Theologies.....3

Focuses on three contemporary theologies of liberation (Latin American Liberation Theology, Black Theologies and Feminist Theologies) as they are developing in the Americas. The course examines similarities and differences among these three theologies – in conversation with Womanist and Latina theologies – as each addresses specific theological questions raised by the people of God in historical and contemporary situations of exploration and oppression. The course also has a praxis component.

REL 317 Islam..... 3

An introduction to Islamic religion, culture and civilization. An historical survey will introduce the origins and early development of Islam, its rapid spread and flourishing and its interactions with the Western world. A thorough understanding of the core religious beliefs of Islam will be emphasized, through the examination of primary and secondary texts, rich media resources, guest speakers, and a field trip to a local mosque, with an opportunity to speak with the imam and other members of the community. Some of the contemporary issues facing Muslims around the world and in North America will be discussed. Cross-listed with GLST 241. Students taking the course to meet a global education requirement should register for GLST 241.

REL 318 Anabaptist/Mennonite History..... 3

(Cross-listed from Hist 318) Introduction to Mennonite history and thought. About one-third of the course is devoted to Anabaptism. Special attention given to distinctive Anabaptist religious ideas, changes in Mennonite religious ideas and practice in Europe, migrations, contrasts in social-communal practices among Mennonites and related groups.

REL 320 Christian Theologies..... 3

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

REL 321 History of Mennonites in America..... 3

(Cross-listed from Hist 321) Emphasis on Mennonites as a people developing and interacting with the larger American society, using themes such as migration, community formation, beliefs, acculturation and pacifist citizenship in war and peace.

REL 322 Worshiping Communities..... 3

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

REL 323 Judaism..... 3

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

REL 328 Spiritual Writings of Women..... 3

A survey of women’s writings about the spiritual journey. Includes a range of medieval through 20th-century women. Examines women’s use of their experiences as one source of

theologizing.

REL 374 Congregational Ministries..... 3

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

REL 380 Art & Faith in Life & Work..... 4

This course draws on the Old and New Testaments of the Bible, church history, Christian theology and ethics to explore issues of basic importance to today's working professionals. These issues will be considered through the lenses of the arts in an interdisciplinary dialogue that seeks to develop competency in both literary and visual arts. The historical relationship between religion and the arts will be explored. Meanings encoded in the arts will be unraveled through an investigative and analytic approach that helps students to "read" a wide variety of art forms. Students will be challenged to think through their own responses to perennial issues to answer the question: What are my essential beliefs and values, and how do these shape the way I live and work? Taught in adult degree completion programs.

REL 402 Christianity & Modern Thought..... 3

(Cross-listed from Rel 410) A seminar examining and assessing narrative theology and ethics. An attempt to state faith in meaningful terms by understanding the principles and structures of narrative and habitually using them. This course also serves as the senior seminar for Bible and religion majors, and only seniors are allowed in the course. Participation for non-Bible and religion majors requires the consent of the professor.

REL 405 Spiritual Care and Healing..... 3

Especially oriented towards the professional caregiver, this course emphasizes the interaction of spiritual factors with physical and emotional ones in the lives of helpers and their clients. Course enrollment includes a commitment to regularly practice one of the classical spiritual disciplines as a source of spiritual renewal and healing.

REL 409 Internship & Career..... 3 (2-3)

Approved practical experience related to studies in religion, including a 40-hour internship or work experience and a directed career preparation component. This can include internships with local religious agencies, non-profits, spiritual care offices, or related organizations. Further options in ministry include internships with campus ministries, local churches, or the Ministry Inquiry Program.

REL 410 Religion Senior Seminar..... 3

Advanced work in the principles and challenges of religious identities, studies, and applications. The senior seminar includes an individual research thesis project and collaborative readings/discussions on a particular theme in theology or ethics.

REL 411 Senior Thesis..... 3

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

Sociology courses

SOC 154 Statistical Literacy	3
<p>This course introduces students to the critical thinking skills they need to understand statistical topics that they may encounter in the popular media or their future careers. Students will learn to critically evaluate the statistical information they encounter during everyday life, with a focus on becoming intelligent consumers, rather than producers, of data. Course activities focus on the interpretation, evaluation, and communication of real-world situations and news stories. Meets the Quantitative Literacy requirement in the Goshen Core.</p>	
SOC 200 Principles of Sociology	3
<p>An introduction to the principles and methods used in the study of human society. Includes a survey of topics in social problems, social inequalities, social identity, human ecology and social change.</p>	
SOC 205 Introduction to Gender Studies	3
<p>(Cross-listed from WGS 200) Introduction to major areas of feminist thought (historical and contemporary) that shaped the field of Women’s Studies. Course objectives focus on increasing students’ understandings of the social systemic factors (i.e., sociological factors) that influence women’s lived experience. Readings, small group discussions, and service learning/activism projects enable students to apply feminist theory concerning women and gender in an interdisciplinary context. This course serves as an introductory survey course for the women and gender Studies minor and a topical exploration for sociology.</p>	
SOC 209 Field Experience in Soc/Anthro	3 (1-3)
<p>Offers first and second-year students opportunity to gain first-hand experience in settings where sociological or anthropological perspectives and skills are put to work. Arrangements for field experience are made at initiative of the student in consultation with a faculty adviser and a supervisor at the field-experience location. Forty hours of field experience will be expected for each hour of credit earned. Prerequisite: Soc 200.</p>	
SOC 210 Sociology of the Family	3
<p>A study of the role of family in society and culture. Includes a comparative history of the family institution as well as an examination of social trends affecting mate selection, marriage, family roles and family relationships in contemporary society and culture.</p>	
SOC 216 SW Youth in Society	3
<p>This course will examine how public perceptions and constructions of youth have evolved over time by asking (and answering) the following questions. How are contemporary youth more or less similar than preceding generations? Where does “youth culture” come from and how has it changed? How do social structure and the wider culture shape youth and social constructions of youth? Students will study the lives of youth from an interdisciplinary and social scientific framework that encompasses an in-depth look at the interconnections of human behavior and social institutions. A social world course in the GC Core.</p>	
SOC 230 Ethnography and Culture	3
<p>An introduction to ethnographic methods and cultural analysis. The course will operate on two interrelated dimensions, one focused on the history of ethnography and cultural analysis in anthropology and sociology, the other focused on practical techniques of qualitative research, including specific skills in qualitative research design, methods, and data analysis. The course includes an ethnographic research project.</p>	
SOC 236 Latin American Societies & Cultures	3
<p>Current developments are examined within the context of a general survey of Latin-American societies and cultures. The course aims to provide: 1) a basic knowledge of Central and South-American geography and social structure, 2) an acquaintance with alternative ways of interpreting information about and experiential knowledge of Latin-American life, and 3) an opportunity to explore themes of oppression and liberation as these pertain to Latin-</p>	

American thought and experience. Cross-listed with GLST 241. Students taking the course to meet a global education requirement should register for GLST 241.

SOC 240 African Societies and Cultures..... 3

A study of the current development and modernization of the nations and peoples of Sub-Saharan Africa. After brief attention to the geographic, historical and anthropological factors underlying Africa's development, the major focus will be on the current social and political forces that are shaping the developing nations.

SOC 242 Native American Societies & Culture..... 3

A survey of the diversity and shared patterns of Native American societies and their development from the first settlements of North America until the present day. The course aims to foster a broad and sensitive understanding of the history, lifeways and spirituality of Native Americans and to develop an appreciation for Native American values and contributions to world history. Cross-listed with GLST 241. Students taking the course to meet a global education requirement should register for GLST 241.

SOC 245 Women's Concerns..... 3

(Cross-listed with SoWk 245) This course covers a wide range of issues that are part of contemporary North American women's lives. The place of women in society is approached from the position of social and economic justice. The course: (a) examines and critiques the U.S. American women's movement as an interpersonal and psychological phenomenon; (b) identifies cultural, religious, racial, social, economic and political processes as they affect women's lives; (c) considers women to be persons of worth and value with the right of self-determination; and (d) assists in understanding, contextually, women's requests for help and appropriate intervention strategies. Class participation and small group discussions are important components of course learning.

SOC 260 Human Sexuality..... 3

Biological, psychological and sociological factors determining sex-role identification and role performance; human reproduction, fertility control and sexual disorders; social and spiritual values in human sexuality; sex discrimination and movements toward sex equality.

SOC 302 Urban Diversity..... 3

Student is exposed to issues affecting the lives of an ethnically and religiously diverse urban populace – racism, sexism, classism – and helped to develop new ways of conceptualizing and interpreting the contemporary urban scene. Reading, research and writing are integrated with the student's first-hand involvement in issues under study. Available only through the Chicago Center or WCSC in Washington, D.C.

SOC 310 Social Theory..... 3

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

SOC 315 Religion in Culture and Society..... 3

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

SOC 320 Environmental Sociology..... 3

A survey of environmental sociology including theories of human-environment interaction, a history of various environmental movements and other developments with significant ecological implications, cross cultural comparisons of human-environment relations, and

questions of justice with relation to who decides about resource use and who suffers the effects of environmental degradation.

SOC 322 Social Policy and Programs..... 3

(Cross-listed from SoWk 322) Economic and social justice is used as an organizing framework to study the relationship between major social problems and social welfare policy, programs and services. Included are poverty, health and mental-health care, family problems, racism, sexism and other forms of institutionalized oppression. The political aspects of social welfare policy and the legislative process itself are examined in depth. Prerequisites: SoWk 220, 224, or consent of instructor.

SOC 331 Social Justice and Social Change..... 3

This course begins with a history of social justice and social change as concepts in the field of sociology and then sees how this foundation influenced contemporary social justice practitioners and theorists. Particular attention is given to social movements, the role of organizing and civil society. Theory is integrated into practical social justice methodologies and community-based learning. Particular attention is paid to issues of power and powerlessness in domestic and/or international contexts. This course is offered every other year. Prerequisite: SOC 200.

SOC 334 Race, Class & Ethnic Relations..... 3

A study of race/ethnic group interaction, gender and class dynamics focusing on marginalized groups in the U.S. Attention is given to social class, power and majority-group dominance as factors in assimilation and culture-loss or collective self-determination and maintenance of cultural pluralism. Prerequisite: Soc 200 or consent of instructor.

SOC 351 Contemporary Issues:..... 3

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

SOC 380 Statistics in Research..... 3

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

SOC 391 Methods of Social Research..... 3

(Cross-listed from SoWk 391) An introduction to the principles and methods of social research. Students will develop the knowledge and skills needed to develop and evaluate research designs, interpret both qualitative and quantitative research, and be effective consumers of research knowledge. Prerequisites: Soc 200 or Pubh 200

SOC 392 Junior Seminar in Social Research..... 3

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

SOC 400 Advanced Readings..... 1

This independent study provides the opportunity for Sociology majors and minors to pursue more individualized, self-guided study and research in a topic of interest, and strengthen their skills and knowledge in an area of sociology or anthropology where they have not been able to do course work. Prerequisite: Soc 310, upper level standing, and consent of instructor.

SOC 409 Field Experience in Sociology..... 2 (2-4)

(Cross-listed with CJRJ 409) An approved internship or work experience related to Sociology. Open to senior majors or minors of Sociology. Prerequisite: Soc 392.

SOC 410 Senior Seminar..... 3

(Cross-listed with CJRJ 411) After researching the various professional subfields in sociology as well as the particular challenges facing each of these, students will complete an inventory of their own particular skill sets and convictions leading to an extended self-reflective essay on professional preparedness and areas in need of further discipline and growth. Additionally, each student will prepare a resume, and conduct multiple interviews with professionals in at least two sub-fields of interest. All students will have identified at least one host candidate for an internship. Open to Senior Majors or Minors in sociology. Offered every fall. Prerequisite: Soc 392.

SOC 430 Environmental Justice..... 3

This course provides an examination of structural patterns of injustice around environmental harms and benefits. We examine the history and construction of environmental problems and paradigms and the development of an environmental justice discourse brought about through social movements. Through selected case studies we explore an array of issues, including climate justice, electronic waste trade, water rights, urban greenspace, “natural” disaster, internal colonialism, pollution, and war. This course is offered every other year.

Social Work courses

SOWK 200 Introduction to Social Work..... 3

This course provides an analysis of the knowledge base, value structure, purpose, nature, history and function of social work practice in various social welfare activities and social workers through observation and guided participation in programs for meeting human need. Students engage in a specific field experience as part of course requirements and must furnish their own transportation.

SOWK 209 Social Service Field Experience..... 3

This course focuses on an integrated understanding of the organizational and community context for social work practice while offering students an opportunity to observe and interact with social work practitioners and offer specific services to clients in a 40-hour agency placement. The class introduces the skills needed to engage, assess, intervene and evaluate with clients through the phases of social work practice. Additionally, students have the opportunity to reflect and process their experiences in the field, participate in experiential class exercises, and discuss topics related to professionalism, ethical decision making, and diversity. Prerequisites: SoWk 200 or consent of instructor. Students furnish their own transportation.

SOWK 221 SW Human Behavior..... 3

This course is a study of the individual through the life cycle within the social environment. Foci include physical, psychological, social, cultural and religious factors in the development of the self. Dimensions of diversity (including but not limited to gender, race, class and sexual orientation) and their corollaries of privilege and oppression are seen as paramount in understanding how persons achieve optimum well-being. Select theories of development are discussed and critiqued against an understanding of current research, and an understanding of the value of persons and their right to self-determination. A Social World course in the Goshen Core.

SOWK 229 PX Child Welfare..... 3

Through a careful analysis of US policies and practices related to the protection and empowerment of children, this Social Work elective addresses the socio-historical roots, inequalities, professional roles and responsibilities, and contemporary realities of what it

means to care for children in US society. A Peacemaking course in the Goshen Core offered on a rotating basis every fourth year. A Peacemaking course in the Goshen Core.

SOWK 231 SW Aging in US Society..... 3

This Social Work elective explores the normal aging process, the unique challenges experienced by older adults, and the US societal context related to aging. Course content engages a range of issues present in our current context of the rapid growth of the US population over age 65. The course explores how policies, practices, systems and services influence, and are influenced by aging individuals, families, and US society. It examines the ways in which older adults adapt to changes, as well as the ways that interventions/services may assist with these adaptations. It also explores the needs and issues encountered by older adults both within the community and within institutional settings, including a focus on caregivers. This is a Social World course in the Goshen Core, offered on a rotating basis every fourth year.

SOWK 245 Women's Concerns..... 3

This course critically examines the social and economic justice issues related to how gender and sexuality impact the roles, statuses and social locations of women and nonbinary individuals. Course content explores the impact of the women's movement, along with other social movement(s) related to gender and sexual liberation in the United States. It also identifies the cultural, religious, racial, social, economic, environmental, and political processes that affect the lives of gender minorities in the US. This course is primarily discussion-based. As a Social Work elective, this course is offered on a rotating basis every fourth year.

SOWK 250 Human Services: Special Studies..... 3

An in-depth seminar on a selected field of service, program or policy issue. Particular emphasis is given to concepts of exploitation and social/economic justice. Check the course offering list to see current options. As a Social Work elective, this course is offered on a rotating basis every fourth year.

SOWK 322 Social Welfare Policy & Program I..... 3

Social, environmental, and economic justice all serve as organizing principles in this course for the study of social problems and the critique of existing and proposed social welfare policy. Students will develop an understanding of policy-making processes and the connection between social problems and social welfare policy, programs, and services across local, state and federal levels. Students will also develop an understanding of the role of policy in the context of generalist social work practice, and be introduced to the concept of policy practice. Prerequisites: SoWk 200, 224 or consent of instructor.

SOWK 323 Social Welfare Policy & Program II..... 4

This course assists students in acquiring a critical understanding of social welfare policies and programs, and in developing beginning skills in policy and advocacy practice. The content of the course is integrated with that of Social Work Practice Theory I and therefore, students will build upon their knowledge to develop intervention strategies to respond to selected social problems at both the direct practice (micro) and policy/program (macro) levels. Intervention at a macro level requires skill in working with social systems and advocating with individuals and communities for social change. Prerequisite: SoWk 322 and be a social work major. Taken concurrently with SoWk 325.

SOWK 325 Social Work Practice Theory I..... 4

This course facilitates student development of social work skills and knowledge base to prepare them for entry into Field Instruction in their senior year of study. The content of the course is integrated with that of Social Welfare Policy and Program II. It emphasizes the development of a theoretical base for social work practice and includes experiential learning

activities to build specific social work practice skills. Prerequisites: SoWk 200, 221, and be a social work major. Taken concurrently with SoWk 323.

SOWK 391 Methods of Social Research 3

(Cross-listed from Soc 391) An introduction to the principles and methods of social research. Students will develop the knowledge and skills needed to develop and evaluate research designs, interpret both qualitative and quantitative research, and be effective consumers of research knowledge. Prerequisites: Soc 200

SOWK 409 Field Instruction 5

Integration and application of knowledge, values, skills, and cognitive and affective processes in the practice setting under a qualified field instructor in a social service agency. Upon successful completion of Field Instruction, the student is prepared for beginning professional practice. Field Instruction must be applied for during the spring of the year preceding enrollment. Usually taken over two semesters; may be taken for 10 credits over the course of one semester by approval of program director. The grading system for this course is credit/no credit. Prerequisites: SoWk 323, 325 and consent of field director. Must be taken concurrently with, or after successful completion of SOWK 425. Students furnish their own transportation for field placement. Field Instruction provides 400 clock hours of supervised and directed practice learning.

SOWK 410 Social Work Senior Seminar 2

This course facilitates the Integration of social work knowledge, theory, and values, with field instruction practice. Integration occurs through class discussions and field trips on relevant topics, and the written and oral examination process. Students actively participate in developing the agenda for classroom sessions. Must be taken concurrently with SOWK 409.

SOWK 425 Social Work Practice Theory II 3

This course requires students to build on and expand their knowledge and skills from Social Work Practice Theory I and Social Welfare Policy and Program II, as they apply them to social work practice with individuals, families and social systems of varying size. This course is taught concurrently with the first semester of field instruction, which provides the opportunity to integrate theory with skill development. Prerequisites: SoWk 323, 325, and admission to the program.

Spanish courses

SPAN 101 Elementary Spanish I 4

Requires students to acquire basic skills in listening for comprehension, speaking, reading and writing Spanish for beginners. It exposes students to cultural practices of Spanish speaking communities; class work includes collaborative learning.

SPAN 102 Elementary Spanish II 4

Continues building and developing skills in listening for comprehension, understanding, speaking, reading and writing Spanish for beginners; class work includes collaborative learning. Prerequisite: Span 101 or equivalent on placement test.

SPAN 103 Elementary Spanish III 4

Emphasis on basic communication skills in the target language and culture. Normally offered only on SST. Prerequisite: Span 102 or equivalent.

SPAN 201 Intermediate Spanish I 3

Requires students to review grammar and conduct intensive oral practice. Prerequisite: Span 102 or equivalent.

SPAN 202 Intermediate Spanish II 3

Leads students to read and discuss short stories, drama, poetry and topics in Spanish culture. Emphasizes improving reading, writing and conversational skills. Prerequisite: Span 103, 201 or

equivalent.

SPAN 203 Intermediate Spanish III 4

Continues building grammar skills and the daily practice of spoken Spanish. Normally offered only on SST. Prerequisite: Span 201 or equivalent.

SPAN 205 Spanish Conversation & Culture 3

Offers extensive practice in spoken Spanish and discussion of cultural practices, life experiences and points of view of communities in Spanish-speaking countries. Course especially designed to meet interests of returned SST students. Prerequisite: Span 103, 201 or equivalent.

SPAN 270 Advanced Spanish Grammar 3

Requires students to identify, review, practice, and use Spanish grammar structures in context. It helps students develop strategies to improve writing and speaking in Spanish. Prerequisite: Span 201 or equivalent.

SPAN 300 Intro to Hispanic Literature 3

Offers an overview of the literary canon in Spanish, provides critical tools for reading, and requires that students discuss, analyze, and write about literature, its context, genres, styles, and meaning. Required for Spanish majors; appropriate for returning SST students, CITL students, and others who speak Spanish and want to deepen their knowledge of Hispanic literature. Prerequisite: Span 270 or equivalent.

SPAN 303 Spanish Composition I 3

Requires students to develop and improve writing skills for communication through a review of Spanish grammar and composition strategies. Prerequisite: Span 300 or equivalent.

SPAN 305 Culture of Hispanic World 3

Focuses on culture, history, literature and music of the Hispanic world, with particular emphasis on Spanish-speaking SST locations. Comprehensive experience in written and spoken Spanish. Prerequisite: Span 300 or equivalent.

SPAN 330 Comm. Interpretation & Translation 3

In Community Interpreting and Translation, students will begin developing the skills needed for interpreting and translating in community contexts, including education, social and public services, conferences, hospitals, and courtrooms, among others. Translation strategies taught include transposition, compensation, borrowing, reformulation and the use of calques. Students will be introduced to consecutive and simultaneous interpretation and sight translation, with a focus on consecutive interpretation. Students will complete short job-shadowing activities and a translation project in collaboration with a community partner.

SPAN 349 Hispanic Short Stories 3

Presents Hispanic literature through Latin American, Spanish and U.S. Latina/o short stories. Students read, analyze and discuss stories; study the lives and historical contexts of authors and engage in critical reading and writing about short form narrative. Prerequisite: Span 300 or consent of instructor.

SPAN 350 Hispanic Film Studies 3

Presents Hispanic culture, conversation and grammar using films in Spanish. Includes films in Spanish representative of various regions, eras, and genres, followed by activities which include written assignments, small-group presentations and discussions. Draws comparisons between written and visual narratives and offers critical tools to understand and analyze films. Prerequisite: Span 300 or consent from instructor.

SPAN 375 Topics: 3

Topics course for Spanish language and culture.

SPAN 400 Special Projects.....1 (1-4)

Requires students to develop independent projects varying from studies in literature to advanced practice of language skills. Reserved for Spanish majors and minors

SPAN 409 Language Internship.....3

Guides and supervises students through the experience of serving a Spanish speaking community. Required of all departmental majors. Requirement usually fulfilled in extensive residence or study abroad in the language of the major, internship abroad or student teaching. Majors may also propose projects.

SPAN 410 Senior Seminar.....1

Students study and analyze the history of the language, its variations, cultural relevance, politics, and place in the world. Students conduct self-reflection and future planning through writing and presentations, including a capstone project that can be a portfolio, professional presentation, research paper or similar. Required for graduating majors.

Sustainability courses

SUST 155 Topics: Sustainability Seminar.....1

This course is designed to provide space for discussion and synthesis among interested students, whether their majors are sustainability or another field altogether. This will allow students to integrate learning in their various courses, and gain perspective from their peers in related fields. Specific topic and content will vary each time this course is taught. Repeatable course.

SUST 200 Sustainable Living Skills.....1

Introduction to basic skills and decision-making for more sustainable living. Scheduled for an intensive weekend at Merry Lea, but also includes online assignments at other points in the semester. Addresses how matter, energy and information flow through a human activity or production and how sustainable choices can shift those flows to increase personal health, health of the planet, and eco-justice. Repeatable course.

SUST 201 Intro to Sustainability.....3

Students will explore the nature of complex socio-ecological systems and patterns of problems and dynamics within those systems. The “triple bottom line” (people – planet – profit) will be a primary framework through which sustainability solutions will be explored. An emphasis will be placed on understanding how a wide range of solutions in various situations have worked, how governance paradigms arise, and how changes to the systems were possible.

SUST 298 Ecology & Sustainability in India.....3

This course focuses on the intense connection between ecological context and human society by studying across the steep elevation gradient between the North Indian Plains and the Himalaya Mountains. Students will examine the ways that social structures and practices contribute to or detract from the sustainability of human life in diverse landscapes. The course will include analysis of sustainability strategies with an eye towards their applicability in the North American context. Offered in odd-year May terms.

SUST 309 Sustainability, Spirituality Ethics.....3

In this course, we immerse ourselves in the stories and ideas of people who have made a positive contribution to the sustainability of the planet. What kind of faith or worldview contributed to action? How does our understanding of right and wrong influence the health of earth? How is justice a part of this story? Justice for whom? How does spirituality relate to sustainability? The course emphasizes peacemaking and justice as essential to addressing environmental problems. Assignments encourage students to craft an ethic of their own. Taught as part of the Sustainability Semester at Merry Lea.

- SUST 313 Freshwater Resources**..... 3
 This course examines the physical, chemical and biological variables of freshwater lakes, streams and wetlands, as well as groundwaters, all of which influence living organisms in these aquatic ecosystems. Emphasis on how their interactions contribute to the environmental, economic and social health of watersheds that make up every landscape. Taught as part of the Sustainability Semester at Merry Lea.
- SUST 318 Agroecology**..... 3
 In this time of climate crisis and environmental degradation agriculture stands out as a major global force that can work towards further harm or usher in a regenerative future. This course focuses on the ecological approach to producing food and the regenerative agriculture solutions that are already being practiced in many contexts across the globe. Emphasis will be on the ecological design and function of these systems and the factors and institutions needed to scale up this work. This course constitutes one of the courses taught during Merry Lea’s Sustainability Semester.
- SUST 323 Regenerative Agricultural Practices**..... 3
 This course develops an understanding of the potential for human management of ecosystems to rebuild rather than degrade health, through a focus on agroecosystems. Students practice skills and learn theory within organic, permaculture, biodynamic, and systems-based frameworks while participating in a holistic management approach in the greenhouse, gardens, orchards and fields of Goshen College’s ecological farm. Offered every fall as part of the Sustainability Semester at Merry Lea. Can not be registered for separately.
- SUST 328 Organizing Communities for Change**..... 3
 This course explores ways in which communities work together to achieve common sustainability goals. Working from an applied perspective, students will learn about many factors that can drive positive change, from political organizing and policy-making, to grassroots organizing and community capacity-building. Through field visits with a wide variety of stakeholders, the course will provide many examples of change being made, while also providing numerous examples of career trajectories and ways to incorporate this work into one’s future. Offered every fall as part of the Sustainability Semester at Merry Lea. Can not be registered for separately
- SUST 335 Climate Ethics & Climate Policy**..... 3
 Situates climate change responses as both a political and a complex moral challenge. The course will critically examine multiple climate policy proposals from various ethical perspectives. What forms of justice are at stake in climate change? What would climate justice entail? What are the political possibilities and political obstacles to just and equitable and effective climate policies? Offered even-year spring semesters.
- SUST 340 Field Experience in Env Ed**..... 3
 Participants will develop and conduct interpretive programs in nature study for visiting school groups; observe practices related to managing a natural area and participate in discussions of environmental issues. Instruction takes place at the Merry Lea Environmental Learning Center during May term. Enrollment by permission of instructor only.
- SUST 345 Ecol Ethics & Environ Movements**..... 3
 This course introduces key debates in the field of environmental ethics by exploring how competing ideas about sustainability developed historically within movements to conserve, preserve, protect, and restore threatened environments. Students engage a series of cases centered around specific ecological problems, explore the environmental movement(s) that arose to address each problem, and consider the ethical claims and strategies the movements used to argue for and enact responses. The course orients students to the historical and contemporary landscape of environmentalism in the U.S. and beyond, and in the process

introduces diverse paradigms of environmental ethics alongside a range of social/political strategies for sustainability praxis. Offered odd-year spring semesters.

SUST 350 Sustainability & the Built Environ..... 3

This course will introduce students to the ways in which human design decisions – of landscapes, cities, and buildings – can promote a wide variety of sustainability goals. Through explorations of landscape architecture, urban design, and building certification standards, among other areas, students will learn how human health, social equity, economic vitality, and ecological vibrancy can all be dramatically improved based on the investments we make in our designed environment. Field trips and guest lecturers will bring students into contact with practitioners in many of these fields. The course will include projects connected to the Goshen community (College, City, and region). Prerequisite: SUST 201 or similar course approved by the instructor. Offered in even-year spring semesters.

SUST 409 Sustainability Internship..... 1 ((1-3))

Work experience in, or student observation of, a sustainability enterprise or problem. Each student’s project is individually arranged with the instructor and must be approved prior to enrolling in this course. The course is designed to integrate and apply theoretical learning with experience.

SUST 410 Sustainability Capstone..... 3

A seminar course intended for a student’s final year of study. Will combine culminating reflection on the nature and role of sustainability in socio-ecological systems, as well as individual thesis project work (either topical analysis or applied community project). As a cohort, students will also plan some sustainability programming for the campus or local community.

Theater courses

THEA 160 Dance I..... 2

Introductory course: dance techniques; improvisation; some focus on jazz, ethnic, and other theatrical dance forms.

THEA 200 Theater Practice..... 1 (1-2)

Applied on-campus work in a theater production or other theater activity. All students involved in a semester production register for at least 0 credits. A repeatable course with a maximum of two hours applicable toward a theater major or minor. Prerequisite: consent of instructor.

THEA 201 AW Theater for Social Change..... 3

History, elements, and methods of theater performance. Includes script analysis, developing a performance vocabulary, idea generation/research, theater games/exercises, production work and performance critique. Class members will create and present a public performance that explores a current campus or regional social issue. An Artistic World course in the Goshen Core.

THEA 209 Field Experience..... 3 (1-3)

Experiential learning in an off-campus professional setting, for theater majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. The 209 level is intended for first year and sophomore students. Upper level students should enroll in 409. Prerequisite: consent of instructor.

THEA 225 The Theater Experience..... 3

This course examines the elements of theater and the production process. It will include script analysis of selected plays, acting exercises, and design and production work. A theater lab will be required.

THEA 234 Acting I	3
Fundamental acting skills: movement, voice and character development. An emphasis on Stanislavski's theory of acting and realistic scene work. Scene studies from selected scripts.	
THEA 235 Your Powerful Voice	3
An introduction to performance studies as a mode of inquiry. Concentration on the methods of communicating narrative texts for various audiences. Course activities/assignments will explore the power and role of story in contemporary culture by analyzing and participating in various storytelling methods. Attention will be paid to the elements of vocal expression.	
THEA 236 Foundations of Technical Theater	3
Introduction to the techniques of theater production including carpentry, scene painting, props, lighting and sound equipment. Lab work on current productions.	
THEA 260 Dance II	2
Introductory course: dance techniques offered on a rotating basis or based on the needs of an upcoming mainstage production. Styles may include ballet, jazz, modern, lyrical, and tap dance technique. May be repeated for credit when styles and techniques are different. Prerequisite: THEA 160 or consent of instructor.	
THEA 315 Survey of Musical Theater	3
An introduction to the landmark musicals and key trends in musical styles with a primary focus on 20th and 21st century American and British musicals, artists, and their historical antecedents. The social and cultural contexts giving rise to the creation of various musicals is also examined.	
THEA 331 Stage Management	3
Training in the structure and practice of theatrical stage management for the academic and professional branches of the discipline.	
THEA 332 Design for the Theater	3
Principles, methods and aesthetics of theater production: design, stagecraft, lighting, costume, sound and make-up. Lab work on current productions.	
THEA 334 Acting II	3
A study of acting techniques that apply to period styles such as Ancient Greece, Elizabethan, the Restoration, etc. Scene study from selected scripts will be used to explore and develop effective vocal and physical skills to communicate expressive meaning. Laboratory experiences in movement, voice, and acting as well as character and script analysis. Prerequisite: THEA 234 or consent of the instructor	
THEA 335 Audition Technique	1
Prepare audition material and develop audition etiquette. Experience mock audition scenarios.	
THEA 336 Contemporary Drama	3
Reading, discussion and analysis of dramatic literature of the latter half of the 20th century to today. The course focuses on plays written in or translated into English, but the list of playwrights studied is not limited to England and the U.S.	
THEA 338 Directing	3
Principles of interpretation, analysis, design, composition and stage movement. The director's craft: play selection, auditions, rehearsals, and production. Laboratory work under faculty supervision. Prerequisite: Thea 225, Thea 234 or consent of instructor.	
THEA 350 Playwriting	3 (1-3)
Students will examine the theory and practice of playwriting. Typically, students write a one-act play as the course requirement. Class will meet regularly as a seminar. Prerequisite: Any	

college writing course.

THEA 355 AW Arts in London	4
<p>(Cross-listed with Art 355 and Mus 355) Arts in London is an interdisciplinary Artistic World Perspectives study-abroad course that examines the relationship between artistic representation and interpretation within one of the world’s most influential global cities. Using London as a living laboratory, students engage music, theater, museums, and public culture to explore how artistic meaning is created, interpreted, judged, and received across historical, cultural, and aesthetic contexts. Through guided attendance at performances and exhibitions, focused critical responses, creative practice, and reflective discussion, students apply aesthetic, historical, cultural and audience- based frameworks to the arts. The course emphasizes both interpretation and artistic practice, enabling students to articulate personal aesthetic, ethical and social values shaped through artistic experience. Offered in alternate years. Extra cost. An Artistic World course in the Goshen Core.</p>	
THEA 360 Dance III	2
<p>Advanced dance techniques offered on a rotating basis or based on the needs of an upcoming mainstage production. May be repeated for credit when styles and techniques are different. Pre-requisite: THEA 260 or consent of instructor.</p>	
THEA 386 History of Theater I	3
<p>A study of the forms and conventions of all phases of theater (writing, performance, design, architecture) from classical Greece through the Renaissance. Emphasis on trends in performance. Includes the reading of selected plays. May be taken in either order with THEA 387.</p>	
THEA 387 History of Theater II	3
<p>A study of the forms and conventions of all phases of theater (writing, performance, design, architecture) from the English Restoration through the 20th century. Emphasis on trends in performance. Includes the reading of selected plays. May be taken in either order with THEA 386.</p>	
THEA 388 Themes in Drama	3 (1-4)
<p>A concentrated study of selected themes in drama. Themes might include a major playwright, movement for the stage, creative drama, improvisational or ensemble acting, religious drama or theater and multiculturalism. Prerequisite: Consent of instructor.</p>	
THEA 409 Internship	3 (1-3)
<p>An off-campus internship in a professional or non-profit setting for theater majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. Prerequisite: consent of instructor.</p>	
THEA 410 Senior Seminar	3
<p>Students will discuss practical, professional, and ethical dimensions of their Goshen College education. They will engage in a common reading experience, conduct a final project, interview professionals in their aspirational fields, and prepare a capstone portfolio that reflects designated learning outcomes.</p>	
THEA 412 Special Project	1 (1-3)
<p>Students may conduct research of particular interest or pursue specialized applied projects in theater under faculty supervision, such as stage managing, dramaturgy, designing or directing. Repeatable course. Prerequisite: consent of instructor.</p>	
THEA 413 Mainstage Project	1
<p>Students in the design/technical theater concentration are required to design or stage manage at least one mainstage production as a major requirement. Students taking on a performance role in a mainstage production can also receive credit with faculty approval.</p>	

Repeatable course. This is an applied project under theater faculty supervision. Prerequisite: consent of instructor.

THEA 414 Senior Project.....1

All theater majors are required to complete a senior theater recital (or comparable project) for credit during the senior year. The student prepares a written proposal in advance that requires theater faculty approval. Prerequisite: consent of instructor.

Women's & Gender Studies courses

WGS 200 Introduction to Gender Studies.....3

(Cross-listed with Soc 205) Introduction to major areas of feminist thought (historical and contemporary) and gender analysis that have shaped the field of Women's and Gender Studies. Course objectives focus on increasing students' understandings of the social systemic factors (i.e., sociological factors) that influence the lived experience of individuals across the gender spectrum. Readings, research, small group discussions, and projects enable students to apply feminist theory concerning gender in an interdisciplinary context. This course serves as an introductory survey course for the women's and gender studies minor and a topical exploration for sociology.

WGS 201 Gender in Global Context.....3

How do economic development policies impact the basic rights and qualities of life for men and women in different cultural contexts? This course will examine ways that different cultures construct gender roles and how these diverse constructs affect economic development issues in a global context. Cultural attitudes toward LGBTQ identifying individuals is considered as well. A Social World course in the Goshen core.

WGS 205 PX Gender Conflict & Community.....3

This class engages the individual and social conflicts that emerge around gender identity. Through the work of activists, scholars, philosophers, and writers—historical and contemporary—students will better understand gendered experience and identity in a patriarchal context. Within the framework of feminist/gender theory, we will use intersectionality as a lens to examine the ways that gender issues vary within multiple contexts, particularly in the areas of race, class, and culture. We will also critique issues of privilege and power. By understanding the relationship of gender and peacemaking, students will develop strategies for bridging difference, fostering community, and advocating for social change. A Peacemaking course in the Goshen Core.

WGS 207 Gender and Race in Literature.....3

(Cross-listed from Engl 207/307) Offered in conjunction with WGS 307 with parallel assignments for those with more limited experience with literary analysis. See description below.

WGS 209 Practicum.....1

An approved internship, work experience, or service hours related to gender issues on campus or in the community. Requires 40 clock hours per credit hour. Weekly meeting with supervisor and final presentation. Prerequisite: permission of the instructor.

WGS 210 Sociology of the Family.....3

(Cross-listed from Soc 210) The course combines institutional and functional approaches in the study of courtship, mate selection, marriage, family roles and relationships, family disorganization and social trends affecting the family in contemporary society and culture.

WGS 221 SW Human Behavior.....3

(Cross-listed from SOWK 221). This course is a study of the individual through the life cycle within the social environment. Foci include physical, psychological, social, cultural and religious factors in the development of the self. Dimensions of diversity (including but not

limited to gender, race, class and sexual orientation) and their corollaries of privilege and oppression are seen as paramount in understanding how persons achieve optimum well-being. Select theories of development are discussed and critiqued against an understanding of current research, and an understanding of the value of persons and their right to self-determination. A Social World course in the Goshen Core.

WGS 230 Ethnography and Culture..... 3

(Cross-listed from Soc 230) An introduction to ethnographic methods and cultural analysis. The course will operate on two interrelated dimensions, one focused on the history of ethnography and cultural analysis in anthropology and sociology, the other focused on practical techniques of qualitative research, including specific skills in qualitative research design, methods, and data analysis. The course includes an ethnographic research project.

WGS 245 Women's Concerns..... 3

(Cross-listed from SOWk 245) This course critically examines the social and economic justice issues related to how gender and sexuality impact the roles, statuses and social locations of women and nonbinary individuals. Course content explores the impact of the women's movement, along with other social movement(s) related to gender and sexual liberation in the United States. It also identifies the cultural, religious, racial, social, economic, environmental, and political processes that affect the lives of gender minorities in the US. This course is primarily discussion-based. As a Social Work elective, this course is offered on a rotating basis every fourth year.

WGS 260 Human Sexuality..... 3

(Cross-listed from Soc 260) Biographical, psychological and sociological factors determining sex-role identification and role performance; human reproduction, fertility control and sexual disorders; social and spiritual values in human sexuality; sex discrimination and movements toward sex equality.

WGS 275 Gender and Popular Culture..... 3

(Cross-listed from WGS 375) Offered in conjunction with WGS 375 with parallel assignments for those with more limited experience with Women's and Gender Studies. See description below.

WGS 307 Gender & Race in Literature..... 3

(Cross-listed from Engl 207/307) The study of literature written by women, particularly the cultural and theoretical concerns related to gender, ethnicity, and race. Topics addressed relate to the literary canon, gender representation and feminist literary theory. Offered in conjunction with WGS 207.

WGS 316 Liberation Theologies..... 3

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

WGS 322 Social Policy and Programs..... 3

(Cross-listed from SOWk 322) Social, environmental, and economic justice all serve as organizing principles in this course for the study of social problems and the critique of existing and proposed social welfare policy. Students will develop an understanding of policy-making processes and the connection between social problems and social welfare policy, programs, and services across local, state and federal levels. Students will also develop an understanding of the role of policy in the context of generalist social work practice, and be

introduced to the concept of policy practice. Prerequisites: SOWk 200, 221 or consent of instructor.

WGS 324 Women in the Bible..... 3

(Cross-listed from Bibl 324) An examination of the characterization of women in Old and New Testament narratives, their role in biblical societies and the early church and their representation in Judeo-Christian culture, particularly our contemporary culture. The course draws upon current research and exegetical strategies in biblical studies. Prerequisite: CORE 120

WGS 325 Topics..... 3

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

WGS 328 Spiritual Writings of Women..... 3

(Cross-listed from Rel 328) A survey of women's writings about the spiritual journey. Includes a range of medieval through 20th-century women. Examines women's use of their experiences as one source of theologizing.

WGS 330 Gender in World History..... 3

(Cross-listed from Hist 330) A comparative studies in world history course. Women have been left out of the world's history, particularly women in the non-Western world who are stereotyped as oppressed and passive. Putting women back into the center of world history unsettles older historical paradigms and challenges our ethnocentric assumptions. Explores the diverse experiences of women as active agents in shaping their world through a comparative case-study approach.

WGS 334 Race, Class & Ethnic Relations..... 3

(Cross-listed from Soc 334) A study of race/ethnic group interaction, gender and class dynamics focusing on marginalized groups in the U.S. Attention is given to social class, power and majority-group dominance as factors in assimilation and culture-loss or collective self-determination and maintenance of cultural pluralism. Prerequisite: Soc 200 or consent of instructor.

WGS 335 Religion and Sexuality..... 3

(Cross-listed from Rel 330) An exploration of the meaning and purpose of human sexuality in the context of Christian (and other) religious faith(s) and in relation to culturally based attitudes. Topics addressed will include body phenomenology, body theology, gender issues, historical developments, sexuality and spirituality, singleness, marriage, friendship, sexual violence, and a variety of other theological, ethical and relational issues. The course draws extensively on feminist models, themes and authors.

WGS 355 Contemporary Gender Issues..... 3

An upper-level topics course that explores selected issues in the lives of individuals across the gender spectrum, such as bodies, sexuality and health; family relationships; gender and war; gender and sexual violence; gender and economic status in globalizing economies. Professors bring an interdisciplinary perspective to the subject. This course is taught in a cooperative learning environment.

WGS 370 Personal Violence and Healing..... 3

(Cross-listed from PJCS 370) A seminar course in which advanced students examine selected problems in violence. The course focuses upon the socio-cultural matrix of an individual's encounters with violence and integrates religious and ethical studies with the social sciences.

WGS 375 Gender and Popular Culture..... 3

(Cross-listed with Comm 385) A critical analysis of gender representation in social institutions, popular culture, literature, and film. Readings and projects will address definitions of

femininity and masculinity, as well as gender, power, and sexuality, with the objective of helping students critique cultural representations and examine how textual narratives shape their own perceptions of gender, sex, and identity. Individual or collaborative projects take the form of art work, videos, texts (stories, poems, critiques, research), or performances, presented in a seminar format. Offered in conjunction with WGS 275.

WGS 390 Gender Theory & Practice 3

This seminar-style course addresses key issues in gender theory and practice with an emphasis on intersectionality (race, class, gender, etc.) in local and global contexts. Two hours of course credit will integrate feminist and gender theory with each student's disciplinary skills and expertise through reading, presentations, and portfolio. Portfolio will examine personal and professional applications of gender theory. One hour will be a student-defined project that can be individualized or collaborative, but will focus on addressing a specific gender issue in the community. Prerequisite: one WGS course or permission of instructor.

WGS 400 Advanced Readings 1 (1-3)

Individualized, self-guided study and research in areas not covered by current curriculum. Requirements include 1000 pages of reading and 5 pages of writing per credit hour, four meetings with supervisor, and final presentation. Prerequisite of two WGS courses and permission of instructor.

WGS 409 Advanced Practicum 1

An approved internship, work experience or service hours related to gender issues on campus or in the community. Requires 40 clock hours per credit hour. Weekly meeting with supervisor and final presentation. Prerequisite: two WGS courses and permission of instructor.

World Languages and Cultures courses

WLC 111 Indonesian I 4

Offered the term prior to Indonesia Study Service Term.

WLC 112 Indonesian II 4

Emphasis on basic communication skills in the target language and culture. Normally offered only on SST.

WLC 140 Elementary Swahili I 4

Offered in the term prior to Tanzania Study Service Term.

WLC 141 Elementary Swahili II 4

Emphasis on basic communication skills in the target language and culture. Normally offered only on SST.

WLC 150 Chinese I 4

Offered in the term prior to China Study Service Term.

WLC 151 Chinese II 4

Emphasis on basic communication skills in the target language and culture. Normally offered only on SST.

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