

Goshen College  
Undergraduate Course Catalog 2023-24

# Catalog

Goshen College, Goshen, IN 46526  
(574) 535-7000  
(800) 348-7422 toll free in U.S. and Canada  
Fax: (574) 535-7609  
E-mail: [registrar@goshen.edu](mailto:registrar@goshen.edu)  
Website: [www.goshen.edu/registrar](http://www.goshen.edu/registrar)

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.

# Academic calendars

## Traditional Calendar 2023-24

### Fall Semester: August 28-December 8 (payment due August 12, 2023)

Monday, Aug. 28, 8:00 a.m. . . . . Classes begin  
Monday, Sept. 4 . . . . . Labor Day holiday  
Tuesday, Sept. 5, 5 p.m. . . . . End of drop/add period (courses and grade plans)  
Friday-Tuesday, Oct. 13-17 . . . . . Midterm break  
Monday-Friday, Oct. 23-Nov. 10 . . . . . Academic advising period  
Friday, Oct. 27, 5 p.m. . . . . Last day to withdraw with a "W"  
Wednesday-Friday, Nov. 22-24 . . . . . Thanksgiving break  
Monday, Dec. 4 . . . . . Last day of class  
Tuesday, Dec. 5 . . . . . Reading day (no classes)  
Wednesday-Friday, Dec. 6-8 . . . . . Final exams

### Spring Semester: January 10-April 25 (payment due December 15, 2023)

Wednesday, Jan. 10, 8 a.m. . . . . Classes begin  
Tuesday, Jan. 16, 5 p.m. . . . . End of drop/add period (courses and grade plans)  
Monday, Jan. 15 . . . . . Dr. Martin Luther King Jr. Study Day (evening classes meet)  
Monday-Friday, Feb. 26-Mar. 1 . . . . . Midterm break  
Monday-Friday, Mar. 11-29 . . . . . Academic advising period  
Friday, Mar. 15, 5 p.m. . . . . Last day to withdraw with a "W"  
Friday, Mar. 29 . . . . . Good Friday holiday  
Wednesday, Apr. 10 . . . . . Academic Symposium (no class)  
Friday, Apr. 19 . . . . . Last day of class  
Monday, Apr. 22 . . . . . Reading day (no classes)  
Tuesday-Thursday, Apr. 23-25 . . . . . Final exams  
Sunday, April 28 . . . . . Baccalaureate, Commencement

### May Term: May 1-22 (payment due April 12, 2024)

Wednesday, May 1, 9 a.m. . . . . May term classes begin  
Thursday, May 2, 5 p.m. . . . . End of drop/add period (courses and grade plans)  
Wednesdays, May 8 & 15 . . . . . No class for 3-credit classes  
Tuesday, May 14, 5 p.m. . . . . Last day to withdraw with a "W"  
Wednesday, May 22 . . . . . Last day of May term classes

### Summer Term: May 23-August 2 (payment due June 7, 2024)

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

# Table of contents

<b>Academic calendar</b> .....	1
<b>Vision and mission</b> .....	5
<b>Student life</b> .....	6
<b>Campus opportunities and services</b> .....	15
<b>Admissions</b> .....	19
<b>Financial aid</b> .....	24
<b>Financial information</b> .....	32
<b>Academic policies and requirements</b> .....	36
Graduation requirements .....	38
Advising and registration .....	40
Grading and evaluation .....	44
Other academic policies .....	49
<b>Special academic programs</b> .....	56
<b>The Goshen Core</b> .....	61
Global education .....	67
<b>Academic programs and requirements</b> .....	71
Accounting .....	73
Anabaptist-Mennonite studies .....	76
Art .....	76
Bible and religion .....	80
Bible and religion education certificate .....	107
Biochemistry .....	82
Biology .....	82
Broadcasting .....	84
Business .....	86
Chemistry .....	88
Coaching certificate .....	163
Communication .....	90
Computer science .....	92
Conflict transformation studies .....	95
Criminal justice and restorative justice .....	95
Deaf studies .....	98
Disability studies .....	100
Education .....	101
Elementary education (K-6) .....	102
Elementary education/special education (K-6 or K-12) .....	102
Elementary education/English learners (K-6) .....	102
Secondary education (5-12 or K-12) .....	106
Engineering physics .....	108
English .....	109
Entrepreneurship .....	111
Environmental and marine science .....	113
Environmental studies .....	114
Exercise science .....	116
Film production .....	119
Game development .....	120
Global economics .....	122
Global studies .....	123
Graphic design .....	125
Health .....	125

History	126
History pre-law	129
Information technology	131
Interdisciplinary studies	133
Journalism	135
Marketing	137
Mathematics	140
Molecular biology/biochemistry	143
Multimedia communication	145
Music	145
Music for social change	151
Music in worship	151
Musical theater	153
Nursing	153
Peace and justice studies	157
Peace, justice and conflict studies (PJCS)	158
Philosophy	159
Physical education	160
Physics	163
Piano pedagogy	165
Political studies	166
Pre-law studies	167
Psychology	168
Public health	170
Public relations	172
Recreation and sport	175
Sign language interpreting	177
Social policy and advocacy	178
Social work	179
Sociology	182
Spanish	184
Sport management	186
Sustainability	189
Sustainability management	191
Teaching English to speakers of other languages (TESOL)	192
Theater	195
Theater education	198
Theological studies and Christian ministries	199
Women's and gender studies	200
Writing	201
<b>Adult and Continuing Studies</b>	<b>204</b>
<b>Business management degree completion</b>	<b>208</b>
Communication degree completion	210
Nursing: R.N. to B.S.N. completion	212
Social work degree completion	214
Certificate and licensure preparation programs	216
<b>Undergraduate courses</b>	<b>219</b>
<b>Board of directors</b>	<b>305</b>
Administrative leadership	306
Teaching faculty	307
Faculty emeriti	311

# 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 26 percent of students and 68 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](https://hlcommission.org)] and is classified as a Baccalaureate-Arts & Sciences college by the Carnegie Foundation.

Goshen College is authorized by the Indiana Office of Educator Licensing and Development and accredited by the National Council for Accreditation of Teacher Education [[chea.org/national-council-accreditation-teacher-education](https://chea.org/national-council-accreditation-teacher-education)] for the preparation of elementary and secondary school teachers.

The department of nursing is approved by the Indiana State Board of Nurses Registration and Nursing Education and by the Commission on Collegiate Nursing Education [[aacn.nche.edu/ccne-accreditation](https://aacn.nche.edu/ccne-accreditation)].

The social work program is accredited by the Council on Social Work Education [[cswe.org](https://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/leadership/student-consumer-information](https://goshen.edu/about/leadership/student-consumer-information).

### **Equal opportunity**

Goshen College is in compliance with all federal regulations pertaining to nondiscrimination on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status in its recruitment, admission, educational, athletic, financial aid and employment policies and programs.

# Student Life

Visit the Student Life department website at [goshen.edu/campuslife](http://goshen.edu/campuslife).

## Creating a Culture of Care, Trust, and Inclusion

The Office of Student Life strives to create a culture of care, trust, and inclusion for all Goshen College community members, but particularly students who commit to pursuing an academic career here. The mission of the student life team is to cultivate hope-filled, joyful relationships and experiences through our commitment to care, trust, and open communication. 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 Life Coordinators 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 a huge part of life at Goshen. It's 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, cross country, soccer, tennis, track & field, volleyball.  
Women's sports: basketball, cross country, soccer, softball, tennis, track & field, volleyball.

### Campus activities

Campus Activities aims to create fun, inclusive, and safe alternative programs for students to participate in on weekends. Through Campus Activities Council (CAC), a student led programming board, campus activities collaborates with other clubs to hold social and recreation events on campus. CAC sponsors a variety of events every weekend that include, but are not limited to Kick-Off (annual talent competition), movies nights, game shows, professional performers, and various other late-night activities.

### Campus ministries

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

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

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

- **Labyrinth** – an outdoor space for contemplative prayer, located between East Hall and the Music Center.
- **The Quiet Place and Prayer Room** – rooms for individual reflection and small group meetings in the basement of Kulp Hall and in the Church-Chapel building.
- **Witmer Woods and College Cabin** – an 18-acre arboretum of plants native to Indiana located across Main street from the campus. The College Cabin, adjacent to Witmer Woods, is available to students for meetings and recreational activities. A Meditation Garden is located near the College Cabin along the Elkhart River. It is a place for quiet reflection and contemplation.
- **Merry Lea Environmental Learning Center** – a 1,189-acre nature preserve located 30 miles southeast of the campus. Picnic areas and eight miles of hiking trails through forests, wetlands and meadows. Geodesic dome and cottages also available for modest rental fees.

**Service.** Campus Ministries can connect students to service projects of many kinds, providing a way to put faith into action and extend compassion for the needs of the world. Types of service include the Big Brother/Big Sister program, tutoring, Habitat for Humanity, working with the elderly, housing rehab and collecting supplies to be sent for world relief.

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

### 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 Care-taking” 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](https://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 cultivate a sense of place. Community engagement through the Office of Student Life is dedicated to supporting students' academic and social integration through advocacy events and educational partnership with the wider community.

### **Commuter student life**

The Commuter Student Lounge is located above the Schertz Computer lab in the Union building. The lounge has a full kitchen, work tables, study rooms, personal lockers, social space, and WiFi. The commuter student association meets weekly to discuss special interests and concerns of students who live off campus.

### **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 6 intercultural student clubs that foster community and identity: Black Student Union, Latino Student Union, Asian Student Association, the International Student Club, Commuter Student Association, and Advocates (LGBTQ+).

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 club leader positions throughout campus. Students can learn about student leadership positions at the annual Leadership Expo. Student leaders participate in leadership training in the Leadership Hub located in the Union building.

### **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 in spring semester. Students are offered opportunities to serve as orientation leaders and support students all throughout

the academic year.

### **Parent engagement**

The Student Life office provides avenues for parents to learn about their student's education and to communicate with administrators and faculty. Parent access to student information can be found at [goshen.edu/parents/](https://goshen.edu/parents/).

### **Residence life and housing**

The Residence Halls are a part of campus life and contribute in many ways to the education 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 from campus

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

- *Residence halls*

All full-time single students younger than 25 are welcome to live in one of our four traditional residence halls. Kratz, Miller and Yoder Halls each house first and second-year students. Kulp Hall provides traditional residence hall living space for juniors and seniors. Kulp 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 Kulp Hall. Each residence hall is co-ed and features men and women living on separate floors. Students interested in any of these accommodations will make their selection in accordance with the residence life lottery system for room selection.

- *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. Students apply as a group during the spring semester for space the following year.

- *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. Students must be enrolled for a minimum of 9 credit hours. Each apartment is fully furnished and is configured with a kitchen, living area, one or two baths, and two-four bedrooms. The fourth floor features a loft area for additional lounge space. Laundry and individual apartment storage spaces are available to students in the basement. Apartments offer increased independence and flexibility within the proximity of the campus. Students live in self-selected groups and select apartments through an online application form that is available in late March.

### **Student Senate and clubs**

The student body is represented by the Student Senate. A five-member cabinet is elected each spring to lead the next year's Senate of At-Large members and identity-

based groups representing broad areas of campus. Student Senate appoints members to campus committees where students are actually involved in making decisions side by side with faculty and administrators. The Senate also manages all club funds and club development for various student clubs and organizations.

In all cases, membership 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 groups that currently have club status:

- Advocates
- Aerial Silks Club
- American Association of University Women
- Art Club
- Asian Student Association (ASA)
- ASL Club
- Astronomy Club
- Black Student Union (BSU)
- Campus Activities Council
- Chess Club
- Commuter Student Association (CSA)
- Creative Writing Club
- Eco-Pax
- Functional Immediate Response Team
- Gaming Club
- GC Nursing Students Association
- GC Players
- GC Outdoor Pursuits
- Goshen College Catholic Community
- Goshen Student Women's Association (GSWA)
- Goshen Monologues
- Hymn Club
- International Student Club (ISC)
- Latino Student Union (LSU)
- National Association for Music Education
- Pre-Health Club
- PIN (Prevention Intervention Network)
- PRISM
- RP-GC
- Student Athletic Advisory Committee (SAAC)
- Student Senate
- Unity
- Women in STEM

## 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/safety/parking](http://goshen.edu/safety/parking). A validation sticker will be sent in campus mail or, if the student does not have a campus mailbox, the director of campus safety will make arrangements for delivering the sticker. Vehicles must be covered by liability and property damage insurance. Tickets are issued for parking, driving, or registration violations. Goshen city ordinance requires that all bicycles used on campus must be registered, which can be done at the physical plant office. Indoor winter bicycle storage is available for students in the basement of Howell House.

### Withdrawal procedures

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

Goshen Family Physicians: 1811 Charlton Ct Goshen, IN 46526  
(574) 534-8200

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

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.

## **Commitment to Community Standards and Restorative Practices**

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

### **Five ethical principles in Student Life**

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

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

- Equity
- Inclusion
- Strengths
- Service
- Civility

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

means having conversations in a respectful manner that honors the differences in others. Talking about aspects of diversity and inclusion requires students to build trust with one another.

### **Restorative process**

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

## **Community Standards**

### **A spirit of hospitality**

Goshen College is dedicated to fostering a spirit of hospitality on our campus, including all students, faculty and staff, and college guests, as part of maintaining a healthy living and learning community. We welcome all students as God's creation regardless of color, gender, gender identity, religion, ethnicity or nationality, sex, sexual orientation, and social or economic class. In order for a diverse community to thrive, we must recognize our differences and seek understanding and integrity in our relationships. Students and faculty at Goshen College are expected to support an environment of mutual respect and accountability, to care for the personal dignity of others, and to have integrity in their conduct and communication.

The spirit of respect and hospitality at Goshen College reflects our character as a Mennonite-Anabaptist liberal arts community of scholarship, teaching, learning, and service. We believe that the expression of hospitality is best understood in the life and character of Jesus Christ, who welcomed the Gentile and the Jew, women and men, the poor and the wealthy, the slave and the free, the sick and the healthy. The Mennonite Church promotes a community founded on love and justice in which all persons possess inherent dignity as children of God. Our search for truth and our understanding of complex modern challenges is informed and transformed by the life and teachings of Jesus and the tradition of Anabaptist Christians to be accountable to each other in the context of the church.

## **Expectations: Individual commitments within community life**

### **Invitation to Christian community**

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

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

- Christ-centered
- passionate learners,
- global citizens,
- servant leaders and
- compassionate peacemakers.

## **Expectations**

Members of the Goshen College community are expected to demonstrate individual responsibility in showing consideration for the beliefs and feelings of others; abiding by federal, state, and local laws; and demonstrating exemplary conduct. When a student's behavior has direct implications for others and/or the well-being of the campus community, there is cause for community involvement, regardless of where the situation occurs (e.g. home or abroad.)

## **Academic honesty**

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

## **Alcohol**

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

## **Drugs and illegal drugs**

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

## **Firearms and fireworks**

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

## **Fire and safety equipment**

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

## **Fraud and theft**

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

## **Honesty**

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

## **Racism**

Racism is attitudes or beliefs that hold particular racial or ethnic groups superior to others, often resulting in justifying discriminatory treatment or other acts of racism.

## **Student Life : Expectations: Individual commitments within community life**

Racism denies the humanity of others and denies the truth that all human beings are made in the image and likeness of God.

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

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

### **Sexuality**

Sexuality is an integral part of our personalities, reflecting who we are as individuals. To care for another person includes honoring and respecting that person as a sexual being. Sexuality cannot be separated from the other dimensions of our lives. It is our understanding that sexual intercourse is to take place within the covenant of marriage.

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

Our counseling and health-service personnel are available to students wishing to discuss issues regarding sexuality or sexual behavior. These conversations will be held in strict confidence.

### **Tobacco use**

The use of tobacco and nicotine products imposes a serious and unnecessary burden upon the health of the user and community. It also constitutes a fire hazard in some cases. Use of tobacco and paraphernalia (e.g. pipes, hookas, electronic cigarettes, etc) in any form is prohibited on campus or at any off-campus official college activity and strongly discouraged elsewhere.

### **Violence or threats of violence**

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

### **Vandalism**

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

### **Serious intent**

While it is difficult to determine a framework of community standards that completely matches the ideals of each individual, a clear expression of commonly held expectations is vital to a productive, positive life and work together in a diverse campus setting. Every Goshen College student is expected to show serious intent to live according to these standards.

To view the full "Community Standards," please visit [goshen.edu/aboutgc/community/](http://goshen.edu/aboutgc/community/)

# Campus opportunities and services

## Arts opportunities

### Art galleries

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

### Performing Arts Series

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

### Music activities

Students interested in music are invited to audition for music department ensembles, including Chamber Choir, Voices of the Earth, Vox Profundi, Orchestra, Lavender Jazz, and the All-Campus Band. The choirs perform several on-campus concerts each year, and one choir tours each year during spring semester mid-term break. Parables, a student worship team, presents music and drama programs at churches and camps throughout the year. The orchestra performs a repertoire of classic and contemporary symphonic and chamber music at on-campus concerts. The annual Festival of Carols in early December has been broadcast on local public television stations. A fully-staged opera, operetta, musical, or scenes program is produced each year with the theater department. 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. Course materials for all courses can be purchased online at [goshen.edu/bookstore](https://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 and 2013 by the Intercollegiate Broadcasting System, the only station to win the title more than once. Students serve as station manager and staff members. The station features American roots music, public affairs and religious



## **Campus opportunities and services : Campus Center for Young Children (CCYC)**

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” seven times in the last 11 years, including in 2021, and the Indiana “TV School of the Year” four times as well, competing against all colleges and universities in the state. The Globe is based in the Center for Communication Studies.

### **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.ccycgoshen.org](http://www.ccycgoshen.org)) offers quality childcare services for children of students, faculty, staff and community members. CCYC is housed in the Church-Chapel building and is sponsored by the college and College Mennonite Church. Childcare scholarships are available to qualifying students.

## **Career guidance and employment preparation: Career Networks**

The Career Networks office supports students in developing the skills they need to become employed during college and throughout their lifetime. Staff helps 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 snack shop 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. Goshen is a leader in mobile e-learning. Our iPad one-to-one program is one of the first in the world to be tied to our general education

program (Goshen Core). The campus has a robust network infrastructure, providing 10 GB of wired Internet service, and wifi services that support Wifi 6 standards for research and collaboration from the classroom, dorm room or lab. ITS also offers the Eduroam roaming access so that remote and off-campus students can take advantage of local Eduroam hotspots in their locales. Students have access to modern computer labs across campus with a student/computer ratio of 7.6 to 1. iMacs, Mac Minis, and Windows computers are available in labs across campus. All major classrooms have multimedia and computer projection capabilities. Students have access to a full complement of network services, all accessible via a single, personal user ID and password. 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. The ITS Help Desk provides students on and off campus with tech support. Schertz Computing Center is open 24 hours, seven days a week. ITS also provides all the help and documentation students need to configure their computers for residence hall use. An annual customer satisfaction survey identifies priorities for ongoing improvement. For more information about technology at GC, see the ITS web page at [goshen.edu/its/](http://goshen.edu/its/).

## Lecture series

- **Frank and Betty Jo Yoder Public Affairs Lecture Series** brings nationally known speakers to campus to address a variety of current issues.
- **Eric Yake Kenagy Visiting Artist Program** annually brings a distinguished visual artist to campus for lectures, workshops, and interaction with students.
- **Martin Luther King Jr. All-Campus Study Day** annually brings to campus outstanding civil-rights leaders who share King's vision for peace and justice.
- **Science and Religion Conference** brings an outstanding scholar to campus each spring for public presentations and dialogue.
- **C. Henry Smith Peace Lecture** is given annually by a faculty member of Goshen College or Bluffton University.
- **Umble Master Class** series brings an outstanding educator or practitioner in theater or communication to campus each year for lectures and workshops.
- **S.A. Yoder Memorial Lecture** annually brings a distinguished poet, novelist, essayist or humorist to campus.
- **Atlee and Winifred Beechy Peace, Justice and Reconciliation Lectureship** brings nationally known speakers to campus to address peace, justice and reconciliation issues.

## Library

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

- Open **85 hours per week** when classes are in session, including **Sunday through Thursday nights until midnight**.
- **Interlibrary loan**
- **Course Guides** tailored for your class
- **Library Instruction** tailored for your class
- **Academic Success Center** for students who want to improve study strategies, accommodations for students with disabilities, and writing assistance and tutoring for everyone.
- **Educational Technology Lab** for instructors who need help setting up

their courses in Moodle or need some guidance with online course design.

### Collection

- Access to over **65 research databases** in every discipline or subject area
- More than **150,000 print sources** and more than **300,000 eBooks**
- **Royer Reading Room** – a collection of Juvenile materials and curriculum
- **Aschliman Peace Children’s Peace Collection** – Literature, art, drama, and curriculum to educate children about ways of peaceful living
- Board game collection
- Popular reading collection (popular and award winning fiction and non-fiction)

### Mennonite Historical Library

The Mennonite Historical Library, housed on the third floor of the Good Library, contains more than 65,000 volumes, an unrivaled collection of published works by and about Anabaptists, Mennonites and related groups (Amish, Hutterites, etc). Resources also include substantial source materials on 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](http://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

For admission, first-year applicants must provide a completed application for admission, official high school transcript, and SAT or ACT test scores (note: submission of test scores is optional for students enrolling for their first year at Goshen College during the 2023-24 academic year). 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. **August 1**: Deadline for submitting completed application to be admitted for fall enrollment. **December 1**: Deadline for submitting completed application to be admitted for spring enrollment. Admitted students must submit the \$200 enrollment deposit in order to establish their priority for campus housing placement and to be eligible to register for classes. The \$200 enrollment deposit is fully refundable by written request until **May 1** for fall semester entry and **December 1** for spring semester entry.

### High school preparation

Graduation from an accredited high school is required. Students from a non-accredited school will be considered on a case-by-case basis. High school college-prep programs are the best way to prepare for Goshen College. This preparation usually includes the following areas of study and units: English – 4, science – 2-3; foreign language – 2-4; social science and history – 2-3; mathematics – 2-4. 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 until a final high school transcript is received.

### College credit earned during high school

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

### Home schooled students

Goshen College welcomes home schooled students and recognizes the valuable

contribution they bring to the diversity of the student body. Home schooled students need to show that they have successfully completed a secondary school education in a home school setting and met state law requirements for secondary education. Applicants must submit high school equivalent transcripts with grades or evaluations. If these are not available, curricula for grades 9 through 12 may be provided. Official SAT or ACT scores are also required for admission (note: submission of test scores is optional for students enrolling for their first year at Goshen College during the 2023-24 academic year).

### **Students who do not meet full admission standards**

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

### **Learning disabilities**

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

## **Transfer students**

### **Requirements for admission**

Transfer student applicants must complete the application for admission. They must also submit a high school transcript or show completion of at least a two-year program acceptable for full credit toward a baccalaureate degree, which equates to 60 college credit hours and all college transcript(s), 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 associated with the Higher Learning Commission can receive credit on 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 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 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 international education. All

other competencies and prerequisites must be met on the same basis as any other Goshen College student before a bachelor's degree will be granted.

### **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.

### **Transfer application deadlines**

Applications are reviewed on a continuous basis. **August 1:** Deadline for submitting completed application to be admitted for fall enrollment. **December 1:** Deadline for submitting completed application to be admitted for spring enrollment. 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**. Applications received after the application deadline may be deferred to the next semester to allow for necessary processing time.

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 (or equivalent) exam and to prepare the other required documents for admission and financial aid consideration. If funds shown to be available at the point of admission are not available later, Goshen College reserves the right to terminate enrollment of the student.

### **First year international students**

In addition to an application, 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, the student must submit official scores from one of the following:
  - TOEFL iBT score: 79 or higher
  - IELTS score: overall band score of 6.0
  - Duolingo score: 105 or higher
2. Secondary school and/or post-secondary/university transcripts evaluated by WES (World Education Services) or NAIA InCred. Evaluations should be sent to the Goshen College Admissions Office.
3. Copy of the first page of 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 (who are already studying in the U.S.)**

In addition to an application, 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 NAIA InCred if a student has completed 23 or fewer college credits. Evaluations should be sent to the Goshen College Admissions Office.

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

Depending on your academic record, we may ask you 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 NAIA InCred. Evaluations should be sent to the Goshen College Admissions Office.
2. OFFICIAL ENGLISH ASSESSMENT. If English is not the student's first language, the student must submit official scores from one of the following:
  - TOEFL iBT score: 79 or higher
  - IELTS score: overall band score of 6.0
  - Duolingo score: 105 or higher
3. Copy of the first page of 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.

### **Re-admitted students**

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

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

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

### **Students in non-traditional undergraduate programs**

Admission criteria and requirements for undergraduate adult programs (R.N. to B.S.N., Bachelor of Science in Communication, and Bachelor of Science in Social Work) are detailed in the Adult and Graduate Programs section of this catalog.

**Non-degree seeking students**

A Guest Student application is required. 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 or Agroecology Summer Intensive (ASI) 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/leadership/student-consumer-information](https://goshen.edu/about/leadership/student-consumer-information)



# Financial aid

## Purpose and philosophy

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

## Financial aid packaging

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

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

During 2022-2023, Goshen College administered more than \$22.3 million in financial aid.

### Types of financial aid available for the traditional program

- **Scholarships and Achievement Awards** – Merit aid awarded in recognition of outstanding achievement in academics, athletics, music, or other leadership areas.
- **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. Federal Direct Subsidized Loan
5. Unsubsidized Federal Direct Stafford Loan

## **Sources of financial aid**

### **Federal and state programs**

Goshen College participates in all federal programs, including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal 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 programs for students in the traditional program**

#### **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 a 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 during the 2023-24 academic year)
- Be a National Merit Semifinalist
- Apply for admission to Goshen College by December 1, 2023 (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.*

#### **Intercultural Leadership Award**

The Intercultural Leadership Award is for incoming first-year, first-generation, non-transfer students of color 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 and a response to an essay question.

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

- Be of African-, Hispanic/Latino-, Asian- or Native-American heritage
- First-generation college applicant
- Be a U.S. citizen or permanent resident with a valid permanent resident card

## Financial aid : Sources of financial aid

- 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 during the 2023-24 academic year)
- Complete the Free Application for Federal Student Aid (FAFSA) by your state's deadline
- Apply for admission to Goshen College by December 1, 2023 (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 you have an unavoidable conflict, contact your admissions counselor. If an applicant has an unavoidable conflict, the applicant should contact the Office of Undergraduate Admissions.

*Note: The Intercultural Leadership Award will replace the student's previously awarded Leader of Color Award and academic scholarship.*

### **Leader of Color Award**

The Leader of Color Award is designed to recognize qualified students of color who have demonstrated a distinguished 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 of African-, Hispanic/Latino-, Asian- or Native-American heritage
- 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 during the 2023-24 academic year)
- Complete the Free Application for Federal Student Aid (FAFSA) by your state's deadline
- Apply for admission to Goshen College by January 1, 2023 (including submission of a completed admissions application, high school transcript and SAT/ACT test score [optional]).

### **Goshen College National Merit Scholarship**

Students who achieve the nationally recognized honor of National Merit Finalists and list Goshen College as their top school are eligible to receive a college sponsored award of \$2,000 per year for four years. These scholarships are partially funded by an endowment established in honor of President Emeritus J. Lawrence Burkholder and his wife, Harriet. The award is made for no more than eight total semesters.

### **Goshen College Academic Scholarships (for first-year students entering in fall 2023)**

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 during the 2023-24 academic year). 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
Transfer Scholarship . . . . .	\$4,000

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. 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 Financial Aid office administers over 150 endowed and restricted scholarship funds and awards over \$1.25 million to students from these sources. Simply by applying for financial aid, the student will automatically be considered for endowed and restricted scholarships, using criteria specified by each donor. Over 75 percent of these scholarships are need-based. Many are designated for a specific major or professional goal. Some are based on other criteria such as geography or other demographics.

**Missionary Service Scholarships (Swallen or Lord's Trust)**

Scholarships are available for students in any major who are preparing for missionary service. The application for first time recipients is available in the Office of Undergraduate Admissions. Renewal applications are available in the Financial Aid Office. In addition to the application, two references are required (one of whom must be a pastor). Awards are made for no more than eight total semesters.

**Goshen College Grant**

A Goshen College Grant is gift assistance provided on the basis of financial need. The amount of the grant depends on the student's demonstrated need and other 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. Congregational or conference representatives must notify the college by March 1, providing the amount of aid commitment and the name of each recipient. The match is 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

Goshen College institutional dollars are available to students who have not achieved a bachelor's degree. Unless otherwise stated in this catalog, students are limited to receiving institutional funds for the number of semesters articulated below:

- 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

Students may apply or audition for any number of awards, but each student may receive a maximum of two total awards from the lists below.

*Academic scholarship (limit of one):*

- Dean's Academic Scholarship, High Honors Academic Scholarship, Honors Academic Scholarship, or Academic Excellence Scholarship
- Transfer High Honors Scholarship, Transfer Honors Scholarship, Transfer Academic Excellence, or Transfer Academic Scholarship

*Additional awards:*

- President's Leadership Award
- Intercultural Leadership Award
- Leader of Color Award
- DREAM award
- Athletic Scholarships
- Gorsline Business, Communication or Theater Scholarships
- Anglemyer Education Award
- Swallen Missionary Award
- Music Department Scholarships
- Tuition Discount Benefit
- Church Match Scholarship
- National Merit Scholarship

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

### Grounds for Termination of Financial Aid

*Financial:* Accounts from previous enrollment must be paid in full to retain financial aid assistance. Federal aid received for one year cannot be used to pay an outstanding bill from the previous year. *Behavioral:* Financial aid recipients must 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/financial-aid/refund-policy](http://goshen.edu/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 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 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.

<b>Total hours earned at Goshen or recognized for degree consideration from all institutions</b>	<b>1-29</b>	<b>30-44</b>	<b>45 and up</b>
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.

**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 financial aid warning for one semester. While on warning, students must increase 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 suspension is activated. A suspension is activated without a warning semester if fewer than 6 credit hours are passed in a full-time semester.

**Appeal process**

A short appeal period is provided during which a suspended student can file a written appeal with the academic appeals committee, which takes final action at meetings in January, May, and August. An appeal letter should be sent to the Registrar and Director of Financial Aid and address why the student failed to make Satisfactory Academic Progress (SAP) and why another chance is justified.

- Include documentation describing unusual or mitigating circumstances that contributed to academic failure, such as injury, illness, death of a relative, or other special circumstances.
- Describe what has changed that would now allow the student to succeed.
- Contain an academic plan prepared with the Academic Success Center, showing how the student will meet SAP standards by a specific time.

**Successful appeals**

If the appeal is approved, the student's suspension is changed to **financial aid 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 suspension**

For students who do not appeal or for whom the appeal is not granted, **suspension** will ensue. Suspension 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 Financial Aid.

### **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.

### **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.

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) by the March 1 priority deadline. The FAFSA may also be used to apply for the Pell Grant program and the Indiana Higher Education Award and Freedom of Choice Award. The FAFSA may be obtained online at [www.fafsa.gov](http://www.fafsa.gov). Students should specify 001799 as the code number for Goshen College in the appropriate section of the FAFSA.
4. Investigate other sources of financial aid: high school, church, community service clubs, industry or vocational rehabilitation.
5. The Financial Aid Office typically begins awarding incoming students in December. Upon receiving a financial aid package, the student should review the award and respond to the guidelines stated in the financial aid

letter.

6. Continuing students must reapply for financial aid each academic year. Aid usually continues at substantially the same level each year unless the family's resources or the student's status change. All enrolled students receiving aid automatically receive information about applying for renewal awards. Award letters will be sent beginning in early April.

**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 a part of the admission process. To be considered, a completed application, along with all supporting transcripts and test scores, must be submitted along with 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 2023-24

### Traditional Undergraduate Program

	Fall	Spring	May Term	Total
Full-time tuition (12-16 hours)	\$18,880	\$18,880	Inc <sup>1</sup>	\$37,760
Room (residence halls) <sup>2</sup>	\$3,055	\$3,055	Inc <sup>1</sup>	\$6,110
Board (full board) <sup>3</sup>	\$2,605	\$2,605	Inc <sup>1</sup>	\$5,210
<b>Totals</b>	<b>\$24,540</b>	<b>\$24,540</b>		<b>\$49,080</b>

Fall or Spring SST	\$24,540
Summer SST Base Rate (full time student both fall and spring semesters)	\$19,705
Summer SST Base Rate (full time student fall <b>OR</b> spring semester)	\$22,155
Summer SST Base Rate (not registered as a full time student either semester)	\$24,595

There are additional destination costs for SST units: Ecuador (\$500); Indonesia and Senegal (\$1,000).

<sup>1</sup> 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. There will be an extra cost for off-campus May term classes. All those who were in off-campus semester-long courses through other agencies, pay the charges listed below for May term. LA Film School students get credit for full time tuition, but not room or board for the semester they are in LA. Students at Merry Lea must pay for meals separately.

	Tuition	Room	Board (full)	Total
May term only	\$3,750	\$600	\$530	\$4,880
May term (if attended full-time either fall or spring, but not both)	\$1,875	\$300	\$265	\$2,440

<sup>2</sup>Kratz and Yoder residence halls – \$3,055/semester (Double room used as a single is \$765 additional per semester.)

Kulp and Coffman junior/senior floors – \$2,980/semester for a single or shared double room (Super single room is \$250 additional per semester.)

Intentional Living Communities & Living Learning Communities – \$3,340/semester

Individual apartment units at full capacity (SA 101-SA 311) – \$3,595/semester

Individual two-bedroom loft-style apartments at (4) capacity (SA 401-SA 411) – \$3,080/semester

(Apartments operating one below capacity are additional \$515 per resident. Students sharing a double room in SA 101-SA 311 receive a \$515 discount.)

<sup>3</sup>Other meal plan options – 65 meals per semester + \$140 munch money – \$1,070/semester, 30 meals per semester + \$125 munch money – \$475 semester

Add the following estimates to the above fixed costs: books and supplies – \$1,250; personal expenses (i.e., health insurance, recreation, pocket money, etc.) – \$1,450; transportation- \$950.

Note that laundry, internet access costs, and unlimited free access to the Recreation-Fitness Center are already included in room fees.

**Other tuition rates for traditional undergraduate program**

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

One-to-eleven credit hours (and May term part time) (per credit hour) . . . . .	\$1,550
<b>Full-time</b> Extra hours above 16 (per credit hour) . . . . .	\$925

**Full- and part-time:**

Independent study, per credit hour (tutoring) . . . . .	\$1,550
Independent study, per credit hour (readings) . . . . .	\$925

<b>Summer session:</b> (each 3-4 credit hour course) . . . . .	\$2,770
<b>Summer online courses:</b> (per credit hour) . . . . .	\$495

**Other surcharges and special fees**

Applied music surcharge . . . . .	\$410
Applied music lessons fee over 6 credits . . . . .	\$825
Applied music surcharge for 1 credit during May term . . . . .	\$230
Audit fee, per hour . . . . .	\$155
Credit by examination per hour . . . . .	\$230
Credit for experience per hour . . . . .	\$230
Early enrollment tuition, per credit hour . . . . .	\$185
Dual enrollment tuition, per credit hour . . . . .	\$75
Examination out of schedule . . . . .	\$50
Graduation application fee . . . . .	\$75
Late arrival for check-in . . . . .	\$75
Late payment (payment received after due date) . . . . .	\$205
Nursing program fee (annual) . . . . .	\$865
Transcripts of credit . . . . .	\$7

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

**Payment Information**

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

Fall Term . . . . .	August 12, 2023
Spring Term . . . . .	December 15, 2023
May Term & Summer SST . . . . .	April 12, 2024
Summer Session . . . . .	June 7, 2024

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

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

**Option #2 – Nelnet Payment Plan (\$30 enrollment fee / 0% interest):** Contracts may be arranged with Nelnet for a monthly payment plan to cover each semester. The enrollment fee for each semester-based plan is \$25. There are no interest charges if the contract covers the entire balance due. For additional information, please contact the Accounting Office or visit [MyCollegePaymentPlan.com/Goshen](http://MyCollegePaymentPlan.com/Goshen).

**To avoid monthly finance charges, make full payment of any balance due or enroll in one of the following 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 \$205 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) . . . . . \$495  
18 month, 38-40 credit hour program

**Bachelor of Science – RN to BSN** (per credit hour) . . . . . \$495  
18 month, 38 credit hour program

Annual Program Fee . . . . . \$265

**Bachelor of Science – Communication** (per credit hour) . . . . . \$495  
51 credit hour program

**Bachelor of Science – Business Management** (per credit hour) . . . . . \$495  
60 credit hour program

### *Other surcharges and special fees for Bachelor of Science degrees*

Audit Fee . . . . . \$130

Restart Fee . . . . . \$130

Credit for Prior Learning, per credit hour . . . . . \$95

Credit by Exam, per credit hour . . . . . \$165

Independent Study, per credit hour . . . . . \$495

#### Exam Fees:

- CLEP: exam fee + \$30 fee to GC
- DANTES: exam fee + \$30 fee to GC

### Certification programs

#### Transition to Teaching

Elementary Education (per credit, 24 credits total) . . . . . \$495

Secondary Education (per credit, 18 credits total) . . . . . \$495

**Transition to Interpreting** (per credit hour, 26 credits total) . . . . . \$495

**English Learners Licensure Addition** (per credit hour, 9 credits total) . . . . . \$495

## 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, unless a special waiver is granted by the Accounting Office. Appeals to financial suspension may be made to the Vice President for Finance.

## 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. Room refund rates apply

to students who withdraw, are dismissed, or change from resident to commuter status. Meal plans are not refundable.

**Refund procedures for traditional undergraduate students**

*Voluntary withdrawal:* Students wishing to withdraw completely from the college initiate the process by contacting the Director of Orientation, Transition, & Retention (AD 12). The Director will direct the withdrawal process, including official notification to the academic advisor, registrar, resident director (if residence-hall student), Accounting Office, and Financial Aid 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 registrar'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](https://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.

**Room 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](https://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 to complete professional programs in elementary or secondary education and social work.

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 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.

Four graduate degrees are offered:

- Master of Science in Nursing, Family Practitioner
- Master of Arts
- Master of Business Administration
- Doctor of Nursing Practice

The M.B.A. program is offered in collaboration with Bluffton University, Canadian Mennonite University, and Eastern Mennonite University. The DNP program is offered in collaboration with Eastern Mennonite University.

A graduate-level sustainability leadership semester at Merry Lea Environmental Learning Center is also offered in conjunction with Anabaptist Mennonite Biblical Seminary in Elkhart, Indiana.

A separate graduate course catalog is available online and also from the Registrar's Office. See [goshen.edu/catalog/](http://goshen.edu/catalog/)

## Majors and minors

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

minors require 18-20 credit hours of study.

Details on required courses and sequences for each major and minor appear 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 38 majors and 48 minors available in the traditional program. See *Adult and Graduate Programs* 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 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 on the registrar's website. 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 BA):** 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

## Academic policies and requirements : Graduation requirements

their advisor for details and a plan of study for completion of both 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 (BS and BA):** 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 is 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 or minor:**

Some double major or major-minor combinations are not possible because of significant overlap in program requirements. See details in individual program descriptions.

#### **Two majors, two minors, or a major and minor**

A course may be counted in two different programs if it meets one of 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 which develop a specific skill set or knowledge base. Certificates can be offered at the undergraduate or graduate level and are connected to existing majors. Not all adult programs are credit-bearing but may lead to certification through outside sources or tests.

### 6. Grade point average

A minimum 2.00 grade point average (GPA) for all work at Goshen College is required for graduation. Some specific majors require a GPA of 2.50 or 2.70.

### 7. Minimum credits of coursework at Goshen College

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

**8. 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.

**9. 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.

**10. Convocation/chapel attendance**

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

**11. Full financial settlement**

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

**Special degree conditions**

**Credit limitations**

- **Technical education** – A maximum of 12 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 degree.

**Seven-year window to complete graduation requirements**

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

**Application for graduation required**

All students who are planning to graduate within the academic year must apply online for graduation, upon which time a graduation fee will be added to the student 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 February 1 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.



## **Academic policies and requirements : Advising and registration**

Fall check-in includes housing confirmation, meal plans, financial aid processing, ID cards, iPad distribution, 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 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 majors.

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 on campus, offered during summer pre-registration and at the beginning of each semester. Spanish, French, German, and Chinese languages are available. 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 health reasons only and must be approved by the dean of students.

## **Hours and course load**

A full-time academic load during the fall and spring semester 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 must be conducted in person in 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 in 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. 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 College, 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 during high school**

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

### **Advanced Placement**

Goshen College awards credit for Advanced Placement exam scores of three or higher; however, to meet a Goshen Core requirement, the score must be four or five. See the [registrar's 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. 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. Other Goshen College policies governing transfer credit also apply. See the Admission section of the [course catalog](#).

### **Special courses by request**

#### **Directed study**

On rare occasions and in order to accommodate student need, professors may allow a student to take a regular course during a term when the course is not publicly offered. The consenting professor must make a request to the registrar for course creation and

student registration. The course is added to the student's semester course load. The professor and student work out the details of how the course will be conducted.

### **One-time course**

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

### **Special registration options**

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

#### **Independent study**

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

##### *Regular courses at 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 independent study at any time during the year. All independent study is 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, including Goshen College. In all cases, special registration and payment are required prior to the testing. Credit policies for CLEP examinations are posted at [goshen.edu/registrar](http://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 International Education, nor for courses in a student's major or minor unless courses are designated with this grading option by the academic department. The student chooses at registration whether courses will be selected for the Credit/No Credit option system.

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

**NC No credit: equivalent to C- level or lower; no grade point value**

#### *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. 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 or 2.70. 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 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.

<i>Summa Cum Laude</i> . . . . .	3.90-4.00 GPA (with highest honor)
<i>Magna Cum Laude</i> . . . . .	3.80-3.89 GPA (with great honor)
<i>Cum Laude</i> . . . . .	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.

<b>Total hours earned at Goshen or recognized for degree consideration from all institutions</b>	<b>1-29</b>	<b>30-44</b>	<b>45 and up</b>
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 warning for one semester. While on warning, 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 suspension is activated. A suspension is activated without a warning semester if fewer than 6 credit hours are passed in a full-time semester. This automatic suspension 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 suspended student can file a written appeal with the academic appeals committee, which takes final action at meetings in January, May, and August. An appeal letter should be sent to the Registrar and address why the student failed to make Satisfactory Academic Progress (SAP) and why another chance is justified.

- Include documentation describing unusual or mitigating circumstances that contributed to academic failure, such as injury, illness, death of a relative, or other special circumstances.
- Describe what has changed that would now allow the student to succeed.
- Contain an academic plan prepared with the Academic Success Center, showing how the student will meet SAP standards by a specific time.

**Successful appeals**

If the appeal is approved, the student's suspension 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 suspension**

For students who do not appeal or for whom the appeal is not granted, **suspension** will ensue. Suspension 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.

**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 Financial Aid 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. 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 suspension, with a full refund if separate May term tuition had been paid.

**Remedial courses**

Goshen College does not offer noncredit remedial courses.

**Withdrawal policy**

Undergraduate and graduate students seeking to withdraw from Goshen College must comply with the processes established by the Office of the Registrar. Withdrawal procedures vary based on the circumstances, with distinct processes and documentation required for Standard Withdrawal, Medical Withdrawal, and Leave of Absence. In order to formally discontinue enrollment from the college, undergraduate students must initiate the withdrawal process by contacting the Director of Orientation, Transition, and Retention (office in AD12) for a standard withdrawal, the Dean of Students (office in Wyse 119) for a medical withdrawal, or Registrar (office in AD14) for a leave of absence.

**Standard withdrawal policy (leaving the college)**

Standard Withdrawal is defined as dropping all classes for the current term after the

semester has begun or who are not returning for the following term. Students who are considering withdrawal from the university should consult with their academic advisor or AVP for Retention to discuss reasons for the withdrawal and alternatives. The withdrawal procedures established by the Office of the Registrar must be followed otherwise course instructors will assign grades at the end of the term they consider appropriate. Since these grades may be F's, students are advised that failure to follow the prescribed withdrawal procedures may adversely affect their academic record.

**Medical withdrawal policy**

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 have a complete withdrawal from all courses in the term. Students who have the desire to return within a year should indicate on the withdrawal form their desire to be placed on a medical leave of absence.

**Withdrawal and refund policy for reservists called to active duty**

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

**College initiated dismissal policy**

In extraordinary circumstances, the college administration may dismiss a student from the college and revoke that student's registration at any time for the following reasons:

- Registration in violation of college regulations (e.g., academic ineligibility to register).
- Failure to comply with academic requirements (e.g. unsatisfactory class attendance, violation of the learning contract for students on academic probation, etc.).
- Failure to pay college tuition and fees by the due date.
- Disciplinary suspension or dismissal for the remainder of an academic term or longer.
- 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.
- Other reasons deemed appropriate by the proper administrative officer.

Administrative dismissals that take place after the last day to withdraw in the term are not eligible for a tuition refund. Students who wish to re-enroll in future terms need to complete the readmission process.

**Leave of absence policy**

Students whose enrollment is interrupted by one or two consecutive semesters may apply for a leave of absence at the time of their withdrawal. Formal requests for leaves should be made by completing a Leave of Absence Form, available from the registrar's office or online. Justifiable reasons for a leave of absence may include personal, medical, or financial difficulties or church-related service assignments. Students enrolled at the Chicago Center, Oregon Extension, Washington Community Scholars Center or in BCA study programs are considered to be currently enrolled students at Goshen College. Students on official leave shall enjoy all the catalog privileges of continuous enrollment. Students who interrupt enrollment for more than one academic year must apply for readmission through the admission office. All students who take courses elsewhere during their leave also must apply for readmission.



## 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. Transcripts are issued only if all financial obligations have been settled with Goshen College. 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.

### Extended absence

When unavoidable circumstances require students to have an extended absence from classes (more than one week or the equivalent for evening or accelerated courses), students must

1. Complete the [extended absence request form](#) in conversation with the advisors (academic, coach, international student advisor) and professors to assess the impact on the course schedule and plan of study,
2. Attach documentation of circumstances requiring extended absence (ie. doctor's note, a note from an international student advisor regarding visa/passport circumstance, or other verification of circumstances), and
3. Submit the request to the Associate Academic Dean (AAD) for review and determination.

If approved, an extended absence will constitute an excused absence. If not approved, the extended absence will be unexcused. 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 course work without penalty to their overall grade.

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

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), visa delays, jury service, military service, or other documented extenuating circumstances.

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

### **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, 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.

*Instructions:* The student secures the faculty member's assent for a special examination time on a form available only from the Academic Dean's Office, returns the signed form to the Dean's Office, and is given a different form of payment for the special exam fee. The student then takes this form to the cashier for payment and signature and returns the form to the instructor at the specially arranged time of the exam. The faculty member should not give the exam unless the student presents the 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**

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 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)
- Cheating on assignments or exams
- Falsification of data
- Submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned
- Depriving others of necessary academic sources
- Sabotaging another student's work

### **First offense**

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

the student.

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

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

### **Second offense**

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

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

Identifying information about the student will be removed for the ART review unless the student chooses to provide a written statement to include in the associate dean's documentation of the incidents. Both the student and the faculty member may submit a written request to the associate academic dean if they want to meet with the ART.

After reviewing the evidence provided in the report, the ART will determine the appropriate response for repeated violations of academic integrity. All information will be confidential following FERPA violations. Responses could include educational activities, academic warning, or suspension from the college for one or more semesters or dismissal from the college, depending on the severity of the offenses.

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

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

### **Fraudulent documents**

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

Academic falsification occurs when:

- Someone falsely represents to Goshen College as having an academic credential, including, but not limited to, degrees, certificates, grades, and credits, that the person never received or earned;
- Someone falsely represents having attended and/or received credits, grades, a degree, certificate, or other credential from Goshen College; or
- Someone provides anyone a Goshen College transcript, diploma, or other credential (or copy thereof) that has been altered or otherwise falsified.

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

Possible consequences of academic falsification may include, but are not limited to, academic and/or disciplinary action which could include dismissal from a program and/or Goshen College; contacting authorities for possible criminal action; forfeiture of academic credits, or revocation of a degree or admission to college. When the registrar's office is

aware of persons who present a false diploma or transcript, the employer or school will be notified of the fraudulent document.

### **Academic grievance policy**

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

Students are encouraged to work directly with the course instructor to address academic concerns or consult the department chair or associate academic dean for assistance. 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.

When an academic conflict cannot be resolved between the student and faculty member, the student may report their concern to the department chair and/or associate academic dean for resolution through the academic grievance process outlined below.

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

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

The following process is reserved for academic-related grievances.

#### **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 occurs, preferably within ten (10) business days (Monday-Friday, excluding observed holidays) of the alleged violation.
2. The faculty member will respond in writing within ten (10) business days to the student's request to meet. The student and faculty member will then meet to determine if an informal resolution can be reached.
3. If a student would like assistance in working with a professor, they may contact the department chair, an advisor, or the associate academic dean to identify appropriate steps to resolve the situation and assist them in their communication with the instructor.

#### **Formal resolution**

If the student and faculty member are unable to reach a mutually agreed upon resolution, the student may contact the department chair or the associate academic dean with their concern within five (5) business days of receiving the instructor's written resolution. If the faculty member is the department chair, the student may contact the associate academic dean for assistance.

1. The student must present a written statement to the department chair or associate academic dean and include the following elements:
  - An explanation of the academic concern,
  - Any evidence on which the complaint is based,
  - The steps they have taken to resolve the situation,
  - Why the outcome was not satisfactory, and
  - The outcome that the student seeks.
2. Within five (5) business days of receiving the written statement, the department chair or associate academic dean will meet with the student to

## Academic policies and requirements : Other academic policies

- review the concern and determine the appropriateness of a formal academic grievance hearing.
3. The department chair or associate academic dean will meet with the faculty member to determine if there are additional steps to take to resolve the disagreement within five (5) business days after meeting with the student.
  4. The department chair or associate academic dean will provide both the student and the faculty member with written documentation of the outcome of these meetings within five (5) days.
  5. If the outcome of the meeting with the department chair or associate academic dean is not satisfactory, the student may request an academic grievance hearing within five (5) business days after receiving the department chair's written response. The student should provide the associate academic dean the written material outlined above and the outcome that the student seeks.
  6. Within five (5) business days of receiving a written request for an academic grievance hearing, 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.
  7. The ART will meet for a hearing in which they review written statements and information supplied by the student, the faculty member, and the department chair or associate academic dean. Both the student and the faculty member may submit a written request to the associate academic dean if they want to meet with the ART. The ART may make such further investigation as is deemed appropriate and may seek assistance or information from other Goshen College personnel. All information will be confidential following FERPA regulations.
  8. Within five (5) business days of the hearing, the ART will communicate their decision regarding the academic grievance to the associate academic dean. Outcomes will vary depending on the nature of the grievance, as well as the severity, and may include educational requirements or sanctions.
  9. Within five (5) business days, the associate academic dean will provide a determination letter to the student, the faculty member, and the department chair that will include the relevant findings of fact, conclusions, and reasons for the decision. The student may appeal the ART determination according to Goshen College's Appeals policy.

### **Academic amnesty**

Academic amnesty is designed to assist the once-disqualified student to return to school under a reduced handicap. Only selected students may be considered for amnesty status; to qualify the student will: a) have earlier been academically disqualified from Goshen, b) not be enrolled in any college study for at least two years, c) submit a written appeal to the Appeals Committee. Academic amnesty can be granted only once for a student and results in the entire Goshen College record up to that time being re-evaluated as a transfer record. This means that: a) only courses with grades of C or better will be retained for credit at Goshen; b) the grade point average will be restarted with no computation for former work at Goshen; c) academic amnesty will be clearly marked on the academic record. Clear conditions of probation will be stated to fit the individual situation. Fully meeting these conditions and the maintenance of a minimum 2.00 GPA will be required to continue after academic amnesty.

### **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 campus Alerts 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:

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:
  - 1 hour of lecture or seminar and two hours of study per week
  - 2 hours of laboratory, studio, or similar activities and one hour of study per week
  - 3 hours of laboratory, studio, or similar activities per week
  - 3 hours of supervised independent study per week
  - 40 or more total hours of supervised clinical or fieldwork experiences.For traditional delivery methods other than fall or spring semesters, such as May term and 7-week sessions, total hours shall equal the above guidelines.
2. For synchronous delivery methods in 5-week cohort-based adult degree-completion courses, one unit of academic credit equals 1.5 hours of lecture or student/faculty interaction and 3 hours of study per week.
3. For asynchronous delivery methods, such as online courses, one unit of academic credit shall be determined by demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of credit.
4. For internships, student teaching, clinical practice, community-based learning, and similar educational activities which are not under the direct supervision by a Goshen College faculty member, one unit of academic credit is commensurate with the hours involved and 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.

## Academic policies and requirements : Other academic policies

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:
  - Course meetings before, during, and after the dates of travel
  - Language instruction and testing
  - Viewing and reading assigned texts
  - Lectures and discussions led by the instructor and guest speakers
  - Museum, clinic, business, government, church, natural world, and other site visits
  - Cultural excursions, performances, and lessons
  - Service-learning projects
  - Home stays with significant intercultural learning
  - Student journaling for recording observations, reflection, and synthesis
  - Collaborative and independent projects
  - Oral presentations
  - Electronic portfolio postings of selected work

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

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

### 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 may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the college official responsible for the record, clearly identify the part of the record they want to 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 supports all students, including additional support to students who are placed on academic warning or probation. In addition, the ASC assists students with documented disabilities by helping them advocate for themselves and by assigning and facilitating reasonable academic, housing, and dietary accommodations. The ASC trains peer writing mentors and tutors who are available to help all students grow as writers and scholars. ASC offices are located in the first floor of Good Library.

### Alerts system

The Academic Success Center and the Director for Orientation and Retention coordinate an alerts system to identify and provide timely support services to students who are experiencing problems 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.

## Honors opportunities

The academic ethos at Goshen College is rigorous and engaging. Requirements for the Dean's List and the Latin Honors system for graduates are described in the Academic Policies section of the catalog. 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. A selection of papers representing the quality of student research at Goshen College is published on the [Academic Symposium](#) web site.

### 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](#) (Camping, Ministry, Service) 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 internship. In addition, 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)
Physical education and Health . . . . .	(P-12)
Science education . . . . .	(5-12):
Biology, Chemistry, Physics	
Social Studies education . . . . .	(5-12)
Historical perspectives and government and citizenship; optional additions: psychology, sociology, geography, and economics	
Spanish education . . . . .	(5-12)
Theater Arts education . . . . .	(5-12)
Visual Arts education . . . . .	(P-12)

**Professional undergraduate program completed at another university**

*Engineering*

Goshen College offers a two degree, or 3-2, engineering program resulting in a B.A. in physics, chemistry or computer science from Goshen and a B.S. in engineering from a major university with an accredited engineering program. Goshen College has articulation agreements with University of Notre Dame, Case Western Reserve 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 University of Notre Dame are; mechanical, civil, environmental, electrical, computer, chemical, and aerospace. For details and requirements, see the engineering physics major the physics department web site at [goshen.edu/physics](http://goshen.edu/physics).

**Pre-professional programs that require a graduate degree**

*Pre-health sciences*

Goshen College provides excellent pre-professional preparation for students interested in *medicine, veterinary science, physical therapy, occupational therapy, dentistry, optometry, pharmacy, and physician’s assistant* programs. Since course sequencing is important, any student interested in these programs should consult the pre-medical 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. Minors in pre-law and political studies are described in this catalog. Although no specific major is required for

law school admission, the history major at Goshen College includes a law concentration option and 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 Bible and religion, Peace, Justice and Conflict Studies, English, history, sociology or psychology. If not majoring in Bible and religion, they 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 Sustainability and Environmental Education Department offers distinctive residential programs in sustainability leadership and agroecology 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](http://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 is growing and includes the 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 the 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, 3 children's choirs, 2 youth orchestras, and the Music Together program for parents and pre-school children to more than 300 families. String orchestra opportunities are also offered for home-schooled students and older adults. More information is available at [gcmusiccenter.org](http://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
- Marine Biology (Florida)
- Entomology (Merry Lea)
- Ornithology (Merry Lea)
- Field Experience in Environmental Biology (Merry Lea)
- Camping and Recreation

## 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

## Special academic programs : Other off-campus programs

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, Mich., and other locations. Contact the environmental science director for more information or see [ausable.org](http://ausable.org).

**CEA** offers semester and summer study abroad programs in twelve countries in Europe, Latin America, China, and South Africa. See [ceastudyabroad.com](http://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](http://semilla.org.gt/casas) for more information.

**Chicago Center for Urban Life and Culture** offers semester and summer programs in Soc 302, Urban Diversity, social work field placements, and many internship possibilities. See [chicagocenter.org](http://chicagocenter.org) for more information.

**Columbia College Chicago's Semester in LA (SiLA):** Work, study, and live in the heart of Hollywood. SiLA program provides students with critical experience in the media and entertainment industry to carry into your career after graduation. Students explore career interests through internships and class experiences that are only available in the Los Angeles area. Participation in the SiLA program is required for all Film Production majors.

**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** offers many academic-year and half-year programs in Europe, Asia, and Latin America. See [ciee.org](http://ciee.org) for more information.

**Lithuania Christian College** has summer and semester study opportunities. See [lcc.lt/home/study-abroad](http://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](http://oregonextension.org) for more information.

**Washington Community Scholars Center**, sponsored by Eastern Mennonite University, has semester, year-long or spring/summer programs available in Washington, D.C. Includes significant internship experience and course work at a nearby university. See [emu.edu/wcsc](http://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/core/](http://goshen.edu/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 course work:**

- *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, prerequisites.**

Students at GC are required to attend and participate in convocation and chapel events that foster intellectual exploration and faith formation. We also require that students demonstrate 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 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, The Academic Voice . . . . .	3-4
Core 115, Wellness for Life . . . . .	1
Core 120, Engaging the Bible . . . . .	3
Core (various), Research and Writing . . . . .	3
<i>Research and Writing also meets one of the five Perspectives requirements (see below)</i>	
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
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** (final Core writing course; also meets a Perspective requirement)
  - 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
  - *Students who enter with an IB HL score of 5, 6, or 7 or transfer credit in two college composition classes are encouraged to take a Research and Writing course, but may choose to take a fifth perspective course instead.*

**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. 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.

*Options:*

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

**Foreign Language**

Two-semester foreign language proficiency is a requirement for all students.

**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](http://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. Other semester options include taking the first half of the semester on campus and the second half in a location within the US for immersive experience.

**2. Sequential Study-Service Term (SST)**

Four courses detailed below . . . . . 12

Students must take the following courses 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 the foundations course. Students must take the following 4-course sequence in a theme 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 probe it through the lenses of the arts, sciences, social sciences, religious studies, and peacemaking. Students take one course in each of five categories. The Research and Writing course meets one of the five requirements, and some students will meet an additional perspective through their major requirements. Descriptions of individual courses are in academic department pages.

Perspectives courses are designated on the printed and .pdf course offering lists with RW, SW, NW, AW or PX. For a list of current Perspectives courses, see the Registrar's Office homepage at [goshen.edu/registrar](http://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
- Art 201, Art and the Sacred
- Comm 215, Turning the Lens on Documentary Film
- Comm 216, Race, Class, and Pop Music
- Comm 230, Inside-Out: Storytelling
- Engl 235, Comics and Graphic Novels
- Mus 206, Music Theater: Styles, Expression, and Culture
- 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
- 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 315, Child Welfare
- WGS 205, Gender Conflict and Violence

**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 206, Religion and Sports
- Rel 214, Sustainability and the Sacred
- Rel 286, Creation and Evolution

**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 217, Multicultural Psychology
- Soc 216, Youth in Society
- Sowk 221, Human Behavior
- Sowk 320, 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
<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 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 course)</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 . . . . .	3-6
<i>(international or U.S. minority: culture, literature, history, art, music, politics, or religion)</i>	

**Modified Core requirements for students with an associate degree (A.A. or A.S.)**

In recognition that associate degree programs have general education requirements which 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. *Note: these modified requirements do not apply to A.A.S. (associate of applied science) degrees.*

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 (14-19):</i>	
One semester of foreign language or equivalent (0-4)	
Study Service Term semester (14-15)	

**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](https://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.

### *SST, Semester-long*

International SST units are one-semester immersion experiences. Spanish units are offered in Ecuador every semester. Currently, other international SST units operate in Indonesia, China, Senegal and Tanzania after every two or three years.

Students choose a language area and location for semester-long SST in consultation with their academic advisor. 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. About half of all students participate in semester-long SST during their sophomore year. Others participate in their junior or senior year.

At each location, Goshen faculty leaders arrange the academic program and give personal 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 action-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.

Minimum GPA requirement is 2.0 to participate in international SST. Students must also receive a minimum of a C- in the language that is required for a particular unit. On location, all SSTers are expected to follow both the standards of the college and the guidelines more specific to the norms of the host culture and host family. There are extra fees associated with semester SST.

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 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 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.
2. 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.

**Split-Semester SST**

In addition to the SST semester abroad, students can complete SST in one semester in the US by taking the first half of the semester on campus and then traveling to another place in the US to complete the immersive courses. Current options for this include Baltimore: Immigration and Asylum Seeking, and Navajo & Hopi Nations: Southwest Indigenous Perspectives.

**Language requirement for the Split-Semester SST**

Students participating in the split-semester SST 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
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.

**SST locations for 2023-2026 (tentative)**

**2023-24 Fall semester Spring semester Summer semester**

Ecuador	Ecuador	Ecuador
	Indonesia	Senegal

**2024-25 Fall semester Spring semester Summer semester**

Ecuador	Ecuador	Ecuador
	Tanzania	Arizona: Navajo & Hopi

**2025-26 Fall semester Spring semester Summer semester**

Ecuador	Ecuador	Ecuador
	Indonesia	Senegal

**Credit hours and evaluation for Semester SST**

Foreign language or GLST 241, Foundations . . . . .	3-4
GLST 250, Cultural Perspectives [location] . . . . .	3
GLST 260, Global Topics [location] . . . . .	3
GLST 270, Community Engaged Learning [location] . . . . .	3
GLST305, SST Integration Capstone . . . . .	2

**SST, Course Sequence**

Following the same learning goals and course sequence as SST semester, 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 Inequality, Hispanic Identities and Resilience, Migration and Transnational Identity, and Global Heartland.

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. 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 SST sequence 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 2-3 years. There are extra fees associated with the short-term travel courses, including room and board for commuter students.

Note: Courses designated for an SST sequence 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
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 foundations course. Students must take the following 4-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 251, Cultural Perspectives
- GLST 271, Community Engaged Learning
- 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 China, Ecuador, England, India, Morocco, Nepal, Guatemala, 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 (CCCU)
- Lithuania Christian College (LCCU)
- Central American Study and Service (CASAS) in Guatemala

Goshen College students in these affiliated programs will be registered as students at Goshen College in absentia. Credit may count for 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**

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.

# Academic programs and requirements

## 47 majors available in the traditional program

- Accounting
- Art
- Bible and religion
- 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
- Public relations
- Secondary Education (double major required)
- Sign language interpreting
- Social work
- Sociology
- Spanish
- Sport Management
- Sustainability
- Sustainability management
- TESOL (Teaching English to speakers of other languages)
- Theater
- Writing

## 55 minors available in the traditional program

- Accounting
- 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
- Environmental studies
- Exercise science
- Game development
- Global economics
- Global studies
- Graphic design
- Health
- History
- Information Technology
- Journalism
- Marketing
- Mathematics
- Multimedia communication
- Music
- Music for social change
- Music in worship
- Musical theater
- Peace and justice studies
- Philosophy
- Physical education
- Piano pedagogy
- Political studies
- Pre-law studies
- Psychology
- Public Health
- Public Relations
- Recreation and sport
- Social policy & advocacy
- Sociology
- Spanish
- Sport management
- Sustainability
- Sustainability management
- Sustainable food systems
- TESOL (Teaching English to speakers of other languages)
- Theater
- Theater education
- Theological studies and Christian ministries
- Women's and gender studies
- Writing

## Certificates

- Bible and religion education
- Coaching
- English learners licensure (post-bacc)
- Transition to interpreting (post-bacc)



## Academic programs and requirements : Student learning outcomes

- Conflict Transformation
- Transition to teaching (post-bacc)

# Accounting

A major and a minor in accounting are available.

## Major in accounting

### 52 credit hours

Acc 200, Principles of Accounting	3
Acc 210, Accounting Information Systems	3
Acc 301, Cost Accounting	3
Acc 302-303, Intermediate Accounting	6
Acc 304, Individual Income Taxation	3
Acc 405, Auditing	3
Acc 434, Business Income Taxation	3
Bus 155, The Organization of Business	2
Bus 206, Adventures in Business	1
Bus 220, Spreadsheet Skills	3
Bus 282, Business Analytics	3
Bus 307, Career Planning	1
Bus 310, Business Law	3
Bus 317, Financial Management	3
Bus 318, Operations Management	3
One of the following internships:	3
◦ Acc 409, Accounting Internship (1-16)	
◦ Bus 409, Business Internship (1-12)	
Bus 410, Strategic Management Capstone	3
Econ 200, Principles of Economics	3

### Student learning outcomes

Graduates in accounting will:

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

**Second year** Goshen Core  
 Adventures in Business  
 Principles of Economics

	Intermediate Accounting
	Business Analytics
	Operations Management
	Individual Income Taxation
<b>Third year</b>	Goshen Core
	Business Law
	Financial Management
	Cost Accounting
	Auditing
	Career Planning
	Internship
<b>Fourth year</b>	Goshen Core
	Business Income Taxation
	Strategic Management Capstone

**Planning and advising notes**

Students may not earn a double major in accounting, business, marketing, and/or sustainability management, but major/minor combinations are allowed.

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

Indiana requires 120 credit hours to take the CPA exam and 150 credit hours for licensure. Each state has unique licensing requirements, and 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 through the 4+1 program, upon earning 90 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 accounting 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.

**Minor in accounting**

**18 credit hours**

Acc 200, Principles of Accounting . . . . .	3
Acc 210, Accounting Information Systems . . . . .	3
Acc 301, Cost Accounting . . . . .	3
Acc 304, Individual Income Taxation . . . . .	3
Bus 317, Financial Management . . . . .	3
Econ 200, Principles of Economics . . . . .	3

# Anabaptist-Mennonite studies

## Minor in Anabaptist-Mennonite studies

### 18 credit hours

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

- Bibl 321, Biblical Themes of Peace (3)
- Engl 207/307, Mennonite Literature (3)
- Hist 318, Anabaptist/Mennonite History (3)
- Hist 321, History of Mennonites in America (3)
- Related topics course or independent study: Hist 375 or Rel/Soc 315 (3)

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

- Hist 304, Renaissance and Reformation (3)
- Mus 311, Topics in Music Literature: church music (2)
- Rel 320, Christian Theologies (3)
- Soc 334, Race, Class and Ethnic Relations (3)
- Related course taken at Anabaptist Mennonite Biblical Seminary
- Internship with a Mennonite organization or congregation

### Student learning outcomes

Graduates 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/](http://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 P-12 or 5-12. 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
One of the following: . . . . .	3
◦ Art 202, Painting	
◦ Art 203, Watercolor	
Art 205, Figure Drawing . . . . .	3
Art 241, History of Art I . . . . .	3
Art 242, History of Art II . . . . .	3
Art 255, Photography . . . . .	3
300 level studio elective . . . . .	3
400 level studio elective . . . . .	3
Art 409, Internship . . . . .	1
Art 410, Senior Seminar . . . . .	3
Art 411, Senior Exhibit . . . . .	1

#### Art generalist concentration (6 credit hours)

One of the following: . . . . .	3
◦ Art 204, Ceramics	
◦ Art 206, Sculpture	
Art 343, Contemporary Art History . . . . .	3

#### Art entrepreneurship concentration (11 credit hours)

One of the following: . . . . .	3
◦ Art 204, Ceramics	
◦ Art 206, Sculpture	
Art 343, Contemporary Art History . . . . .	3
Bus 155, The Organization of Business . . . . .	
One of the following: . . . . .	3
◦ Acc 200, Principles of Accounting	
◦ Bus 244, Consumer Behavior & the Customer Journey	
◦ Bus 254, Principles of Marketing	

#### Studio art concentration (12 credit hours)

One of the following: . . . . .	3
◦ Art 204, Ceramics	
◦ Art 206, Sculpture	
Art 343, Contemporary Art History . . . . .	3
Studio elective . . . . .	3
One of the following: . . . . .	3
◦ Art 355, Arts in London	
◦ Engl 204, Expository Writing	
◦ Engl 300, Philosophy, Interpretation, and Culture	

#### Pre-Architecture concentration (11 credit hours)

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

## Goshen College Catalog 2023-2024

Art 206, Sculpture . . . . .	3
Math 211, Calculus I . . . . .	4
Phys 203, General Physics . . . . .	4

### Art administration (12 credit hours)

Pre-graduate school program.

One of the following: . . . . .	3
◦ Art 204, Ceramics	
◦ Art 206, Sculpture	

Art 343, Contemporary Art History . . . . .	3
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Two of the following: . . . . .	6
◦ Acc 200, Principles of Accounting	
◦ Art 355, Arts in London	
◦ Bus 244, Consumer Behavior & the Customer Journey	
◦ Bus 254, Principles of Marketing	
◦ Engl 204, Expository Writing	
◦ Engl 300, Philosophy, Interpretation, and Culture	

### 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 204, Ceramics . . . . .	3
Art 343, Contemporary Art History . . . . .	3
Art 312, Teaching Visual Arts . . . . .	4
Additional studio elective . . . . .	3

### Student learning outcomes

Graduates in art will:

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

### Planning guide

<b>First year</b>	Drawing Photography History of Art Goshen Core courses
<b>Second year</b>	Painting or Watercolor Figure Drawing Balance of remaining first-level studio courses Begin art concentration courses History of Art Goshen Core, including SST
<b>Third year</b>	History of Art Art concentration courses Art internship Goshen Core
<b>Fourth year</b>	Remaining major courses, concentration courses and electives Remaining Goshen Core and electives Senior Exhibit and Senior Seminar

### Planning and advising notes

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

For art education majors, student teaching meets the Art 409 Internship requirement.  
Students may not earn a double major in Art and Graphic Design.

**Minor in art**

**20 credit hours**

Art 101, Drawing . . . . .	3
One of the following: . . . . .	3
◦ Art 202, Painting	
◦ Art 203, Watercolor	
One of the following: . . . . .	3
◦ Art 241, Art History I	
◦ Art 242, Art History II	
◦ Art 343, Contemporary Art History	
11 credit hours of art electives; 5 or more must be upper level (300 and above) . . . . .	11

# Bible and religion

See also the minor available in theological studies and Christian ministries.

## Major in Bible and religion

**42 credit hours**

<b>Theoretical/Theological/Philosophical courses</b> .....	9
Rel 320, Christian Theologies (3)	
Phil 200, Introduction to Philosophy (3)	
Phil 302, Ethics and Morality <i>or</i> Phil 203, Living Ethically (3)	
<b>Religious Studies (choose one)</b> .....	3
◦ Rel 220, Introduction to World Religions	
◦ Rel 317, Islam	
◦ Rel 323, Judaism	
◦ Rel 315, Religion in Culture & Society	
<b>Church History (choose one)</b> .....	3
◦ Hist 318, Anabaptist History	
◦ Hist 321, Mennonites in America	
◦ Hist 304, Renaissance & Reformation	
<b>Textual Studies</b> .....	9
Core 120, Engaging the Bible (3)	
Bibl 300, Jesus and the Gospels (3)	
Bibl 301, Hebrew Scriptures (3)	
<b>Praxis</b> .....	9
Rel 409, Senior Internship (3)	
Rel 410, Senior Seminar (3)	
Rel 411, Senior Thesis (3)	
<b>Electives</b> .....	9
Other Bible, religion or philosophy courses, related courses (limit of 3 credits in PJCS) or a course at AMBS, in consultation with advisor	

### Student learning outcomes

Graduates in Bible and religion will:

1. Provide a coherent account of the biblical narrative and development of the biblical canon, identifying distinctive content of parts of the canon.
2. Demonstrate knowledge of core Christian convictions and the development and social function of core Christian institutions.
3. Approach text using various and appropriate methodologies.
4. Articulate their own convictions and analyze religious experience, including their own, using the conceptual language of contemporary theology, within the broader context of Christian history.
5. Identify moral presuppositions and arguments guiding their own values and behaviors within the context of presuppositions about reality and the sacred.
6. Demonstrate the ability to identify presuppositions about reality and the sacred that inform various religious traditions.

### Planning guide

<b>First year</b>	Goshen Core Engaging the Bible (Core 120)
<b>Second year</b>	Goshen Core SST 200-300 level courses in major, Bibl 300 or 301



<b>Third year</b>	Goshen Core Upper-level courses in major, Bibl 300 or 301 Related courses
<b>Fourth year</b>	Balance of Goshen Core Balance of major Course at AMBS Internship Thesis Seminar

**Planning and advising notes**

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

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

**Minor in Bible and Religion**

**18 credit hours**

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

# 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, Internship (or alternate) . . . . .	0-3
Biol 410, Biology Senior Seminar . . . . .	1
Elective laboratory course . . . . .	4
◦ Biol 203, Human Anatomy & Physiology	
◦ Biol 300, Microbial Biology	
◦ Biol 302, Developmental Biology	
◦ Biol 303, Vertebrate Physiology	
◦ Biol 311, Advanced Molecular Genetics	
◦ Biol 341, Advanced Cell Biology	
Elective field biology course . . . . .	4
◦ Biol 200, General Zoology	
◦ Biol 201, Botany	
◦ Biol 304, Marine Biology	
◦ Biol 308, General Entomology	
◦ Biol 324, Restoration Ecology	
◦ Biol 345, Forest Resources	
◦ Biol 350, Ornithology	
Additional biology elective course from lists above . . . . .	4
Chem 111-112, General Chemistry . . . . .	8
Chem 303, Intro to Organic Chemistry . . . . .	4
Quantitative course (one of the following) . . . . .	3-4
◦ Math 360, Biomathematics (3)	
◦ Psys 380, Statistics in Research (3)	

### Student learning outcomes

Graduates in biology will:

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

**Planning and advising notes**

Students expecting to major in biology 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**

<b>First year</b>	Goshen Core Ecology & Evolution (fall) Cell Biology & Genetics (spring) Organismal Biology (spring)
<b>Second year</b>	Goshen Core General Chemistry Quantitative course Biology electives SST (spring or summer)
<b>Third year</b>	Goshen Core Intro to Organic Chemistry Biology electives Junior Research Seminar SST (if not in second year)
<b>Fourth year</b>	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 190, Introduction to Radio . . . . .	1
Comm 195, Introduction to Visual Media . . . . .	1
Comm 200, Communication Practice . . . . .	2
Comm 202, Oral Communication . . . . .	3
Comm 204, Expository Writing . . . . .	3
Comm 212, Digital Media Production . . . . .	3
Comm 240, Communication Research . . . . .	3
Comm 250, Writing for Media . . . . .	3
Comm 260, Broadcast Writing . . . . .	3
Comm 270, Media Law and Ethics . . . . .	3
Comm 290, Radio Operations . . . . .	1
Comm 312, Advanced Digital Media Production . . . . .	3
Comm 360, Broadcasting for the Public Good . . . . .	3
Comm 383, Communication and Society . . . . .	3
Comm 409, Internship . . . . .	4
Comm 410, Senior Seminar . . . . .	3
Additional course(s): . . . . .	3
◦ Comm 294, Advanced DM Methods: Pre-production	
◦ Comm 296, Advanced DM Methods: Production	
◦ Comm 298, Advanced DM Methods: Post-production	
◦ Comm 314, Advanced Digital Media Immersion	
◦ Comm 324, Principles of Public Relations	
◦ Comm 326, Creating for the Web	
◦ Comm 386, Film	
◦ Comm 412, Special Project	
◦ Thea 235, Power of Story	
◦ Thea 320, Expressive Voice	

At least four semesters participation in WGCS and/or GCTV . . . . . NC

### Student learning outcomes

Graduates in broadcasting will:

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

### Planning guide for broadcasting majors

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

**Second year**   Goshen Core

	Media Law and Ethics
	Expository Writing
	Other courses in major
	SST
<b>Third year</b>	Goshen Core
	Communication and Society
	Courses in major
<b>Fourth year</b>	Balance of Goshen Core
	Balance of major
	Internships
	Senior Seminar

**Planning and advising notes for broadcasting majors**

Comm 200, Communication Practice should be with a co-curricular closely related to the area of concentration. The Comm 409, Internship should be in the student's area of concentration. The broadcasting, journalism and public relations majors require two internships: one for three credit hours and a second for one credit hour. A portfolio or its equivalent is required for graduation.

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

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

**Minor in broadcasting**

**18 credit hours**

Comm 212, Digital Media Production . . . . .	3
Comm 260, Broadcast Writing . . . . .	3
Comm 360, Broadcasting for the Public Good . . . . .	3
Comm 409, Internship . . . . .	3
Courses selected from the following, at least 2 credit hours upper level (300 and above):	
◦ Comm 190, Introduction to Radio	6
◦ Comm 195, Introduction to Visual Media	
◦ Comm 202, Oral Communication	
◦ Comm 204, Expository Writing	
◦ Comm 240, Communication Research	
◦ Comm 250, Writing for Media	
◦ Comm 270, Media Law and Ethics	
◦ Comm 290, Radio Operations	
◦ Comm 312, Advanced Digital Media Production	
◦ Comm 383, Communication and Society	

# Business

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

## Major in business

### 49 credit hours

Acc 200, Principles of Accounting . . . . .	3
Bus 155, The Organization of Business . . . . .	2
Bus 206, Adventures in Business . . . . .	1
Bus 220, Spreadsheet Skills . . . . .	3
Bus 254, Principles of Marketing . . . . .	3
Bus 282, Business Analytics . . . . .	3
Bus 307, Career Planning . . . . .	1
Bus 310, Business Law . . . . .	3
Bus 315, Human Capital Management . . . . .	3
Bus 317, Financial Management . . . . .	3
Bus 318, Operations Management . . . . .	3
Bus 409, Business Internship . . . . .	3
Bus 410, Strategic Management Capstone . . . . .	3
Econ 200, Principles of Economics . . . . .	3
One upper level Economics course . . . . .	3
Additional business department courses . . . . .	9

### Student learning outcomes

Graduates in business will:

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

**Second year** Goshen Core  
Adventures in Business  
Principles of Accounting  
Business Analytics

**Third year** Goshen Core  
Human Capital Management  
Business Law

## Goshen College Catalog 2023-2024

Operations Management  
Financial Management  
Upper-level Econ course  
Business electives  
Internship (a summer internship is encouraged)

**Fourth year** Goshen Core  
Career Planning  
Business electives  
Strategic Management Capstone

### Planning and advising notes

Students may not earn a double major in accounting, business, marketing, and/or sustainability management, but major/minor combinations are allowed.

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

**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 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.

**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 through the 4+1 program, upon earning 90 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 155, The Organization of Business . . . . .	2
Bus 254, Principles of Marketing . . . . .	3
Bus 315, Human Capital Management . . . . .	3
Econ 200, Principles of Economics . . . . .	3
Additional upper level accounting, business or economics courses . . . . .	6



# Chemistry

A major and a minor in chemistry are available. See also the major in molecular biology/biochemistry.

## Major in chemistry

### 51 credit hours

Chem 111-112, General Chemistry .....	8
Chem 200, Analytical Chemistry .....	4
Chem 303-304, Organic Chemistry .....	8
Chem 310, Thermodynamics .....	4
Chem 312, Quantum Mechanics .....	4
Chem 409, Chemistry Internship .....	0-3
Chem 410, Senior Seminar .....	3
Chem 415, Inorganic Chemistry .....	4
Math 211, Calculus I .....	4
Math 213, Multivariate Calculus .....	4
Phys 203-204, General Physics I & II .....	8

### Student learning outcomes

Graduates in chemistry will:

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

### Planning guide – options A & B

<b>First year</b>	Goshen Core General Chemistry Calculus I	Goshen Core General Chemistry Calculus I
<b>Second year</b>	Goshen Core Organic Chemistry Analytical Chemistry Multivariate Calculus SST (summer)	Goshen Core Organic Chemistry General Physics Multivariate Calculus SST (summer)
<b>Third year</b>	Goshen Core General Physics Quantum Mechanics Inorganic Chemistry	Goshen Core Analytical Chemistry Biochemistry (recommended) Thermodynamics SST (fall or summer)
<b>Fourth year</b>	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 111-112, General Chemistry .....	8
Chem 200, Analytical Chemistry .....	4
Chem 303-304, Organic Chemistry .....	8
Choice of one: .....	4
◦ Chem 310, Thermodynamics	
◦ Chem 312, Quantum Mechanics	
◦ Chem 415, Inorganic Chemistry	
◦ Chem 430, Biochemistry	

# Communication

A major and a minor in communication is available. See also majors and minors in broadcasting, journalism, marketing, and public relations and the major in film production and minor in multimedia communication.

## Major in communication

### 41 credit hours (core and one concentration area)

#### Core courses (23 credit hours):

Comm 200, Communication Practice . . . . .	2
Comm 202, Oral Communication . . . . .	3
Comm 204, Expository Writing . . . . .	3
Comm 240, Communication Research . . . . .	3
Comm 270, Media Law and Ethics . . . . .	3
Comm 383, Communication and Society . . . . .	3
Comm 409, Internship . . . . .	3
Comm 410, Senior Seminar . . . . .	3

#### 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 productions . . . . .	NC

#### Multimedia communication concentration (18 credit hours)

Bus 220, Spreadsheet Skills . . . . .	3
Comm 108, Digital Design . . . . .	3
Comm 326, Creating for the Web . . . . .	3
Comm 375, Animation . . . . .	3
Two courses selected from the following: . . . . .	6
◦ Art 208, Typography	
◦ Comm 190, Introduction to Radio	
◦ Comm 212, Digital Media Production	
◦ Comm 255, Photo Communication	
◦ Comm 312, Advanced Digital Media Production	
◦ Comm 412, Special Project	

At least four semesters participation in WGCS, GCTV, or *The Record* . . . . . NC

### Student learning outcomes

Graduates in communication will:

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

### Planning guide

<b>First year</b>	Goshen Core Communication Research
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**Goshen College Catalog 2023-2024**

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

**Planning and advising notes**

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

**Planning and advising notes**

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

# Computer science

A major and a minor in computer science are available. See also 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 . . . . .	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 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

<b>First year</b>	Goshen Core Computational Thinking (if needed) Programming I Calculus I or Discrete Math
<b>Second and Third years</b>	Goshen Core Upper level computing and related courses SST
<b>Fourth year</b>	Balance of Goshen Core Remaining computing and related courses Internship Senior Seminar

**Minor in computer science**

CoSc 216, Programming I . . . . .	4
CoSc 316, Programming II . . . . .	4
Any computer science courses ( <i>9 credits must be upper level</i> ) . . . . .	12

**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.

# Conflict transformation studies

## Minor 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.

### 19 credit hours

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

\*Denotes courses offered every other year.

# Criminal justice and restorative justice (CJRJ)

Students 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, Intro to Criminal Justice . . . . .	3
CJRJ 200, Sociology of Crime and Deviance . . . . .	3
CJRJ 310, Current Issues in Law Enforcement . . . . .	3
PJCS 220, Inside Out (requires permission) . . . . .	3
PJCS 347, Restorative Justice . . . . .	3
POSC 305, US Constitutional Law . . . . .	3
SOC 200, Principles of Sociology . . . . .	3
SOC 334, Race, Class, and Ethnic Relations . . . . .	3
SOC 391, Research Methods . . . . .	3
CJRJ 409, Internship . . . . .	2-4
CJRJ 411, Senior Seminar . . . . .	3

### Justice and Equity in Social Context

Choose two courses from the list below . . . . .	6
◦ ECON 200, Principles of Economics	
◦ HIST 327, History of Immigration and Ethnic History	
◦ PHIL 203, Living Ethically	
◦ PJCS 201, 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, Human Behavior	
◦ SoWk 315, Child Welfare	
◦ SoWk 345, Women’s Concerns	

### Politics and the Public

Choose one course from the list below . . . . .	3
◦ PoSc 200, Introduction to Political Science	
◦ PoSc 210, Introduction to Public Policy	
◦ PUBH 200, Introduction to Public Health	
◦ SoWk 322, Social Welfare & Policy (prerequisite SoWk 221, 224, or permission of instructor)	

### Statistical and Communicative Capacity

Choose one course from the list below . . . . .	3
◦ PSYC 380, Statistics in Research	
◦ SPAN 201 (or higher), Intermediate Spanish I	
◦ ASL 201 (or higher), American Sign Language III	
◦ SST language credit of 103 (Span, Fren, or ASL)	

### Student Learning Outcomes

Graduates in criminal justice and restorative justice will:



## Criminal justice and restorative justice (CJRJ) : Student learning outcomes

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 communications 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 credits**

CJRJ 100, Intro to Criminal Justice . . . . .	3
CJRJ 200, Sociology of Crime and Deviance . . . . .	3
CJRJ 310, Current Issues in Law Enforcement . . . . .	3
PJCS 347, Restorative Justice . . . . .	3
POSC 305, US Constitutional Law . . . . .	3

#### **Lower Elective: choose one, 3 credits**

PJCS 220, Inside Out (requires permission) . . . . .	3
POSC 200, Introduction to Political Science . . . . .	3

**Goshen College Catalog 2023-2024**

SOC 200, Principles of Sociology . . . . . 3

***Upper Elective: choose one, 3 credits***

PUBH 310, Public Health Policy and Administration . . . . . 3

PJCS 325, Mediation: Process, Skills, Theory . . . . . 3

SOC 334, Race, Class, and Ethnic Relations . . . . . 3

# Deaf studies

See also the major in Sign Language Interpreting.

## Major in deaf studies

### 42-46 credit hours (core and one concentration area)

#### Core program (30-33 credits including Gallaudet semester)

Asl 104, Deaf Culture . . . . .	3
Asl 202, American Sign Language 4 . . . . .	4
Asl 307, American Sign Language 5 . . . . .	4
Asl 320, Deaf History . . . . .	3
Asl 410, Senior Seminar . . . . .	1
Int 380, The Deaf Community: Subcultures & Special Groups . . . . .	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. Course schedules must be determined in consultation with advisors.

#### Choose one concentration:

##### Social Work concentration (12 credits)

For Social Work licensure: add Social Work major (41 additional credits)

SoWk 200, Intro to Social Work . . . . .	3
SoWk 209, Social Service Field Experience . . . . .	3
SoWk 221, Human Behavior . . . . .	3
SoWk 322, Social Welfare Policy & Program I . . . . .	3

##### Education concentration (Non-certification) – 13 credits

Asl 409, Internship . . . . .	3
Educ 201, Foundations of Education . . . . .	4
One of the following courses . . . . .	3

- Psyc 210, Developmental Psychology (3)
- Educ 309, Educational Psychology: Secondary (3)

Select one of the following . . . . . 3

- Educ 302 , Exceptional Learners (3)
- Engl 310, Linguistics (3)
- Engl 315, Global English (3)
- Comm206, Communication Across Cultures (3)

##### Education Concentration (with 5-12 certification) – 13 credits

For teacher education: add Secondary Education major (36 additional credits)

Educ 201, Foundations of Education . . . . .	4
Engl 310, Intro to Linguistics . . . . .	3
Select two of the following courses . . . . .	6

- Comm 206, Communication Across Cultures (3)
- Educ 341, Mild Disabilities I (3)
- Educ 348, Teaching Adolescents with Exceptional Needs (3)
- Engl 315, Global English (3)

#### Student Learning Outcomes

Graduates in deaf studies will:

## Goshen College Catalog 2023-2024

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 and second years** Goshen Core

ASL 4 & 5  
Deaf Culture  
Deaf 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.

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 104, Deaf Culture . . . . .	3
Asl 201, American Sign Language 3 . . . . .	4
Asl 202, American Sign Language 4 . . . . .	4
Asl 307, American Sign Language 5 . . . . .	4
Asl 320, Deaf History . . . . .	3
Asl 409, Internship . . . . .	1

# Disability Studies

## Disability Studies minor

### 18 credit hours

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. Field placement (FP) in an ability diverse setting required.

Educ 300, Exceptional Learners . . . . .	3
Educ 341, Mild Disabilities I . . . . .	3
Educ 348, Teaching Adolescents with Exceptional Needs . . . . .	3
PJCS 210 PX, Transforming Conflict and Violence . . . . .	3
Choose 2 from the following courses . . . . .	6

- Int 380, The Deaf Community: Subcultures & Groups
- Kin 320, Adaptive Physical Activity & Sport
- Biol 212 NW, Empathic Animals
- Psyc 306, Abnormal Psychology
- SoWk 221 SW, Human Behavior
- CJRJ 200, Crime and Deviance
- PUBH 200, Introduction to Public Health
- Educ 310, Educational Psychology
- PJCS 325, Mediation
- PJCS 347, Restorative Justice

# Education

The Goshen College Teacher Education Department is accredited by the Council for the Accreditation of Educator Preparation (CAEP <http://caepnet.org/>) 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 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 13 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 the education department website at [goshen.edu/education](http://goshen.edu/education).

## Education programs available

### Elementary education (K-6)

Upon completion of a major in elementary education, pre-service teachers are eligible to be certified to teach kindergarten through sixth grade. Fieldwork takes place in a variety of classroom settings where pre-service teachers learn to teach language arts, math, social studies, science, art, physical education and music. Approaches to classroom management, discipline and evaluation are also explored. 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 120 hours) are added to the elementary education program. Students selecting this certification program who choose the alternate SST program must select Comm 206, Communication across Cultures as one of their 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
- Theater

### Transition to Teaching programs

Information about the Transition to Teaching program for adults who have already completed a bachelor's degree is in the Adult and Graduate Programs section of this catalog.

### 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 either at the end of the first year or the beginning of the second 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 . . . . .	3
Core 1XX (various), Research and Writing . . . . .	3
Educ 307, Children's and Adolescent Literature . . . . .	3

##### Science

Phys 215 NW, Climate Change . . . . .	3
Sust 340, Field Experience in Environmental Education . . . . .	3

**Mathematics**

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

**History and Social Science**

Hist 105, American History I . . . . .	3
Educ 310, Education Psychology: Elementary . . . . .	3
Hist 217, Geography and Culture . . . . .	3

**Physical education**

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

**Humanities**

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

**Bible/religion/philosophy/peace studies**

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

**International/intercultural education**

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

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

Educ 201, Foundations of Education . . . . .	3
Educ 300, Exceptional Learners: Elementary . . . . .	3
Educ 301, Curriculum Studies: Math . . . . .	2
Educ 303, Literacy I: Developmental . . . . .	3
Educ 304: Curriculum Studies: Social Studies . . . . .	2
Educ 308, Curriculum Studies: Science . . . . .	2
Educ 344, Adaptation and Assessment for Diverse Learners . . . . .	3
Educ 401, Child Development Practicum . . . . .	1
Educ 402, Student Teaching: Elementary . . . . .	12
Educ 406, Literacy II: Diagnostic . . . . .	3
Educ 409, Elementary Education Seminar . . . . .	3

**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 with Exceptional Needs . . . . .	3
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**Additional 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 . . . . .	3

*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  
 Adaptation and Assessment for Diverse Learners  
 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 Practicum  
 Mild Disabilities I (*Exceptional Needs Certificate*)  
 Mild Disabilities II (*Exceptional Needs Certificate*)  
 TESOL Methods(*EL certificate*)  
 English Grammar(*EL certificate*)  
 Literacy I: Developmental  
 Literacy II: Diagnostic

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

**Planning and advising notes**

Teacher Education students are encouraged to participate in international SST when possible. 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:

- Language requirement: 102 level of any world language by placement test, course credit, or CLEP (or native language other than English)
- Two courses selected from the SST list (see Global Engagement section of the course catalog)
- Educ 324 (secondary) or Educ 406 (elementary)
- GLST 300, Global Issues Seminar.

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

**Professional education requirements (35-38 credit hours)**

Educ 201, Foundations of Education . . . . .	3-4
Educ 302, Exceptional Learners: Secondary . . . . .	3
Educ 309, Educational Psychology: Secondary . . . . .	3
Educ 321, Curriculum & Instruction I: Middle School . . . . .	3-4
Educ 324, Curriculum & Instruction II: High School . . . . .	3-4
Educ 403, Secondary Education Seminar . . . . .	3
Educ 405, Student Teaching . . . . .	12
PJCS 210, Transforming Conflict and Violence . . . . .	3
One of the following: . . . . .	1-2
◦ Educ 325, Secondary Curriculum & Instruction: Content Methods 2	
◦ Educ 401, Child Development Practicum 1	

**Second major: 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: Secondary  
 Courses in major  
 SST (spring)

**Third year** Educational Psychology: Secondary  
 Curriculum & Instruction I & II  
 Goshen Core  
 Secondary Curriculum & Instruction: Content Methods (5-12 only)  
 Child Development 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 and Society	
• REL 317: Islam	
EDUC 407, Religious Education in the Academic Context . . . . .	1

# Engineering physics

This major is designed for students in the 3-2 engineering program.

## Major in engineering physics

### 56 credit hours

Phys 105, Physics and Engineering	2
Phys 203-204, General Physics	8
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	3
Chem 111-112, General Chemistry	8
Math 211-212, Calculus I & II	8
Math 213, Multivariate Calculus	4
Math 321, Differential Equations	3
CoSc 216, Programming I	4

### Student learning outcomes

Graduates 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.

### 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.

### 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.

## Engineering physics : Student learning outcomes

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

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 for engineering physics major

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

# 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 TESOL (Teaching English to Speakers of Other Languages).

## Major in English

### 40 credit hours

Engl 201, World Literature . . . . .	3
Engl 204, Expository Writing . . . . .	3
Engl 300, Philosophy, Interpretation, and Culture . . . . .	3
Engl 315, Global English . . . . .	3
Engl 326, History of Literature in English I . . . . .	3
Engl 327, History of Literature 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 in English will:

1. Demonstrate knowledge of North American, English, and world literature in an aesthetic, cultural, and historical context.
2. Demonstrate knowledge of the history and use of the English language.
3. Demonstrate knowledge of the history and practice of literary 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

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

**Planning and advising notes**

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

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.

Students doing student teaching for English/Language Arts Secondary Education do not need to take Engl 409, English Practicum, but they do need Engl 410, English Senior Seminar.

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 and do not complete Engl 409, senior practicum.

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

## Minor in entrepreneurship

### 18 credit hours

Bus 121, Entrepreneurship . . . . .	3
Bus 254, Principles of Marketing . . . . .	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 244, Consumer Behavior & the Customer Journey	
◦ Bus 282, Business Analytics	
◦ Bus 315, Human Capital Management	
◦ Bus 320, Marketing Research & Analytics	
◦ Bus 344, Digital & Social Marketing	
◦ Bus 360, Java Junction Operations	
◦ Bus 402, Applied Entrepreneurship	

### Student learning outcomes

Graduates in entrepreneurship will:

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

### Minimum academic requirement

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 and a minor in environmental studies are available. See also majors in sustainability studies and sustainable food systems and minors in agroecology and sustainability.

## Major in environmental and marine science

### 54-58 credit hours (Core courses and one track)

#### Core courses (34-37 credit hours):

Biol 115, Ecology and Evolution . . . . .	4
Biol 120, Cell Biology and Genetics . . . . .	4
Biol 130, Organismal Biology . . . . .	4
Biol 207, Roots of Environmental Crisis . . . . .	3
Biol 324, Restoration Ecology . . . . .	4
Biol 331, Junior Research Seminar . . . . .	2
Biol 335, Natural Resources Policy Seminar . . . . .	1
Biol 409, Internship . . . . .	0-3
Biol 410, Biology Senior Seminar . . . . .	1
Chem 111-112, General Chemistry . . . . .	8
Psyc 380, Statistics in Research . . . . .	3

#### Ecology track (20 credit hours)

Plant course (one of the following) . . . . .	4
◦ Biol 201, Botany	
◦ Biol 345, Forest Resources	

Animal course (one of the following) . . . . .	4
◦ Biol 200, Zoology	
◦ Biol 304, Marine Biology	
◦ Biol 308, General Entomology	
◦ Biol 350, Ornithology	

Chem 303, Intro to Organic Chemistry . . . . .	4
Math 211, Calculus I . . . . .	4
Phys 203, General Physics I . . . . .	4

#### Earth and climate science track (21 credit hours)

Biol 208, Geology, Meteorology, & Climate Science . . . . .	4
Biol 222, Soil Science . . . . .	4
Biol 232, Oceanography . . . . .	3
Biol 235, Geographic Information Systems (GIS) . . . . .	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 FL Keys in the fall semester as one set of courses.

Biol 334, Marine Ecology . . . . .	5
Biol 343, Invertebrate Zoology . . . . .	5
Biol 409, Biology Internship . . . . .	3
Biol 400, Biology Research . . . . .	1

**Student learning outcomes**

Graduates 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**

<b>First year</b>	Goshen Core Ecology & Evolution (fall) Cell Biology & Genetics (spring) Organismal Biology (spring)
<b>Second &amp; Third years</b>	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
<b>Fourth year</b>	Courses in specified track Balance of Goshen Core Internship Senior Seminar

**Minor in environmental studies**

**18 credit hours**

Biol 115, Ecology & Evolution . . . . .	4
Biol 207, Roots of Environmental Crisis . . . . .	3
Biol 335, Natural Resource Policy Seminar . . . . .	1
One of the following field electives: . . . . .	4
◦ Biol 200, Zoology	
◦ Biol 201, Botany	
◦ Biol 304, Marine Biology	
◦ Biol 308, General Entomology	
◦ Biol 345, Forest Resources	

**Environmental and marine science : Student learning outcomes**

- Biol 350, Ornithology

Two courses selected from the following: . . . . . 6

- Econ 309, Environmental Economics
- Hist 345, Environmental History
- PoSc 210, Introduction to Public Policy
- Soc 351, Sociology of the Environment
- Sust 340, Field Experience in Environmental Education
- Other courses approved by the director of the environmental science program

# Exercise science

A major and minor in exercise science is available. See also the major and minor in physical education and sport management and minor in health.

## Major in exercise science

### 45 credit hours (57 with optional concentration)

Biol 203/204, Human Anatomy & Physiology I & II . . . . .	7
Chemistry class . . . . .	3-4
◦ Chem 101, Introductory Chemistry	
◦ Chem 103, Chemistry and Health	
◦ Chem 111, General Chemistry ( <i>recommended for pre-physical therapy</i> )	
Chem 220, Human Nutrition . . . . .	3
Kin 102, First Aid and CPR . . . . .	1
Kin 103, Basic Athletic Training . . . . .	2
Kin 200, Aerobic Conditioning . . . . .	1
Kin 242, Weight Training . . . . .	1
Kin 250, Introduction to Kinesiology . . . . .	3
Kin 315, Applied Biomechanics . . . . .	3
Kin 317, Exercise Physiology (with lab) . . . . .	4
Kin 375, Exercise Testing . . . . .	2
Kin 400, Exercise Prescription . . . . .	3
Kin 409, Internship . . . . .	3
Kin 410, Senior Seminar . . . . .	3
Courses selected from the following . . . . .	6
◦ Biol 155, Medical Terminology (1)	
◦ Kin 269, Sport Medicine practicum (1)	
◦ Kin 320, Adaptive Physical Activity & Sport (3)	
◦ Kin 345, Theories & Techniques of Coaching (3)	
◦ Kin 350, Sport Culture & Psychology (3)	
◦ Phys 201, College Physics (4)	
◦ Phys 203, General Physics (4)	
◦ Psc 380, Statistics in Research (3)	
◦ Pubh 210, Health Care in Diverse Communities (3)	
◦ Pubh 330, Epidemiology (3)	
<b>Optional concentration in Fitness Leadership . . . . .</b>	<b>12</b>
Kin 320, Adaptive Physical Activity & Sport (3)	
Kin 352, Personal Training Practicum (1)	
Kin 353, Group Fitness Instruction Practicum (1)	
Kin 354, Facility Management Practicum (1)	
One psychology class (3):	
◦ Psc 100, General Psychology	
◦ Psc 200, Social Psychology	
◦ Psc 210, Developmental Psychology	
◦ Psc 217, Multicultural Psychology	
One health class (3):	
◦ Kin 360, Teaching Health Concepts	
◦ Kin 415, School & Community Health	

### Student learning outcomes

Graduates 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 competency in 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.

**Advising notes**

This major is a good option for students interested in personal training, wellness coaching 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.

**Exercise science major four year plan**

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

\*Alternate year classes

**Minor in exercise science**

**27-28 credit hours**

Biol 203, Human Anatomy & Physiology I	4
Chemistry class	3-4
◦ Chem 101, Introductory Chemistry	
◦ Chem 103, Chemistry and Health	
◦ Chem 111, General Chemistry ( <i>recommended for pre-physical therapy</i> )	
Kin 200, Aerobic Conditioning	1
Kin 242, Weight Training	1
Kin 250, Introduction to Kinesiology	3
Kin 315, Applied Biomechanics	3
Kin 317, Exercise Physiology	4

**Goshen College Catalog 2023-2024**

Kin 330, Motor Learning . . . . .	3
Kin 375, Exercise Testing . . . . .	2
Kin 400, Exercise Prescription . . . . .	3

# Film production

## Major in film production

### 49 credit hours

Comm 202, Oral Communication . . . . .	3
Comm 204, Expository Writing . . . . .	3
Comm 212, Digital Media Production . . . . .	3
Comm 240, Communication Research . . . . .	3
Comm 270, Media Law and Ethics . . . . .	3
Comm 312, Advanced Digital Media Production . . . . .	3
Comm 386, Film . . . . .	3
Comm 410, Senior Seminar . . . . .	3
Comm 411, Film Capstone Research . . . . .	1
Comm 413, Senior Film Capstone . . . . .	3
Two additional production courses . . . . .	6
◦ Comm 294, Advanced DM Methods: Pre-production	
◦ Comm 296, Advanced DM Methods: Production	
◦ Comm 298, Advanced DM Methods: Post-production	
◦ Comm 314, Advanced Digital Media Immersion	
One Theater department course . . . . .	3
◦ Thea 225, Introduction to Theater	
◦ Thea 235, The Power of Story	
◦ Thea 334, Acting	
◦ Thea 338, Directing	
◦ Thea 350, Playwriting	
Columbia College Semester in LA (SiLA) . . . . .	12
Comm 385-LA, LA Speaker Series (3)	
Comm 399-LA, LA Elective (3)	
Comm 409-LA, LA Internship (6)	
At least four semesters participation in GCTV, Theater, and/or FiveCore Media . . . . .	NC

### Student learning outcomes

Graduates 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.
4. Serve the college and broader public through co-curricular media involvement.
5. Demonstrate competence in securing and completing two or more internships.
6. Report that courses and other collegiate training prepared them for a position in film production or a related career.
7. Integrate Christian values, professional conduct and a global perspective.

### Planning guide for film production majors

**First year**      Goshen Core  
                       Intro to Visual Media  
                       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
<b>Third year</b>	Goshen Core Courses in major Film Capstone Research
<b>Fourth year</b>	Balance of Goshen Core SiLA (Semester 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 full semester of study at the Columbia College Semester in LA (SiLA), or an approved alternative off-campus program, including Comm 409. SiLA requires all students to apply to Columbia College as a non-degree seeking student. Attendance at Goshen College does not guarantee acceptance into the SiLA program. The SiLA program and Goshen College have specific criteria each student must meet, which may include GPA requirements, community living standards, references, and/or samples of past work. See <http://colum.edu/academics/semester-in-la> for current admission requirements and more information.

Comm 411 is to be completed prior to Columbia College Semester in LA (SiLA); Comm 413 is to be completed in the final semester of study on campus. At least one production elective needs to be completed before SiLA.

In addition to courses listed above, other recommended electives include Comm 255, Engl 230, Thea 245, and Thea 332.

Students may not earn a major in film production and also a major in theater with a film studies concentration. It is, however, possible to earn a second major in theater with a different concentration area.

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 45 credit hours in communication courses may be applied to a degree. Also, no more than 12 credit hours in experiential learning (Comm 209, 294, 296, 298, 409 or 412) may be applied.



# Game development

## Minor in game development

### 23 credit hours

Art 101, Drawing . . . . .	3
Art 205, Figure Drawing . . . . .	3
Comm 375, Animation . . . . .	3
CoSc 216, Programming I . . . . .	4
CoSc 316, Programming II . . . . .	4
CoSc 270, Intro to Game Development 2D . . . . .	3
CoSc 370, Advanced Game Development 3D . . . . .	3

### Student learning outcomes

Graduates 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 economics

## Minor in global economics

### 18 credit hours

Econ 200, Principles of Economics .....	3
Econ 315, Economic Models & Measurement .....	3
Four of the following .....	12
◦ Any Econ course	
◦ Bus 350, International business	
◦ Bus or Econ course designated as a global education course	

### Student learning outcomes

Graduates in global economics will:

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

### Planning and advising notes

Additional mathematics courses are encouraged if graduate work in economics is anticipated.

### Minimum academic requirement

All global economics 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.

# Global studies

## 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 104, North American Deaf Culture  
 Bus 350, International Business  
 Comm 206, Communication Across Cultures  
 GLST 241, Foundations  
 GLST 251, Cultural Perspectives  
 GLST 271, Community-Engaged Learning  
 GLST 300, Global Issues  
 Econ 306, International Economics  
 Econ 308, Introduction to Economic Development  
 Engl 201, World Literature  
 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/Soc 315, Religion in Culture and Society  
 Soc 230, Ethnography and Culture  
 Soc 320, Environmental Sociology  
 Soc 334, Race, Class and Ethnic Relations  
 Soc 340, African Societies and Cultures  
 Soc 342, Native American Societies and Cultures

### Student learning outcomes

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 design, marketing, and multimedia communication.

## Major in graphic design

### 41 credit hours

Art 101, Drawing . . . . .	3
Art 108, Digital Design . . . . .	3
Art 205, Figure Drawing . . . . .	3
Art 208, Typography . . . . .	3
One of the following: . . . . .	3
◦ Art 241, Art History I	
◦ Art 343, Contemporary Art History	
Art 242, Art History II . . . . .	3
Art 255, Photography . . . . .	3
Art 308, Graphic Design . . . . .	3
Art 408, Advanced Graphic 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 & the Customer Journey	
◦ Bus 254, Principles of Marketing	
◦ Comm 212, Digital Media Production	
◦ Comm 250, Writing for Media	
◦ Comm 326, Creating for the Web	
◦ Comm 375, Animation	
◦ Cosc 346, Human Computer Interaction	

### Student learning outcomes

Graduates 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

<b>First year</b>	Digital Design Photography or Drawing First level courses in the major Goshen Core courses
<b>Second year</b>	Photography or Drawing Typography Balance of remaining first-level studio courses History of Art II or Contemporary Art History/Art History I Goshen Core, including SST
<b>Third year</b>	History of Art II or Contemporary Art History/Art History I Graphic Design Upper level art courses and electives

	Art internship
	Goshen Core
<b>Fourth year</b>	Advanced Graphic Design
	Remaining major courses and electives
	Remaining Goshen Core and electives
	Senior Exhibit and Senior Seminar

**Planning and advising notes**

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

**Minor in graphic design**

**22 credit hours**

Art 108, Digital Design .....	3
Art 208, Typography .....	3
Art 255, Photography .....	3
Art 308, Graphic Design .....	3
Art 408, Advanced Graphic Design .....	3
Art 409, Internship .....	1
Two of the following: .....	6
◦ Bus 244, Consumer Behavior & the Customer Journey	
◦ Bus 254, Principles of Marketing	
◦ Comm 212, Digital Media Production	
◦ Comm 326, Creating for the Web	
◦ Comm 375, Animation	
◦ Cosc 346, Human Computer Interaction	

# Health

## Minor in health

### 21 credit hours

Choose one physiology class: .....	4
◦ Biol 130, Organismal Biology	
◦ Biol 203, Human Anatomy & Physiology I	
Chem 220, Human Nutrition ( <i>Chem prerequisite</i> ) .....	3
Kin 102, First Aid and CPR .....	1
Kin 103, Basic Athletic Training .....	2
*Kin 360, Teaching Health Concepts .....	3
*Kin 415, School and Community Health .....	3
*Kin 420, Health Practicum .....	2
Soc 260, Human Sexuality .....	3

\*Offered every other year

### Student learning outcomes

Graduates with a health minor will:

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

### Advising notes

Chemistry prerequisite required for both Biol 203 and Chem 220. Recommended elective courses: Kin 400, Exercise Prescription and Psyc 200, Social Psychology.

# History

A major and a minor in history are available, as well as social studies teacher education for grades 5-12. See also the minors in political studies, pre-law studies, social policy, and Anabaptist-Mennonite studies.

## Major in history

### 41-52 credit hours (core and one concentration area)

#### Core requirements (32 credit hours)

Comm/Engl 204, Expository Writing . . . . .	3
Hist 212, Thinking About the Dead . . . . .	3
Hist 409, Internship (or student teaching for education majors) . . . . .	2
Hist 410, History Seminar: Historical Thinking . . . . .	3
Hist 411, History 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:

- 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*

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:

- Hist 351, Representations in Public History
- Hist 353, Public History
- Art 255, Photography
- Art 108, Digital Design
- Bus 121, Introduction to Entrepreneurship

## Goshen College Catalog 2023-2024

- Bus 315, Human Capital Management

### *Planning and advising notes*

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. These credits will also count towards the History elective courses in the major.

- Biol 207, Roots of Environmental Crisis OR Phys 215, Climate Change
- Econ 200, Principles of Economics
- Hist 101, Ancient Roots of Cultures
- Hist 211, Revolution
- Hist 315, War, Peace 20th Century Europe
- Hist 323, Colonial and Revolutionary History
- Hist 326, Recent American History
- Hist 327, Immigration and Ethnic History
- Hist 400, Indiana History
- PoSc 200, Introduction to Political Science
- PoSc 210, Introduction to Public Policy
- PoSc 305, U.S. 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 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**

Hist 101, 102, or 105 .....	3
Additional history courses, at least 9 credit hours upper level (300 and above) .....	15

# History Pre-Law

## Major in history pre-law

### 45 credit hours

Comm/Engl 204, Expository Writing . . . . .	3
Hist 211, Revolution or Hist 214, Culture Wars . . . . .	3
Hist 212, Thinking About the Dead . . . . .	3
Posc 200, Introduction to Political Science or Posc 210, Public Policy . . . . .	3
Five upper-level History, at least 2 non-U.S.: . . . . .	15
◦ US History:	
◦ Hist 323, Colonial & Revolutionary America (3)	
◦ Hist 326, Recent American History (3)	
◦ Hist 327, US Immigration and Ethnic History (3)	
◦ Non-US History:	
◦ Hist 314, Modern China (3)	
◦ Hist 315, War and Peace in 20th-Century Europe (3)	
◦ Hist 318, Global Anabaptism (3)	
◦ Hist 344, Latin American History (3)	
◦ Hist 330, Gender in World History (3)	
Posc 305, U.S. Constitutional Law . . . . .	3
CJRJ 307, Criminal Law . . . . .	3
One of the following related courses: . . . . .	3
◦ Bus 310, Business Law (3)	
◦ PJCS 325, Mediation (3)	
◦ PJCS 347, Restorative Justice (3)	
Hist 409, Internship** . . . . .	2
Hist 410, History Seminar: Historical Thinking . . . . .	3
Hist 411, History 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 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

**First year** Goshen Core  
Thinking about the Dead  
Revolution or Culture Wars

**Second year** Goshen Core

## History Pre-Law : Student learning outcomes

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 computer science major and minor.

## Major in information technology

**46-47 credit hours (foundation and one concentration area)**

### Foundation courses for all information technology majors (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 . . . . .	3
CoSc 360, Operating Systems . . . . .	4
CoSc 409, Internship or Bus 409, Internship . . . . .	3
CoSc 411, Business Application Programming . . . . .	3
Math 233, Statistical Models . . . . .	3

### Business concentration (12 credit hours)

Acc 200, Principles of Accounting . . . . .	3
Bus 155, The Organization of Business . . . . .	2
Bus 206, Adventures in Business . . . . .	1
Bus 282, Business Analytics (prerequisite Bus 220 or CoSc 266). . . . .	3
Bus 318, Operations Management . . . . .	3

### IT Programming concentration (13 credit hours)

CoSc 316, Programming II . . . . .	4
CoSc 357, Data Privacy & Security . . . . .	3
CoSc 366, Database Design . . . . .	3
Math 205, Discrete Mathematics . . . . .	3

### Student learning outcomes

Graduates in information technology will:

1. Analyze complex, real-world problems to identify and define computing requirements and apply computational approaches to the problem-solving process.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the IT discipline.
3. Communicate effectively with diverse audiences the technical information that is consistent with the intended audience and purpose.
4. Make informed judgments and include unique perspectives of others in computing practice based on legal and ethical principles.
5. 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.
6. Identify and analyze user needs and consider them during the selection, integration, and administration of computer-based systems.

### Planning guide

<b>First year</b>	Goshen Core Foundations of Information Systems Computational Thinking Introduction to Project Management or Introduction to
-------------------	--

Databases  
 Programming I (Programming concentration)  
 Adventures in Business and The Organization of Business  
 (Business concentration)

**Second year** Goshen Core  
 Introduction to Project Management or Introduction to  
 Databases  
 Statistical Models  
 Programming I and Principals of Accounting (Business  
 concentration)  
 Discrete Mathematics and Programming II (Programming  
 concentration)

**Third and** Balance of Goshen Core

**Fourth years** Remaining required major courses

## Minor in information technology

### 18-21 credit hours (foundation and a concentration)

#### Foundational courses (12-13 credit hours)

CoSc 106, Found. of Information Systems or CoSc 206 Computational Thinking . . . .	2-3
CoSc 216, Programming I . . . . .	4
CoSc 266, Introduction to Databases . . . . .	3
CoSc 356, Computer Networking & Security . . . . .	3

#### Concentration: choose 2 upper-level courses (6-7 credit hours)

CoSc 316, Programming II . . . . .	4
CoSc 346, Human Computer Interaction . . . . .	3
CoSc 357, Data Privacy & Security . . . . .	3
CoSc 360, Operating Systems . . . . .	4
CoSc 366, Database Design . . . . .	3
Bus 315, Human Capital Management (prerequisite Bus 155) . . . . .	3
Bus 318, Operations Management (prerequisite Bus 155) . . . . .	3

#### 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-counting 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 build knowledge and skills for a unique field or develop interconnected knowledge and skills that equip them to succeed in rapidly changing fields or to prepare for interdisciplinary graduate programs. Students work with the program director to select 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 concentrations (21 credit hours)*

Students identify two disciplines that provide skills, knowledge, and values that complement 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

## Interdisciplinary studies : Student learning outcomes

### *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**

After completing this major, the student will be able to articulate disciplinary perspectives from two or more disciplines.

1. Comprehend foundational knowledge, methodology, and theory in two or more disciplines.
2. Identify the interdisciplinary skills and dispositions developed through study 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 a skills or methodology 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 online 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, offered by the English department.

## Major in journalism

### 45 credit hours

Comm 200, Communication Practice . . . . .	2
Comm 202, Oral Communication . . . . .	3
Comm 204, Expository Writing . . . . .	3
Comm 212, Digital Media Production . . . . .	3
Comm 240, Communication Research . . . . .	3
Comm 250, Writing for Media . . . . .	3
Comm 270, Media Law and Ethics . . . . .	3
Comm 326, Creating for the Web . . . . .	3
Comm 350, Reporting for the Public Good . . . . .	3
Comm 383, Communication and Society . . . . .	3
Comm 409, Internship . . . . .	4
Comm 410, Senior Seminar . . . . .	3
Selected from the following courses: . . . . .	9
◦ Comm 108, Digital Design	
◦ Comm 190, Introduction to Radio	
◦ Comm 255, Photo Communication	
◦ Comm 260, Broadcast Writing	
◦ Comm 290, Radio Operations	
◦ Comm 308, Feature Writing	
◦ Comm 312, Advanced Digital Media Production	
◦ Comm 324, Principles of Public Relations	
◦ Comm 385, Studies in Communication: Religious Journalism	
◦ Comm 386, Film	
◦ Comm 412, Special Project	
◦ Engl 334, Writing Creative Nonfiction	
◦ Thea 235, The Power of Story	
◦ WGS 375, Gender in Popular Culture	

At least four semesters participation in GCTV, *Record*, and/or WGCS . . . . . NC

### Student learning outcomes

Graduates in journalism will:

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

### Planning guide

**First year**      Goshen Core  
                             Communication Research



	100-299 level courses in major
<b>Second year</b>	Goshen Core Media Law and Ethics Expository Writing Other courses in major SST
<b>Third year</b>	Goshen Core Communication and Society Courses in major
<b>Fourth year</b>	Balance of Goshen Core Balance of major Internships 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 two internships: one for three credit hours and a second for one credit hour. 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 212, Digital Media Production . . . . .	3
Comm 250, Writing for Media . . . . .	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): . . . . .	6
◦ Comm 108, Digital Design	
◦ Comm 190, Introduction to Radio	
◦ Comm 255, Photo Communication	
◦ Comm 260, Broadcast Writing	
◦ Comm 290, Radio Operations	
◦ Comm 308, Feature Writing	
◦ Comm 312, Advanced Digital Media Production	
◦ Comm 326, Creating for the Web	
◦ Comm 385, Studies in Communication: Religious Journalism	
◦ Comm 412, Special Projects	

# Marketing

A major and a minor in marketing are available. The marketing major offers concentrations in communication, management, or media & design.

## Major in marketing

**55 credit hours**

Art 108, Digital Design . . . . .	3
Art 208, Typography . . . . .	3
Art 308, Graphic Design . . . . .	3
Bus 155, The Organization of Business . . . . .	2
Bus 206, Adventures in Business . . . . .	1
Bus 220, Spreadsheet Skills . . . . .	3
Bus 244, Consumer Behavior & the Customer Journey . . . . .	3
Bus 254, Principles of Marketing . . . . .	3
Bus 282, Business Analytics . . . . .	3
Bus 307, Career Planning . . . . .	1
Bus 401, Integrated Marketing & Communication . . . . .	3
Bus 409, Business Internship . . . . .	3
Bus 410, Strategic Management Capstone . . . . .	3
Comm 202, Oral Communication . . . . .	3
Comm 326, Creating for the Web . . . . .	3
Choose three of the following . . . . .	9
◦ Bus 320, Marketing Research & Analytics	
◦ Bus 338, Professional Selling	
◦ Bus 343, Brand, Identity, & Design	
◦ Bus 344, Digital & Social Marketing	
Choose one of the following concentrations . . . . .	6

### Communication concentration (choose 6 credits)

- Comm 250, Writing for Media
- Comm 270, Media, Law, & Ethics
- Comm 324, Principles of Public Relations
- Comm 383, Communication & Society

### Management concentration (choose 6 credits)

- Acc 200, Principles of Accounting
- Bus 121, Entrepreneurship
- Bus 318, Operations Management
- Econ 200, Principles of Economics

### Media & Design concentration (choose 6 credits)

- Art 255, Photography
- Comm 212, Digital Media Production
- Comm 312, Advanced Digital Media Production
- Comm 375, Animation

## Student learning outcomes

Graduates in marketing will:

1. Identify and articulate how personal values and ethical considerations inform and impact business decisions.
2. Demonstrate an understanding of the roles, goals, key concepts, methods, and tools utilized in specific business

functions as well as the relationships between the various functions in a business.

3. Intentionally prepare for a marketing career.
4. Acquire skills needed to influence, inspire, and motivate individuals and groups to achieve results.
5. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
6. Demonstrate effective writing and speaking 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 Marketing  
Digital Design  
Spreadsheet Skills  
Consumer Behavior & the Customer Journey

**Second year** Goshen Core  
Oral Communication  
Adventures in Business  
Business Analytics  
Typography  
Concentration and/or elective course

**Third year** Goshen Core  
Graphic Design  
Creating for the Web  
Concentration and/or elective course(s)  
Internship (a summer internship is encouraged)

**Fourth year** Balance of Goshen Core  
Career Planning  
Integrated Marketing & Communication  
Strategic Management Capstone  
Concentration and/or elective course(s)

### **Planning and advising notes**

Students may not earn a double major in accounting, business, marketing, and/or sustainability management, but major/minor combinations are allowed.

Students may begin taking courses in Goshen College's MBA program through the 4+1 program, upon earning 90 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 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 Masters in Business Administration program is offered online. More information about the program can be found at [www.thecollaborativemba.org](http://www.thecollaborativemba.org) and also in the Goshen College academic catalog for graduate programs.

### **Minor in marketing**

**21 credit hours**

**Goshen College Catalog 2023-2024**

Art 108, Digital Design . . . . .	3
Bus 155, The Organization of Business . . . . .	2
Bus 244, Consumer Behavior & the Customer Journey . . . . .	3
Bus 254, Principles of Marketing . . . . .	3
Bus 307, Career Planning . . . . .	1
Choose three courses: . . . . .	9
◦ Bus 338, Professional Selling	
◦ Bus 343, Brand, Identity, & Design	
◦ Bus 344, Digital & Social Marketing	
◦ Comm 324, Principles of Public Relations	
◦ Comm 326, Creating for the Web	

# 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

### 43-44 credit hours

One course in computer programming . . . . .	3-4
◦ CoSc 206, Computational Thinking (3)	
◦ CoSc 216, Programming I (4)	
Math 205, Discrete Mathematics . . . . .	3
Math 211-212, Calculus I & II . . . . .	8
Math 213, Multivariate Calculus . . . . .	4
Math 321, Differential Equations . . . . .	3
Math 390, Problem Solving Seminar . . . . .	1
Math 409, Project/Internship . . . . .	0-3
Math 411, Seminar: History . . . . .	1
Math 412, Seminar: Connections . . . . .	1
Math 413, Seminar: Discoveries . . . . .	1
Electives in Mathematics ( <i>see advising note below</i> ) . . . . .	18
◦ Math 233, Statistical Models	
◦ Math 250, Game Theory	
◦ Math 301, Linear Algebra	
◦ Math 302, Abstract Algebra	
◦ Math 305, Modern Geometry	
◦ Math 311, Real Analysis	
◦ Math 323, Probability and Statistics	
◦ Math 350, Advanced Game Theory	
◦ Math 351, Mathematical Modeling	
◦ Math 355, Graph Theory	
◦ Math 375, Special Topics	
◦ Math 409, Project/Internship	
◦ Up to 6 credit hours of upper-level computer science courses	
◦ 3 credit hours for Educ 405, Student Teaching in mathematics	

### Student learning outcomes

Graduates in mathematics will:

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

**Planning and advising notes**

**Teacher certification in mathematics** is available for grades 5-12. Courses needed in addition to, or as part of, the Mathematics major core requirements are Math 301; Math 302; Math 305; Math 323; one of Math 350 or 351, and a Math 409 teaching internship with Math 131 or 132. 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 the education catalog and web pages for more details about requirements.

**Planning guide**

<b>First year</b>	Goshen Core Calculus I, II <i>At least one of these:</i> Discrete Mathematics Multivariate Calculus Computer Programming course
<b>Second and Third years</b>	Goshen Core Finish 200-level courses Upper-level math SST
<b>Fourth year</b>	Balance of Goshen Core Balance of major Senior Project/Internship or Student Teaching Connections & Discoveries

**Minor in mathematics**

**19 credit hours**

Any mathematics courses numbered 200 and above .....	11
Any mathematics courses numbered 300 or above .....	8

# Molecular biology/biochemistry

## 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, Internship . . . . .	0-3
Biol 410, Biology Senior Seminar . . . . .	1
Chem 111-112, General Chemistry . . . . .	8
Chem 303-304, Organic Chemistry . . . . .	8
Chem 430, Biochemistry . . . . .	4
Math 211, Calculus I . . . . .	4
Phys 203-204, General Physics . . . . .	8

### Student learning outcomes

Graduates in molecular biology/biochemistry will:

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

### Planning and advising notes

Recommended elective courses: 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

## Goshen College Catalog 2023-2024

not allowed.

### Planning guide

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



# Multimedia communication

The minor in multimedia communication may be combined with any major, or it may be expanded into a major in one of two ways: as a concentration within the communication major or as a component of the interdisciplinary major.

## Minor in multimedia communication

### 18 credit hours

Art 108, Digital Design . . . . .	3
Bus 220, Spreadsheet Skills . . . . .	3
Comm 326, Creating for the Web . . . . .	3
Art/Comm 375, Animation . . . . .	3
Two courses(at least 2 credit hours 300 and above) selected from : . . . . .	6
◦ Art 208, Typography	
◦ Art 308, Graphic Design	
◦ Bus 254, Principles of Marketing	
◦ Comm 212, Digital Media Production	
◦ Comm 250, Writing for Media	
◦ Comm 312, Advanced Digital Media Production	

### Student learning outcomes

Graduates in multimedia communication will:

1. Comprehend a core of knowledge in the field.
2. Create a diverse portfolio that reflects multimedia aesthetic proficiency.
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 5-12 or P-12. Minors in music for social change, music and worship or piano pedagogy may be combined with any major except music.

## Major in music

### 43-85 credit hours (Core and one concentration area)

#### Core courses (21 credit hours):

Mus 201/202, Music Theory I & II . . . . .	6
Mus 201/202-01, Keyboard Theory Labs . . . . .	1
Mus 201/202-02, Aural Skills Labs . . . . .	1
Mus 204, Survey of Music Literature . . . . .	3
Mus 301/302, History of Music I & II . . . . .	6
Mus 303, Advanced Music Theory I . . . . .	3
Mus 410, Senior Seminar . . . . .	1
Sophomore qualifying recital . . . . .	NC
Keyboard proficiency . . . . .	NC
Senior recital, project, or lecture recital . . . . .	NC

#### Generalist concentration (22-23 credit hours)

Mus 212, Introduction to Conducting . . . . .	1
Mus 304, Advanced Music Theory II . . . . .	3
Mus 311, Topics in Music Literature . . . . .	2
Applied music . . . . .	14
One music elective from the following list: . . . . .	2-3
◦ Mus 208, Piano Pedagogy I (3)	
◦ Mus 210, Elementary Music Methods (3)	
◦ Mus 220, Building Community Through Music (2)	
◦ Mus 231, Lyric Diction for Singers (2)	
◦ Mus 308, Vocal Methods and Pedagogy (2)	
◦ Mus 312, Conducting I (2)	
◦ Mus 318, Conducting II (2)	
◦ Mus 355, Arts in London (4)	

Participation in required ensembles each semester* . . . . .	NC
Pianists only: accompany sophomore recitals, etc., as directed by piano teacher . . . . .	NC

#### Music education concentration for P-12 certification (64-68 credit hours)

Mus 210, Elementary Music Methods . . . . .	3
Mus 220, Building Community Through Music . . . . .	2
Mus 304, Advanced Music Theory II . . . . .	3
*Mus 305, String Methods and Materials . . . . .	1
*Mus 306, Woodwind Methods and Materials . . . . .	1
*Mus 307, Brass Methods and Materials . . . . .	1
**Mus 308, Vocal Methods and Pedagogy . . . . .	2
*Mus 309, Percussion Methods and Pedagogy . . . . .	1
Mus 312, Conducting I . . . . .	2
Mus 318, Conducting II . . . . .	2
Mus 330, Secondary Music Methods . . . . .	3
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

## Music : Student learning outcomes

\*coursework for instrumental licensure; \*\*coursework for vocal licensure

### Music for social change concentration (25-26 credit hours)

Mus 220, Building Community Through Music. . . . .	2
Mus 212, Introduction to Conducting . . . . .	1
One of the following courses: . . . . .	2-3
◦ Mus 208, Piano Pedagogy I (3)	
◦ Mus 210, Elementary Music Methods (3)	
◦ Mus 312, Conducting I (2)	
◦ Mus 330, Secondary Music Methods (2)	
One related course chosen from the following: . . . . .	3
◦ Bus 319, Leading Non-profit Organizations	
◦ Educ 201, Foundations of Education	
◦ PJCS 360, Designing for Social Change	
◦ PoSc 210, Introduction to Public Policy	
◦ Soc 224, Introduction to Social Work	
◦ Soc 234, Ethnography and Culture	
Mus 409, Internship . . . . .	3
Applied Music . . . . .	14
Participation in required ensembles each semester*	NC
Pianists only: accompany sophomore recitals, etc., as directed by piano teacher. . . . .	NC

### Music and worship concentration (26-27 credit hours)

One of the following courses: . . . . .	3
◦ Mus 208, Piano Pedagogy I	
◦ Mus 210, Elementary Music Methods	
Mus 212, Introduction to Conducting . . . . .	1
Mus 311, Topics in Music Literature . . . . .	2
Mus 312, Conducting I . . . . .	2
Mus 409, Internship . . . . .	1-2
Applied music . . . . .	8
Three related courses chosen from the following: . . . . .	9
◦ Bibl 301, Hebrew Scriptures	
◦ Engl 203, Introduction to Creative Writing	
◦ Psyc 210 SW, Developmental Psychology	
◦ Rel 205 RW, Religion in America	
◦ Rel 320, Christian Theologies	
◦ Rel 322, Worshiping Communities	
◦ Rel 374, Congregational Ministries	
◦ Thea 235, The Power of Story	
◦ Thea 245, Aesthetics	
Participation in required ensembles each semester* . . . . .	NC
Public demonstration of leading chamber ensemble or congregational singing . . . . .	NC
Pianists only: accompany sophomore recitals, etc., as directed by piano teacher. . . . .	NC

### Piano pedagogy concentration (26 credit hours)

Mus 208, Piano Pedagogy I . . . . .	3
Mus 304, Advanced Music Theory II . . . . .	3
Mus 310, Piano Pedagogy II . . . . .	2
Mus 311, Topics in Music Literature . . . . .	2
Mus 409, Music Teaching Internship (three semesters, 1 credit each) . . . . .	3
Applied music . . . . .	13-14
Participation/accompaniment in required ensembles each semester* . . . . .	NC
Accompany sophomore recitals, etc., as directed by piano teacher . . . . .	NC

\*unless on SST or other off-campus program.

**Student learning outcomes**

Graduates in music will:

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

**Planning guide**

**First year** Goshen Core  
Music Theory  
Applied music  
Survey of Music Literature

**Second year** Goshen Core  
Music Theory (if not taken in first year)  
Advanced Theory (if not in third year)  
Specialty Course (see previous list)  
Applied music  
Courses in concentration  
Sophomore recital  
SST

**Third year** Goshen Core  
Advanced Theory (if not in second year)  
Applied music  
Courses in concentration

**Fourth year** Balance of Goshen Core  
Balance of major  
History of Music  
Topics in Music  
Senior Seminar  
Recital or paper

**Fifth year** Student teaching in fall for music education majors

**Planning and advising notes**

Music education students may take any of the following courses whenever offered: Mus 210, Mus 330, Mus 312, 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.

## Minor in music

### 20-21 credit hours

Mus 201/202, Music Theory I & II . . . . .	8
Mus 204, Survey of Music Literature . . . . .	3
Mus 212, Introduction to Conducting . . . . .	1
Applied music . . . . .	6
Music elective from the following options: . . . . .	2-3
◦ Mus 208, Piano Pedagogy I (3)	
◦ Mus 210, Elementary Music Methods (3)	
◦ Mus 220, Building Community Through Music (2)	
◦ Mus 231, Lyric Diction for Singers (2)	
◦ Mus 301, Music History I (3)	
◦ Mus 302, Music History II (3)	
◦ Mus 303, Advanced Music Theory (3)	
◦ Mus 308, Vocal Methods & Pedagogy (2)	
◦ Mus 311, Topics in Music Literature (2)	
◦ Mus 312, Conducting I (2)	
◦ Mus 355, Arts in London (4)	

Participation in a core ensemble each semester* . . . . .	NC
Sophomore recital or project (may be given in junior or senior year) . . . . .	NC

\*unless on SST or other off-campus program.

### 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.

### 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.

## Goshen College Catalog 2023-2024

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.

## Music for social change

Music for social change is also available as a concentration within the music major.

### Minor in music for social change

#### 21 credit hours

Mus 201/202, Music Theory I & II . . . . .	8
Mus 204, Survey of Music Literature . . . . .	3
Mus 212, Introduction to Conducting . . . . .	1
Mus 220, Building Community Through Music. . . . .	2
Mus 409, 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

# Music in worship

## Minor in music in worship

### 20-21 credit hours

Mus 201/202, Music Theory I & II . . . . .	8
Mus 204, Survey of Music Literature . . . . .	3
Mus 212, Introduction to Conducting . . . . .	1
Mus 311, Topics in Music Literature: Church Music . . . . .	2
Applied music . . . . .	4
One of the following courses: . . . . .	2-3
◦ Mus 208, Piano Pedagogy I	
◦ 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 in music will:

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

### Advising note

Music in worship is also available as a concentration within the music major.



# 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 or Mus 262, Staged Music Scenes (2)
- Thea 234, Acting I (3)
- Thea 334, Acting II (3)
- Thea 388, Movement for the Stage (3)

### *For theater majors: (13 credits)*

- Mus 201, Music Theory I (4)
- Mus 275, Applied Music: Voice (4)
- Mus 375, Applied Music: Voice (2)
- Thea 388, Movement for the Stage (3)

### *For students in all other majors: (16 credits)*

- Mus 201, Music Theory I (4)
- Mus 275, Applied Music: Voice (4)
- Mus 375, Applied Music: Voice (2)
- Thea 234, Acting I (3)
- Thea 334, Acting II OR Thea 338, Movement for the Stage (3)

### 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

## **Two tracks, one degree.**

The Nursing program has both a basic track described below and an R.N.-to-B.S.N. completion track, which is described in the Adult and Continuing Studies section of this catalog.

## **Basic track**

### **Admission process**

Applicants should be in the upper half of their high school graduating class. The high school program should include foreign language, algebra, chemistry, and biology. Physics is also recommended. Applications to the professional nursing program are submitted during the second semester of the freshman year. Applications are due by February 12 and are processed by March 11 for priority consideration. The first nursing course begins in the fall of the sophomore year (some exceptions may be made to accommodate SST schedules). 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 (basic track)**

**82-86 credit hours**

**Modified Goshen Core program for nursing students**

The same Goshen Core requirements apply as for students in other majors, with two exceptions.

**Perspectives courses:** Natural World, Social World and Peacemaking requirements are met by courses in the nursing major.

**Intercultural education:** Nursing students may select an on-campus alternative program with three elements:

1. Language prerequisite: 101 level of any world language by placement test, course credit, or CLEP (or native language other than English)
2. 6 credit hours from the on campus SST alternate list (see Global Engagement pages).
3. Core 300, Global Issues Seminar

**Supporting courses (31-35 credit hours)**

Chem 101, Introductory Chemistry . . . . .	3
Chem 103 NW, Chemistry and Health . . . . .	4
Biol 203, Human Anatomy and Physiology I . . . . .	4
Biol 204, Human Anatomy and Physiology II . . . . .	3
Biol 206, Microbiology . . . . .	3
Chem 220, Human Nutrition . . . . .	3
Psyc 100, General Psychology . . . . .	3
Psyc 210 SW, Developmental Psychology or Psyc 221, Human Behavior . . . . .	3
Soc 200, Principles of Sociology . . . . .	3
Biol 319, Human Pathophysiology . . . . .	3
Psyc 380, Statistics in Research . . . . .	3

**Nursing courses (51 credit hours)**

Nurs 210, Introduction to Professional Nursing . . . . .	3
Nurs 211, Fundamentals of Nursing . . . . .	3
Nurs 212, Holistic Client Assessment* . . . . .	3
Nurs 305, Pharmacology . . . . .	3
Nurs 306, Nursing Care of the Adult I* . . . . .	4
Nurs 307, Nursing Care of the Adult II* . . . . .	4
Nurs 308, Gerontological Nursing . . . . .	3
Nurs 309 PX, Health Care Ethics . . . . .	3
Nurs 311, Nursing Care of the Expanding Family* . . . . .	3
Nurs 312, Nursing Care of the Child* . . . . .	3
Nurs 403, Nursing Research . . . . .	3
Nurs 405, Psychiatric/Mental Health Nursing* . . . . .	3
Nurs 406, Acute Care Nursing* . . . . .	3
Nurs 408, Community Health Nursing* . . . . .	3
Nurs 409, Leadership in Nursing* . . . . .	3
Nurs 410, Senior Seminar in Nursing . . . . .	1
Nurs 415, Capstone . . . . .	3

\*Denotes courses with a clinical component or practice-based project.

**Planning and advising notes**

Students who had two semesters of high school chemistry with a grade of B- or higher

are exempt from Chem 101 but are required to take Chem 103.

Nursing faculty advisors work with each student to develop a four-year plan.

**Student learning outcomes**

Graduates in nursing will:

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

**Planning guide**

<b>First year</b>	Goshen Core courses Supporting courses Language
<b>Second year</b>	200 level nursing courses Concurrent 200 level courses Supporting courses May term SST alt (if needed) OR SST in fall semester (with advanced planning)
<b>Third year</b>	300 level nursing courses Supporting courses May term SST alt (if needed)
<b>Fourth year</b>	400 level nursing courses Artistic World and Religious World Core 300

# Peace and justice studies

## Minor in peace and justice studies

See also the major in peace, justice and conflict studies (PJCS) and the minor in conflict studies.

### 19 credit hours

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

PJCS 410, Senior Advanced Work ..... 1

Choose five courses: ..... 15

- Bibl 321, Biblical Themes of Peace
- PJCS 201 PX, Violence & Nonviolence
- PJCS 202 PX, Spirituality of Peacemaking\*
- PJCS 210 PX, Transforming Conflict & Violence
- PJCS 220, Inside Out (permission required)
- PJCS 310, Issues in PJCS
- PJCS 332, Religion, Conflict & Peace
- PJCS 347, Restorative Justice\*
- PJCS 350, Reconciliation
- PJCS 360, Designing for Social Change
- PJCS 370, Personal Violence and Healing\*
- PJCS 425, War & Peace in the Modern World
- PJCS 426, Conflict-Healthy Groups

\*Denotes courses offered every other year.

### Advising note

May be combined with any major except PJCS. PJCS 325 and PJCS 347 rotate every other year.

# Peace, justice, and conflict studies (PJCS)

## 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 and Theory . . . . .	4
PJCS 409, Internship . . . . .	1-4
PJCS 411, Senior Seminar . . . . .	3
Choose six courses from the list below: . . . . .	18
◦ PJCS 201 PX, Violence & Nonviolence	
◦ PJCS 202 PX, Spiritual Path of Peacemakers	
◦ PJCS 210 PX, Transforming Conflict & Violence	
◦ PJCS 220, Inside Out	
◦ PJCS 310, Issues in PJCS	
◦ PJCS 332, Religion, Conflict & Peace	
◦ PJCS 347, Restorative Justice	
◦ PJCS 350, Dynamics/Theology of Reconciliation	
◦ PJCS 360, Designing for Social Change	
◦ PJCS 370, Personal Violence & Healing	
◦ PJCS 425, War & Peace in the Modern World	
◦ PJCS 426, Conflict-Healthy Groups	
One of the following: . . . . .	3
◦ Econ 200, Principles of Economics	
◦ Econ 310, Economics of War & Peace	
One of the following: . . . . .	3
◦ PoSc 200, Introduction to Political Science	
◦ PoSc 210, Introduction to Public Policy	
◦ PoSc 308, International Politics	
One related course: . . . . .	3
◦ Hist 330, Gender in World History	
◦ Rel 316, Liberation Theologies	
◦ SoWk 355, Contemporary Women’s Issues	
◦ Soc 334, Race, Class & Ethnic Relations	

### Student learning outcomes

Graduates in peace, justice and conflict studies will:

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

## Peace, justice, and conflict studies (PJCS) : Student learning outcomes

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, Transforming Conflict and Violence . . . . .	3
PJCS 325, Mediation: Process, Skills and Theory . . . . .	3
Soc 334, Race, Class and Ethnic Relations. . . . .	3
Choose one of the following: . . . . .	3
◦ CJRJ 200, Sociology of Crime and Deviance	
◦ PJCS 201, Violence and Nonviolence	
◦ PJCS 220, Inside-Out	
◦ PJCS 347, Restorative Justice	

#### Advising notes

This certificate is not available to anyone majoring or minoring in PJCS or CJRJ as there is too much overlap between required courses.

# Philosophy

## Minor in philosophy

### 18 credit hours

Introductory philosophy class (choose one) . . . . .	3
◦ Phil 200, Introduction to Philosophy	
◦ Phil 202, Philosophy, Wonder & Existence	
Ethics class (choose one) . . . . .	3
◦ Phil 203, Living Ethically	
◦ Phil 302, Ethics and Morality	
Phil 307, Asian Thought . . . . .	3
Three courses selected from the following: . . . . .	9
◦ Engl 300, Philosophy, Interpretation, and Culture	
◦ PJCS 332, Religion, Conflict & Peace or PJCS 350, Dynamics/ Theology of Reconciliation	
◦ Phil 400, Individual Readings	
◦ Rel 315, Religion in Culture & Society	
◦ Rel 320, Christian Theologies	
◦ Rel 402, Christianity & Modern Thought	

### Student learning outcomes

Graduates with a minor in philosophy will:

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



# Physical education

A major and minor in physical education are available, as well as a coaching endorsement for students in any major. Teacher certification is available for grades P-12 (See PETE requirements below). See also minors in health, recreation and sport, and sport management.

## Major in physical education

### 51 credit hours

Choose one physiology class: . . . . .	4
◦ Biol 130, Organismal Biology	
◦ Biol 203, Human Anatomy & Physiology	
Kin 102, First Aid and CPR . . . . .	1
Kin 103, Basic Athletic Training . . . . .	2
Kin 250, Introduction to Kinesiology . . . . .	3
Kin 308, Teaching Sport Skills and Strategies . . . . .	3
Kin 309, Physical Education for Children . . . . .	3
Kin 310, Introduction to Sport Management. . . . .	3
Kin 315, Applied Biomechanics . . . . .	3
Kin 317, Exercise Physiology . . . . .	4
Kin 320, Adaptive Physical Activity and Sport . . . . .	3
Kin 330, Motor Learning . . . . .	3
Kin 345, Theories and Techniques of Coaching. . . . .	3
Kin 409, Internship . . . . .	3
Kin 410, Senior Seminar . . . . .	3
Five sports skills courses ( <i>intercollegiate athletics may count for only 1 credit hour</i> ) . . .	5
One health-related course . . . . .	3
◦ Chem 220, Human Nutrition ( <i>prerequisite Chem 101</i> )	
◦ Kin 360, Teaching Health Concepts	
◦ Kin 415, School and Community Health	
◦ Pubh 200, Introduction to Public Health	
◦ Pubh 210, Health Care in Diverse Communities	
◦ Pubh 310, Public Health Policy & Administration	
◦ Soc 210, Sociology of the Family	
◦ Soc 260, Human Sexuality	
Additional practica (prior to KIN 410 internship). . . . .	2
◦ Kin 269, Sports medicine practicum ( <i>prerequisite KIN 103</i> )	
◦ Kin 352, Personal training practicum ( <i>prerequisite KIN 400</i> )	
◦ Kin 353, Group instruction practicum ( <i>prerequisite KIN 200</i> )	
◦ Kin 354, Facility management practicum ( <i>prerequisite KIN 310</i> )	
◦ Kin 420, Health practicum ( <i>prerequisite KIN 360 or 415</i> )	

### Student learning outcomes

All physical education graduates 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 competency or proficiency in a variety of sports and physical activities.
5. Demonstrate the ability to teach physical activities, exercises, and sports to

- individuals and groups.
6. Employ critical thinking strategies, creativity and reflection when solving a problem.
  7. Demonstrate professional ethical leadership behavior and skills: attire, communication, relationships, responsibility, initiative, and the ability to empower others.
  8. 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; 14 in health (optional)**

Choose one physiology class: . . . . . 4

- Biol 130, Organismal Biology
- Biol 203, Human Anatomy & Physiology

Kin 102, First Aid and CPR . . . . . 1

Kin 103, Basic Athletic Training . . . . . 2

Kin 250, Introduction to Kinesiology . . . . . 3

Kin 308, Teaching Sport Skills and Strategies . . . . . 3

Kin 309, Physical Education for Children . . . . . 3

Kin 310, Introduction to Sport Management. . . . . 3

Kin 315, Applied Biomechanics . . . . . 3

Kin 317, Exercise Physiology . . . . . 4

Kin 320, Adaptive Physical Activity and Sport . . . . . 3

Kin 330, Motor Learning . . . . . 3

Kin 345, Theories and Techniques of Coaching. . . . . 3

Five sports skills courses (*intercollegiate athletics may count for only 1 credit hour*) . . . 5

Kin 410, Senior Seminar . . . . . 3

Professional education requirements (*see Education pages*) . . . . . 35

Health education module (*optional*) . . . . . 14

- Chem 220, Human Nutrition (*See Chemistry department for prerequisite*) (3)
- Kin 360, Teaching Health Concepts (3)
- Kin 415, School and Community Health (3)
- Kin 420, Health Practicum (2) (*Kin 360 or 415 prerequisite*)
- Soc 260, Human Sexuality (3)

**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.

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

**Physical education major four year plan**

<b>First year</b>	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
<b>Second year</b>	*Motor Learning
	Physical Education for Children
	*Introduction to Sport Management
	Theory and Techniques of Coaching
	*Exercise Physiology
	Sports Skills Electives
	Goshen Core
<b>Third year</b>	Goshen Core
	*Teaching Sports Skills and Strategies
	Sports Skills Electives
	*Adaptive Physical Activity and Sport
	*Applied Biomechanics
<b>Fourth year</b>	Internship
	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	
Kin 102, First Aid and CPR . . . . .	1
Kin 103, Basic Athletic Training . . . . .	2
Kin 250, Introduction to Kinesiology . . . . .	3
Kin 310, Introduction to Sport Management. . . . .	3
Two courses selected from the following: . . . . .	6
◦ Kin 308, Teaching Sports Skills & Strategies	
◦ Kin 309, PE for Children	
◦ Kin 320, Adaptive Physical Activity & Sport	
Five sports skills courses ( <i>in addition to intercollegiate athletics</i> ) . . . . .	5

### Coaching certificate

#### 9 credit hours

Kin 102, First Aid and CPR . . . . .	1
Kin 103, Basic Athletic Training . . . . .	2
Kin 310, Introduction to Sport Management. . . . .	3
Kin 345, Theory and Techniques of Coaching . . . . .	3

#### 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

In addition to a physics major, a 3-2 engineering program is available, described in the engineering physics major. Teacher certification for grades 5-12 is also available in physical science or physics.

## Major in physics

### 52 credit hours

Phys 105, Physics and Engineering	2
Phys 203-204, General Physics	8
Phys 302, Analytical Mechanics	3
Phys 303, Classical Field Theory	3
Phys 310, Thermodynamics	4
Phys 313, Quantum Theory	3
Phys 410, Senior Seminar	3
Physics electives	3
Chem 111-112, General Chemistry	8
Math 211-212, Calculus I & II	8
Math 213, Multivariate Calculus	4
Math 321, Differential Equations	3

### Student learning outcomes

Graduates in physics will:

1. Apply principles from primary physical theories: mechanics, electricity and magnetism, thermodynamics, and quantum mechanics.
2. Demonstrate facility with mathematical and computational tools of a physicist: calculus, differential equations, programming languages, computational environments, and spreadsheets.
3. Demonstrate facility with laboratory equipment and ability to analyze and visualize data using tools such as graphing, curve fitting, and statistical analysis.
4. Carry out independent projects and research, both individually and collaboratively.
5. Demonstrate oral and 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 for physics major

<b>First year</b>	Goshen Core Calculus I & II General Physics I & II Physics and Engineering (first year seminar) Programming I* Multivariate Calculus
<b>Second year</b>	Goshen Core General Chemistry I & II Differential Equations SST (spring or summer)
<b>Third year</b>	Goshen Core Electronics* Analytical Mechanics Optics and Holography* Classical Field Theory

**Fourth year**      Thermodynamics  
                          Quantum Theory  
                          Research Project  
                          Senior Seminar

**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 or physical science** is available for grades 5-12 in two related areas. Courses needed in addition to, or as part of, the physics major are:

**Physics** – Phys 208, Phys 210

**Physical Science** – Chem 200, Chem 303, Phys 210

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 catalog and web pages for more details about requirements.

# Piano pedagogy

This minor can be combined with any major except music. Piano pedagogy is also available as a concentration within the music major.

## Minor in piano pedagogy

### 22 credit hours

Mus 201/202, Music Theory I & II . . . . .	8
Mus 204, Survey of Music Literature . . . . .	3
Mus 208, Piano Pedagogy I . . . . .	3
Mus 310, Piano Pedagogy II . . . . .	2
Applied music: Piano . . . . .	6
Participate in or accompany 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 in music will:

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

# 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
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Additional courses from the core list above, or any of the following:

- Hist 315, War and Peace in 20th Century Europe
- Hist 326, Recent American History
- Hist 327, Immigration, Race and Ethnicity in the U.S.
- PJCS 201, Violence and Nonviolence
- PJCS 332, Religion, Conflict and Peace  
or PJCS 350, Dynamics/Theology of Reconciliation
- PJCS 360, Designing for Social Change
- Soc 322, Social Policy and Programs
- Soc 334, Race, Class & Ethnic Relations
- Sust 320, Environmental Policy & Politics (*part of Sustainability Leadership Semester*)

### Student learning outcomes

Graduates 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 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(3)
- Comm 270, Media Law & Ethics(3)
- Engl 204, Expository Writing(3)
- Math 205, Discrete Mathematics(3)
- PJCS 347, Restorative Justice(3)
- Phil 200, Introduction to Philosophy(3)
- Phil 203, Living Ethically or Phil 302, Ethics and Morality(3)
- PoSc 200, Introduction to Political Science(3)
- PoSc 210, Introduction to Public Policy(3)
- PoSc 305, US Constitutional Law(3)
- Sust 320, Environmental Policy & Politics(3) (*part of Sustainability Leadership Semester*)

Three courses . . . . . 9

Additional courses from the list above, or any of the following:

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

#### Student learning outcomes

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 note

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 (4)	
◦ Biol 212 NW, Empathic Animals (3)	
◦ CJRJ 100, Intro to Criminal Justice (3)	
◦ Kin 350, Sport Culture and Psychology (3)	
◦ PJCS 201 PX, Violence & Nonviolence (3)	
◦ Pubh 200, Intro to Public Health (3)	
◦ Pubh 210, Health Promotion in Diverse Communities (3)	
◦ Soc 200, Principles of Sociology (3)	
◦ Soc 210, Sociology of the Family (3)	
◦ SoWk 221, Human Behavior (3)	
◦ WGS 200, Introduction to Gender Studies (3)	

### Student learning outcomes

Graduates in psychology will:

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

### Planning guide

<b>First year</b>	Goshen Core General Psychology Related courses
<b>Second year</b>	Goshen Core Psychology courses Related courses SST
<b>Third year</b>	Goshen Core Upper-level courses in major Statistics in Research/Psychology Research (3rd or 4th year)

	Related courses	
<b><i>Fourth year</i></b>	Balance of Goshen Core	
	Balance of major and related courses	
	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.

## 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, Health Promotion in Diverse Communities . . . . .	3
PUBH 310, Public Health Policy and Administration . . . . .	3
PUBH 311, 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, Health Care Ethics PX . . . . .	3
PSYC 380, Statistics in Research . . . . .	3

#### Public Health Sciences track (17-18 credits)

BIOL 203, Human Anatomy and Physiology I . . . . .	4
BIOL 204, Human Anatomy and Physiology II . . . . .	3
BIOL 206, Microbiology (3) or BIOL 300, Microbial Biology (4) . . . . .	3-4
BIOL 319, Human Pathophysiology . . . . .	3
CHEM 103, Chemistry & Health or CHEM 111, General Chemistry . . . . .	4

#### Public Health Promotion track (15-17 credits)

BUS 220, Spreadsheet Skills . . . . .	3
COMM 240, Communication Research . . . . .	3
Related courses selected from the following: . . . . .	9-11

- BIOL 235, Geographic Information Systems (4)
- BUS 282, Business Analytics (3)
- COMM 202, Oral Communication (3)
- COMM 270, Media, Law, and Ethics (3)
- COMM 322, Organizational Communication (3)
- COMM 324, Principles of Public Relations (3)
- COMM 383, Communication & Society (3)
- EDUC 201, Foundations of Education (3-4)
- ENGL 204, Expository Writing (3)
- KIN 360, Teaching Health Concepts (3)
- KIN 415, Community and School Health (3)
- PJCS 201, Violence and Nonviolence (3)
- PJCS 347, Restorative Justice (3)
- PSYC 210, Developmental Psychology (3)
- SOWK 221, Human Behavior (3)
- WGS 200/SOC 205, Introduction to Gender Studies (3)

#### Student Learning Outcomes

Graduates 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.

## Goshen College Catalog 2023-2024

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 guide – options A & B

<b>First year</b>	Goshen Core Chemistry Anatomy and Physiology I & II Quantitative Literacy	Goshen Core Quantitative Literacy Spreadsheet Skills Track Specific Supporting course
<b>Second year</b>	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)
<b>Third year</b>	Policy and Administration Global Health Epidemiology Junior Seminar Human Nutrition Statistics in Research Methods in Social Research	Policy and Administration Global Health Epidemiology Junior Seminar Human Nutrition Statistics in Research Methods in Social Research
<b>Fourth year</b>	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.

### Minor in public health

#### 18 credit hours

PUBH 200, Introduction to Public Health . . . . .	3
PUBH 210, Health Promotion in Diverse Communities . . . . .	3
PUBH 310, Public Health Policy and Administration . . . . .	3
PUBH 320, Perspectives in Global Health . . . . .	3
PUBH 330, Epidemiology . . . . .	3
PSYC 380, Statistics in Research . . . . .	3

# Public relations

A major and a minor are available in public relations. See also majors and minors in communication and marketing.

## Major in public relations

### 43 credit hours

Bus 254, Principles of Marketing . . . . .	3
One of the following courses: . . . . .	3
◦ Comm 108, Digital Design	
◦ Art 255, Photography	
Comm 200, Communication Practice . . . . .	2
Comm 202, Oral Communication . . . . .	3
Comm 204, Expository Writing . . . . .	3
Comm 240, Communication Research . . . . .	3
Comm 250, Writing for Media . . . . .	3
Comm 270, Media Law and Ethics . . . . .	3
Comm 322, Organizational Communication . . . . .	3
Comm 324, Principles of Public Relations . . . . .	3
Comm 383, Communication and Society . . . . .	3
Comm 409, Internship . . . . .	4
Comm 410, Senior Seminar . . . . .	3
Comm 412, Special Project: Events . . . . .	1
Selected from the following courses: . . . . .	3
◦ Art 208, Typography	
◦ Bus 121, Introduction to Entrepreneurship	
◦ Bus 220, Spreadsheet Skills	
◦ Bus 315, Human Capital Management	
◦ Bus 338, Professional Selling	
◦ Comm 190, Introduction to Radio	
◦ Comm 255, Photo Communication	
◦ Comm 260, Broadcast Writing	
◦ Comm 308, Feature Writing	
◦ Comm 326, Creating for the Web	
◦ Comm 350, Reporting for the Public Good	
◦ Comm 412, Special Projects	
◦ Thea 235, The Power of Story	

At least four semesters participation in GCTV, *Record*, PRSSA and/or WGCS . . . . . NC

### Student learning outcomes

Graduates in public relations will:

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

**Planning guide**

<b>First year</b>	Goshen Core Communication Research 100-299 level courses in major
<b>Second year</b>	Goshen Core Media Law and Ethics Expository Writing Other courses in major SST
<b>Third year</b>	Goshen Core Communication and Society Courses in major
<b>Fourth year</b>	Balance of Goshen Core Balance of major Internships Senior Seminar

**Planning and advising notes**

Comm 200, Communication Practice should be with a co-curricular closely related to the major. The public relations major requires two internships: one for three credit hours and a second for one credit hour. A portfolio or its equivalent is required for graduation.

**Academic requirements:** public relations 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 public relations**

**18 credit hours**

Bus 254, Principles of Marketing . . . . .	3
Comm 250, Writing for Media . . . . .	3
Comm 322, Organizational Communication . . . . .	3
Comm 324, Principles of Public Relations . . . . .	3
Courses selected from the following: . . . . .	6
◦ Bus 244, Consumer Behavior & the Customer Journey	
◦ Bus 343, Brand, Identity, and Design	
◦ Comm 108, Digital Design	
◦ Comm 190, Introduction to Radio	
◦ Comm 200, Communication Practice	
◦ Comm 202, Oral Communication	
◦ Comm 212, Digital Media Production	
◦ Comm 240, Communication Research	
◦ Comm 255, Photo Communication	
◦ Comm 260, Broadcast Writing	
◦ Comm 270, Media Law and Ethics	
◦ Comm 290, Radio Operations	
◦ Comm 308, Feature Writing	
◦ Comm 312, Advanced Digital Media Production	
◦ Comm 326, Creating for the Web	
◦ Comm 385: Studies in Communication: Religious Journalism	
◦ Comm 409, Internship	
◦ Comm 412, Special Project	

Note to Marketing majors: Students must complete at least 9 credits in the PR minor

**Public relations : Student learning outcomes**

that are not double counted in the Marketing major.

# Recreation and sport

## Minor in recreation and sport

### 21 credit hours

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

### Student learning outcomes

In addition to general student learning outcomes described in the physical education catalog section, graduates in recreation and sport will:

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

### Advising note

The sport and recreation minor is not available to students with a major in physical education or exercise science.



# 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, ASL 4 . . . . .	4
ASL 307, ASL 5 . . . . .	4
ASL 320, Deaf History . . . . .	3
INT 210, Introduction to Interpreting . . . . .	3
INT 230, Technology for Interpreters . . . . .	1
INT 301, Interpreting 1 . . . . .	4
INT 302, Interpreting 2 . . . . .	4
INT 320, Sign to Voice Interpreting . . . . .	4
INT 401, Interpreting 3 . . . . .	4
INT 403, Medical Interpreting . . . . .	4
INT 405, Transliterating . . . . .	3
INT 407, Interpreting Ethics . . . . .	3
INT 409, Interpreting Internship . . . . .	12
INT 410, Senior Seminar . . . . .	1

### Student learning outcomes

Graduates 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

<b>First and second years</b>	Goshen Core ASL 4 and 5 Introduction to Interpreting Deaf History
<b>Third year</b>	Goshen Core Interpreting 1 and 2 Sign to Voice Interpreting Interpreting Ethics Technology for Interpreters
<b>Fourth year</b>	Balance of Goshen Core Interpreting 3 Transliterating Medical Interpreting

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.

# Social policy and advocacy

## Minor in social policy and advocacy

### 19 credit hours

Social policy & advocacy core courses (choose 2 courses) . . . . .	6
◦ PoSc 210, Introduction to Public Policy (3)	
◦ SoWk 322, Social Welfare Policy and Program I (3)	
◦ Pubh 310, Public Health Policy and Administration (3)	
PJCS 309, Advocacy Field Work . . . . .	1
Applied advocacy and/or policy courses (6 credits must be upper level). . . . .	12
◦ BUS 315, Human Capital Management	
◦ CJRJ 100, Introduction to the Criminal Justice System	
◦ Comm 324, Principles of Public Relations	
◦ PJCS 220, Inside Out	
◦ PJCS 325, Mediation: Process, Skills and Theory	
◦ Pubh 210, Health Promotion in Diverse Communities	
◦ Soc 391, Methods of Social Research	
◦ SoWk 229, Child Welfare	
◦ SoWk 231, Aging in Society	
◦ SoWk 245, Women’s Concerns	
◦ SoWk 250, Immigration	
◦ SUST 205, Sustainability Policy	
◦ WGS 325, Topics	

### Planning and advising notes

The social policy and advocacy minor is designed to assist students with a liberal arts major in obtaining knowledge and skills applicable to employment in the non-profit sector. The minor’s four key learning objectives include: 1) Explain the role policy and advocacy plays in the well being of individuals and communities; 2) Demonstrate the use of local and global policy and advocacy skills in organizational and governmental contexts; 3) Engage in ethical policy and advocacy development and practice; and 4) Utilize policy and advocacy development skills in the community.

Double counting will be limited to two courses, at least 12 hours of the minor must be met through discrete courses that do not count toward a student’s major requirements.

Social policy and advocacy minors will take PJCS 309 Advocacy Field Work (1 cr) in conjunction with one of the required social policy and advocacy courses, completing a 40-hr internship in which the student works with a community partner on an advocacy and policy issue related to course content and student interests. Additional applied advocacy classes can be substituted upon approval of the minor advisor.

# 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.

## Social Work: two tracks, B.A. or B.S.

The social work program has both a [four-year bachelor of arts track](#) and a [20-month bachelor of science degree completion track](#) (described in the Adult and Graduate Programs section of the catalog). Both tracks follow the same social work curriculum, which builds on the liberal arts perspective in the Goshen Core curriculum with its emphasis on international, intercultural, interdisciplinary and integrative teaching and learning. The program outcomes for graduates are the same for students enrolled in either track.

## 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: BASW

### 53 credit hours

Psyc 306, Abnormal Psychology . . . . .	3
Soc 200, Principles of Sociology . . . . .	3
Soc 210, Sociology of the Family . . . . .	3
Soc 334, Race, Class and Ethnic Relations. . . . .	3
Soc/SoWk 391, Methods of Social Research. . . . .	3
SoWk 200, Introduction to Social Work . . . . .	3
SoWk 209, Social Service Field Experience . . . . .	3
SoWk 221, 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 245, Women's Concerns	
◦ SoWk 229-PX Child Welfare	
◦ SoWk 231-SW Aging in US Society	
◦ SoWk 250, Human Services: Special Studies (Immigration or other topic)	

### 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. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
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: BASW**

**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, which takes place in the fall and spring semesters each year, aids students in selecting courses in the sequence required for successful completion of the program. 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

### 40 credit hours

#### Core courses (19 credit hours):

Soc 200, Principles of Sociology . . . . .	3
Soc 310, Social Theory . . . . .	3
Soc 334, Race, Class and Ethnic Relations. . . . .	3
Soc 391, Methods of Social Research . . . . .	3
Soc 392, Junior Seminar in Social Research . . . . .	3
Soc 409, Field Experience in Sociology/Anthropology . . . . .	3
Soc 410, Senior Seminar . . . . .	1

#### Elective and related courses (21 credit hours):

Choose four of the following courses . . . . .	12
◦ Soc 210, Sociology of the Family	
◦ Soc 211, Social Stratification	
◦ Soc 230, Ethnography and Culture	
◦ Soc 302, Urban Diversity (Chicago Center)	
◦ Soc 315, Religion in Culture and Society	
◦ Soc 320, Environmental Sociology	
◦ Soc 331, Social Justice and Social Change	
◦ Soc 336, Latin American Societies and Cultures	
◦ Soc 340, African Societies and Cultures	
◦ Soc 351, Contemporary Issues	
◦ Soc 430, Environmental Justice	
Choose one of the following (Identities & Inequalities). . . . .	3
◦ Hist 330, Gender in World History	
◦ Soc 205/WGS 200, Introduction to Gender Studies	
◦ Soc 260, Human Sexuality	
◦ Soc 345/SoWk 345, Women's Concerns	
Choose one of the following (Politics & Social Change). . . . .	3
◦ Econ 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
◦ Biol 207 NW, Roots of Environmental Crisis	
◦ Econ 309, Environmental Economics	
◦ Hist 345, Environmental History	

### Student learning outcomes

Graduates 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.

## Goshen College Catalog 2023-2024

6. Skillfully communicate sociological arguments in written and oral form.
7. Interpret the moral responsibilities of sociological work for their own future.

### Planning guide

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

### 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

### 37-40 credit hours

Spanish courses 202 level and higher . . . . .	21
Span 300, Hispanic Literature . . . . .	3
Span 410, Senior Seminar . . . . .	1
Related courses selected from the following: . . . . .	12
◦ Econ 306, International Economics	
◦ Engl 310, Introduction to Linguistics	
◦ Engl 320, Methods of TESOL	
◦ Hist 327, American Immigration & Ethnic History	
◦ Hist 344, Latin American History	
◦ Soc 334, Race, Class & Ethnic Relations	
◦ Soc 336, Latin American Societies and Cultures	
◦ Additional Spanish language and literature classes	

Junior year abroad (or approved alternate) . . . . .	NC
Internship (may be met by extended residence in Spanish-speaking country) . . . . .	0-3

### Student learning outcomes

Graduates in Spanish will:

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

### Planning guide

<b>First year</b>	Goshen Core Level 202 or higher Second language (or second year)
<b>Second year</b>	Goshen Core Advanced language courses Second language SST (recommended)
<b>Third year</b>	Junior Year Abroad (advanced language and related courses)
<b>Fourth year</b>	Balance of Goshen Core Balance of major and related courses Hispanic Literature Senior Integrating Seminar

**Planning and advising notes**

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

- 1) Spend one semester in a Goshen College Spanish language SST location and the other semester in an approved study abroad program. These two semesters do not necessarily need to be taken consecutively.
- 2) Spend two consecutive semesters in the same country with an approved study abroad program.

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

- Amizade (formerly BCA)
- CIEE – Center for Intercultural Education and Exchange
- CEA – Cultural Experiences Abroad

The study-abroad requirement may be reduced or waived for native Spanish speakers.

**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 202 level and higher . . . . . 12  
One semester of study abroad in a Spanish-speaking country (may be SST). . . . . 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, exercise science and the minors in health and recreation and sport.

## Major in sport management

### 53 credit hours

Kin 250, Introduction to Kinesiology . . . . .	3
Kin 251, Officiating . . . . .	1
Kin 310, Introduction to Sport Management. . . . .	3
Kin 345, Theory and Techniques of Coaching . . . . .	3
Kin 350, Sport Culture and Psychology . . . . .	3
Kin 354, Facility Management Practicum . . . . .	1
Kin 405, Sport Event and Facility Management . . . . .	3
Kin 409, Internship in Sport Management . . . . .	3
Kin 410, Senior Seminar . . . . .	3
Acc 200, Principles of Accounting . . . . .	3
Econ 200, Principles of Economics . . . . .	3
Bus 155, Organization of Business . . . . .	2
Bus 244, Consumer Behavior & the Customer Journey . . . . .	3
Bus 307, Career Planning . . . . .	1
Bus 310, Business Law . . . . .	3
Bus 315, Human Capital Management . . . . .	3
One Ethics in Human Behavior course . . . . .	3
◦ Phil 203, Living Ethically	
◦ Phil 230, Ethics and Morality	
◦ Comm 270, Media Law and Ethics	
◦ or other approved ethics course	
Sport management electives (choose 9 credits from list below) . . . . .	9
◦ Bus 220, Spreadsheet Skills (3)	
◦ Bus 254, Principles of Marketing (3)	
◦ Comm 202, Oral Communication (3)	
◦ Comm 240, Communication Research (3)	
◦ Comm 250, Writing for Media (3)	
◦ Comm 255, Photo Communication (3)	
◦ Comm 322, Organizational Communication (3)	
◦ Comm 360, Broadcasting for the Public Good (3)	
◦ Comm 383, Communication and Society (3)	

### Student learning outcomes

Graduates in sport management will:

1. Describe 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. Relate 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. Develop ethical reasoning and empowering skills.
8. Demonstrate readiness for an entry level sport, exercise, health 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.

**Sport Management major four year plan**

**First and Second year** Wellness for Life

- Introduction to Kinesiology
- \*Officiating
- \*Introduction to Sport Management
- Oral Communication
- \*Communication Research or \*Writing for the Media
- Principles of Accounting
- Principles of Economics
- Career Planning
- Goshen Core

**Third year**

- Theory and Techniques of Coaching
- Sport Culture and Psychology
- Facility Management Practicum
- Sport Event and Facility Management
- Human Capital Management
- Principles of Marketing
- Organizational Communication
- Goshen Core

**Fourth year**

- Internship
- Kinesiology Senior Seminar
- \*Consumer Behavior & the Customer Journey
- Ethics course
- Balance of Goshen Core

\*Alternate year classes

**Minor in sport management**

**22 credit hours**

Acc 200, Principles of Accounting . . . . .	3
Bus 254, Principles of Marketing . . . . .	3
Bus 315, Human Capital Management . . . . .	3
Kin 250, 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 ( <i>intercollegiate athletics may count for only 1 credit hour</i> ) . . . . .	3

**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 includes the Sustainability Semester plus one additional course.

## Major in sustainability

### 44-45 credit hours

#### **Sustainability Core (17 credit hours)**

Biol 207, Roots of Environmental Crisis . . . . .	3
Bus 325, Business Strategies for Sustainability . . . . .	3
Econ 309, Environmental Economics . . . . .	3
Sust 155, Sustainability Seminar . . . . .	1
Sust 201, Introduction to Sustainability . . . . .	3
Sust 409, Sustainability Internship . . . . .	1
Sust 410, Sustainability Capstone . . . . .	3

#### **Sustainability Semester (15 credit hours)**

- Sust 309, Sustainability, Spirituality, and 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 (4)	
◦ Biol 235, Geographic Information Systems (4)	
◦ Bus 121, Entrepreneurship (3)	
◦ Hist 375, Eating in America (3)	
◦ Posc 210, Public Policy(3)	
◦ Soc 320, Environmental Sociology (3)	
◦ Sust 298, Ecology & Sustainability in India (3)	
◦ Sust 335, Climate Ethics and Climate Policy (3)	
◦ Sust 345, Ecological Ethics & Environmental Movements (3)	
◦ Sust 350, Sustainability and the Built Environment (3)	

## 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 credit hours**

Sust 201, Introduction to Sustainability .....	3
Sustainability Semester .....	15
◦ Sust 309, Sustainability, Spirituality, and Ethics	
◦ Sust 313, Freshwater Resources	
◦ Sust 318, Agroecology	
◦ Sust 323, Regenerative Agricultural Practices	
◦ Sust 328, Organizing Communities for Change	

**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-leadership-semester](http://www.goshen.edu/academics/sustainability-leadership-semester).

# Sustainability management

A major and a minor in sustainability management are offered.

## Major in sustainability management

**56 credit hours**

### ***Sustainability Core (16 credit hours)***

Biol 207, Roots of Environmental Crisis . . . . .	3
Bus 121, Entrepreneurship . . . . .	3
Bus 307, Career Planning . . . . .	1
Econ 309, Environmental Economics . . . . .	3
Sust 201, Introduction to Sustainability . . . . .	3
Sust 205, Sustainability Policy . . . . .	3

### ***Remaining courses in the major (40 credit hours)***

Acc 200, Principles of Accounting . . . . .	3
Bus 155, The Organization of Business . . . . .	2
Bus 206, Adventures in Business . . . . .	1
Bus 220, Spreadsheet Skills . . . . .	3
Bus 254, Principles of Marketing . . . . .	3
Bus 282, Business Analytics . . . . .	3
Bus 315, Human Capital Management . . . . .	3
Bus 318, Operations Management . . . . .	3
Bus 325, Business Strategies for Sustainability . . . . .	3
Bus 335, Sustainability Reporting . . . . .	3
Bus 409, Business Internship . . . . .	3
Bus 410, Strategic Management Capstone . . . . .	3
Econ 345, Economics of Sustainability . . . . .	3
Phys 215, Climate Change . . . . .	3
Sust 155, Sustainability Seminar . . . . .	1

## **Student learning outcomes**

1. Identify and articulate how personal values and ethical considerations inform and impact organizational 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 an organization.
3. Intentionally prepare for a career in sustainability management.
4. Acquire the skills needed to influence, inspire, and motivate individuals and groups to achieve results.
5. Identify opportunities, analyze information, and apply frameworks for effective problem-solving and decision-making.
6. Demonstrate effectiveness in writing and speaking in a variety of organizational contexts.
7. Demonstrate the ability to work productively with individuals in a diversity of roles and with varying interests in the outcome.

## **Planning guide**

<b><i>First year</i></b>	Goshen Core
	Introduction to Sustainability
	The Organization of Business
	Spreadsheet Skills
	Roots of Environmental Crisis
	Sustainability Policy

**Second year** Goshen Core

Entrepreneurship  
Adventures in Business  
Environmental Economics  
Climate Change  
Principles of Marketing  
Business Analytics  
Human Capital Management

**Third year**

Goshen Core  
Economics of Sustainability  
Principles of Accounting  
Business Strategies for Sustainability  
Sustainability Reporting  
Business Internship

**Fourth year**

Goshen Core  
Strategic Management Capstone  
Sustainability Seminar  
Career Planning  
Operations Management

**Planning and advising notes**

Many of the courses listed are offered annually and can be moved from one semester to another to accommodate SST during the fall or spring semester. The preferred semester for SST is either Spring of year 2, Fall of year 3, or summer of year 2 or 3.

Students may begin taking courses in Goshen College's MBA program through the 4+1 program, upon earning 90 undergraduate credit hours and having a GPA of at least 2.50. Contact your academic advisor for more information.

**Minor in Sustainability Management**

**18 credit hours**

Bus 155, The Organization of Business . . . . .	2
Bus 307, Career Planning . . . . .	1
Bus 318, Operations Management . . . . .	3
Bus 325, Business Strategies for Sustainability . . . . .	3
Econ 309, Environmental Economics . . . . .	3
Sust 201, Introduction to Sustainability . . . . .	3
Sust 205, Sustainability Policy . . . . .	3



# TESOL - Teaching English to speakers of other languages

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 . . . . .	3
Educ 406, Literacy II . . . . .	3
Engl 201, World Literature . . . . .	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 and Adolescent Literature (required for EL licensure)	
◦ Engl 207/307, Literature of Ethnicity, Gender, Race	
◦ Hist 217, Geography and Culture	
◦ Any course in SST alternate list (may not double count for international studies minor)	

### Student learning outcomes

Graduates in TESOL will:

1. Demonstrate knowledge of the historical development, sociological contexts and systematic organization of languages in general and English in particular.
2. Demonstrate knowledge of language learning theories and language teaching methods and issues.
3. Demonstrate knowledge of culture's impact on 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 for TESOL major

<b>First year</b>	Goshen Core
	Academic Voice
	Research & Writing
	World Literature
	Language courses for 102-level prerequisite
	Communication Across Cultures

Intercultural studies elective

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

**Third year** Goshen Core  
 Introduction to Linguistics  
 Global English  
 Education courses\*  
 Intercultural studies courses  
 Methods of TESOL  
 TESOL Practicum

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

**Planning and advising notes**

Students must demonstrate basic competence in some foreign language through the 102 level by testing or by courses. The “additional foreign language” requirement beyond the basic competence may be in the same language or a third language. Also, ASL may count as the basic foreign language or as the additional foreign language, but not as both.

**Teacher education certification in TESOL**

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 (unless student teaching is done in EL).
- **Grades 5-12 certification in EL:** students complete the TESOL major and the Secondary Education track in the Education department.
- **Grades P-12 certification in EL:** students complete the TESOL major and the All-Grade Education track and also take Engl 325 for 2 credits.

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

For the 5-12 EL certification, students should either do student teaching in EL (instead of Engl 325) or else do a non-EL student teaching placement and then take Engl 325 for 3 credits. For P-12 EL certification, students should do EL student teaching with one age group (e.g., elementary students) and then take Engl 325 for 2 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 or Student Teaching in EL . . . . .	3
Additional intercultural studies courses . . . . .	6
◦ selected from 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 courses. The “additional foreign language” courses may be in the same language or a third language. Also, ASL may count as the basic foreign language or as the additional foreign language, but not as both.

# Theater

A major and a minor in theater are available, as well as teacher certification in theater arts for grades 5-12. See also the minor in musical theater and minor in theater education.

## Major in theater

### 41-72 credit hours (core and one concentration area)

#### Core courses (28 credit hours)

One of the following . . . . .	3
◦ Comm 204, Expository Writing	
◦ Comm 240, Communication Research	
Thea 201, Theater for Social Change . . . . .	3
Thea 225, The Theater Experience . . . . .	3
One of the following . . . . .	3
◦ Thea 234, Acting I	
◦ Thea 235, Power of Story	
One of the following . . . . .	3
◦ Thea 236, Stagecraft	
◦ 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, At least six semesters participation in theater productions . . . . .	NC

#### Acting/Performance concentration (13 credit hours)

One of the following not used in the Core . . . . .	3
◦ Thea 234, Acting I	
◦ Thea 235, Power of Story	
Thea 334, Acting II . . . . .	3
Thea 335, Audition Technique . . . . .	1
Thea 338, Directing . . . . .	3
Course selected from the following: . . . . .	3
◦ Engl 306, Major Author: Shakespeare	
◦ Mus 240, Class Voice	
◦ Mus 262 or 362, Opera Workshop	
◦ Thea 331, Stage Management	
◦ Thea 336, Contemporary Drama	
◦ Thea 350, Playwriting	
◦ Thea 355, Arts in London	
◦ Thea 388, Themes in Drama	
◦ Thea 412, Mainstage Project	

#### Design/Technical concentration (13 credit hours)

One of the following not used in the Core . . . . .	3
◦ Thea 236, Stagecraft	
◦ Thea 331, Stage Management	
Thea 332, Design for Theater . . . . .	3
Thea 413, Mainstage Project . . . . .	1
Courses selected from the following . . . . .	6

## Theater : Student learning outcomes

- Art 242, History of Art II
- Comm 212, Digital Media Production I
- Thea 336, Contemporary Drama
- Thea 338, Directing
- Thea 355, Arts in London
- Thea 388, Themes in Drama
- Thea 412, Special Project

### Theater arts education concentration (55 credit hours)

Thea 245, Aesthetics . . . . .	3
Thea 332, Design for Theater. . . . .	3
One of the following not used in the Core . . . . .	3
◦ Thea 234, Acting I	
◦ Thea 235, Power of Story	
Thea 338, Directing . . . . .	3
Thea 350, Playwriting . . . . .	3
One of the following: . . . . .	3
◦ Thea 388, Themes in Drama	
◦ Educ 330, Fine Arts for Children	
Thea 412, Special Project . . . . .	1
Secondary education courses . . . . .	36

### Film studies concentration (22 credit hours)

Comm 212, Digital Media Production. . . . .	3
Comm 386, Film . . . . .	3
CCCU Film Studies Program (see film production major) . . . . .	16
At least four semesters participation in Globe TV, FiveCore, and/or theater . . . . .	NC

### Generalist concentration (13 credit hours)

One of the following not used in the Core . . . . .	3
◦ Comm 204, Expository Writing	
◦ Comm 240, Communication Research	
◦ Engl 306, Major Author: Shakespeare	
Any theater courses, with advisor's approval . . . . .	10

### Student learning outcomes

Graduates in theater will:

1. Develop an understanding of theater as collaborative and interdisciplinary.
2. Demonstrate basic skills in effective oral, written and visual communication.
3. Comprehend foundational concepts and practices in the theater discipline and develop fluency in one or more concentration areas.
4. Develop a style of leadership that shows respect for others and models the college's core values.
5. Gain a clear understanding of how their work is perceived by others.
6. Develop a clear sense of Christian ethics and standards in the theater field.
7. Have a working understanding of available theater and related careers and avocations.
8. Be prepared for graduate school.
9. Serve the campus community and broader public through co-curricular involvement.

### Planning guide

<b>First year</b>	Goshen Core The Theater Experience Theater Practice Acting I or Tech/Design course
<b>Second year</b>	Goshen Core The Power of Story

	Expository Writing or Communication Research
	History of Theater
	Theater Practice
	Courses in major
	SST
<b>Third year</b>	Goshen Core
	History of Theater
	Theater for Social Change
	Theater Practice
	Upper-level courses in major
<b>Fourth year</b>	Balance of Goshen Core
	Balance of major
	Senior Seminar
	Internship

**Planning and advising notes**

Transfer students must have a minimum of nine hours of theater courses at Goshen College. The Thea 409/Internship should be in the student's area of concentration. A senior recital and a portfolio or its equivalent are required for graduation.

A secondary teacher education program in theater arts for grades 5-12 is available. Students should elect the theater education concentration described above. The program requires 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 the education catalog and web pages for more details about requirements.

**Minor in theater**

**20 credit hours**

Thea 201, Theater for Social Change .....	3
Thea 225, The Theater Experience .....	3
Thea 236, Stagecraft .....	3
One of the following: .....	3
◦ Thea 235, The Power of Story	
◦ Thea 234, Acting I	
Concentration in upper-level theater and related courses .....	8
At least four semesters participation in theater productions .....	NC

**Planning and advising notes**

Concentration courses are selected in consultation with theater minor advisor. At least eight credit hours in the minor should be upper-level credit (300 and above). At least six credit hours must be taken at Goshen College. A faculty-approved and supervised theater recital (or its equivalent) is encouraged, but not required for theater minors.

# Theater education

A minor in theater education is available. When paired with another teacher education program, the minor can lead to an Indiana teaching license. See also the major and minor in theater.

## Minor in theater education

### 17 credits

THEA 234, Acting I . . . . .	3
THEA 386, History of Theater . . . . .	3
THEA 409, Theater Internship* . . . . .	3
One of the following . . . . .	3
◦ THEA 225, The Theater Experience	
◦ THEA 235, Power of Story	
One of the following . . . . .	2
◦ THEA 236, Stagecraft	
◦ THEA 200, Theater Practice	
One of the following . . . . .	3
◦ THEA 336, Contemporary Drama	
◦ THEA 387, History of Theater II	
Four semesters of participation in theater productions . . . . .	NC

*\*The internship must be carried out in a P-12 school setting and will include assignments that ask the student to document and evaluate instructional methods and assessment practices. The student will also participate in teaching and/or directing and will be evaluated by their schools-based supervisor.*

# Theological studies and Christian ministry

## 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 .....	3
Courses selected from the following: .....	6
◦ Mus 212, Song Leading (1)	
◦ Mus 311, Topics in Music Literature: Church Music (2)	
◦ Phil 203, Living Ethically or Phil 302, Ethics and Morality (3)	
◦ PJCS 370, Personal Violence and Healing (3)	
◦ Rel 209, Field Experience (1-3)	
◦ Rel 225, Spiritual Formation (1)	
◦ Rel 322, Worshiping Communities (3)	
◦ 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 and 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 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

A major 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

### 41 credit hours

Engl 201, World Literature . . . . .	3
Engl 203, Introduction to Creative Writing . . . . .	3
Engl 204, Expository Writing . . . . .	3
Engl 280, Sophomore Portfolio . . . . .	1
Engl 312, Writing Workshop (repeatable to 4 credit hours) . . . . .	1
Engl 315, Global English . . . . .	3
Engl 319, English Grammar . . . . .	1
Three Writing Courses . . . . .	9
◦ Comm 250, Writing for Media	
◦ Comm 308, Feature Writing	
◦ Engl 330, Writing Fiction	
◦ Engl 332, Writing Poetry	
◦ Engl 334, Writing Creative Nonfiction	
◦ Engl 336, Special Topics in Writing	
◦ Thea 350, Playwriting	
Three Literature/Language electives (at least one upper level 300 or above) . . . . .	9
◦ Engl 206, 209, 211, 212, 213, or 214 (Artistic World Core perspective course)	
◦ Engl 207/307, Literature of Ethnicity, Gender, and Race	
◦ Engl 230, Literature and Popular Culture	
◦ Engl 235, 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 Literature in English I	
◦ Engl 327, History of Literature in English II	
One course in media context or production experience . . . . .	3
◦ Comm 108, Digital Design	
◦ Comm 255, Photography	
◦ Comm 260, Broadcast Writing	
◦ Comm 326, Creating for the Web	
◦ Comm 350, Reporting for the Public Good	
Engl 408, Senior Writing Practicum . . . . .	2
Engl 410, Senior Seminar . . . . .	3

### Student learning outcomes

Graduates in writing will:

1. Develop the vocabulary and conceptual tools to analyze, discuss, and create poetry, fiction, and nonfiction prose.
2. Gain familiarity with classic and recent creative works, particularly with an eye to their craft, as well as to their place and purpose in twenty-first century culture.
3. Develop knowledge of the intellectual and cultural frameworks of North American, English, and Anglophone literature and language.

4. Demonstrate mastery of a range of writing tools, including revision and editing strategies that foster the successful practice of creative and expository writing.
5. Develop and design a series of portfolios that encourage self-assessment and focus in the student's work, leading to a professional writing sample in a chosen genre.
6. Analyze the role of cultural context, audience, and individual voice in writing through creative collaboration.
7. Use reading, critical thinking, editing, and writing to integrate faith and ethics with personal identity.
8. Take ownership of an articulate written voice that can create change in the world.

**Planning guide**

- First year** Goshen Core  
 Research & Writing  
 Introduction to Creative Writing  
 World Literature  
 Expository Writing
- Second year** Goshen Core  
 Writing elective  
 Writing Workshop  
 Media context/production experience course  
 Sophomore portfolio  
 SST
- Third year** Goshen Core  
 Writing elective  
 Literature elective  
 Global English, English Grammar  
 English publishing or communication practice (encouraged)
- Fourth year** Balance of Goshen Core  
 Balance of major  
 Senior Writing Practicum  
 Senior Seminar

**Planning and advising notes**

Students earning AP, IB, or CLEP credit in English are strongly encouraged to take Engl 204 during the first year. 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*, or *Red Cents*. Comm 200, Communication Practice, or Engl 290, English Publishing, are recommended in the third year.

Students with a second major, in addition to writing, 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**

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

## Goshen College Catalog 2023-2024

- Engl 203, Introduction to Creative Writing
- Engl 312, Writing Workshop
- Engl 330, Writing Fiction
- Engl 332, Writing Poetry
- Engl 334, Writing Creative Nonfiction
- Engl 336, Special Topics in Writing
- Thea 350, Playwriting
- Comm 250, Writing for Media
- Comm 260, Broadcast Writing
- Comm 308, Feature Writing
- Comm 326, Creating for the Web
- Comm 350, Reporting for the Public Good

### **Planning and advising notes**

Writing minors are encouraged to get involved with communication or English co-curricular activities, including *The Record*, *The Correspondent*, 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**
- **B.S. in social work**
- **R.N. to B.S.N. degree completion for those who have R.N. licensure**

In addition, there are three 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.
- **Transition to Teaching** program is available as an alternative teacher certification path for students who have already earned a bachelor's degree in a licensed content area.
- **English Learners licensure add-on** is also available for certified teachers who already hold a professional educator's license in another content area.

## 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

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

- An associate degree or diploma in nursing from an accredited program
- A cumulative grade point average of 2.7 or higher in prior academic work
- Completion of three supporting courses: English composition, anatomy and physiology, and either sociology or psychology
- Current licensure as an R.N. in Indiana or a neighboring state where the clinical component can be completed

**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.

**Transition to Teaching program**

Transition to Teaching (TtT) 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, based on Indiana state law. An assessment of content knowledge and skills will be completed for each candidate by the Goshen College licensure advisor before entering the program. Additional coursework may be a prerequisite for admission. Education courses listed for two credit hours are taught jointly with three-credit hour courses. TtT 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. All-grade licensure for P-12 in music, physical education, or visual arts has additional requirements.

**Attendance**

Due to the concentrated scheduling and the emphasis upon participatory learning, having two absences in classes that meet once per week is considered missing too much class to continue. After two absences, explained or unexplained, a student may be un-enrolled 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 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 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. Goshen College is a test center for both exam programs.

### **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)

#### 70 credit hours

Acc 200, Principles of Accounting . . . . .	4
Bus 220, Spreadsheet Skills . . . . .	4
Bus 244, Consumer Behavior & the Customer Journey . . . . .	4
Bus 254, Principles of Marketing . . . . .	4
Bus 282, Business Analytics . . . . .	4
Bus 310, Business Law . . . . .	4
Bus 315, Human Capital Management . . . . .	4
Bus 317, Financial Management . . . . .	4
Bus 318, Operations Management . . . . .	4
Bus 410, Strategic Management Capstone . . . . .	4
Econ 200, Principles of Economics . . . . .	4
Additional Acc, Bus, Econ electives . . . . .	16
Core 210, Professional Communication Skills . . . . .	4
Core 309, Leading & Serving in a Multicultural World . . . . .	3
PJCS 210, Transforming Conflict & 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 effectiveness in writing and speaking 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

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 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)

### 51 credit hours

Comm 202, Oral Communication . . . . .	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 & 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 . . . . .	4
Core 309, Leading & Serving in a Multicultural World . . . . .	3
PJCS 210, Transforming Conflict & Violence . . . . .	3
Additional communication courses . . . . .	5

## Student learning outcomes

Graduates 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.

# Nursing: R.N. to B.S.N. completion

## Two tracks, one degree.

The Nursing program has both a basic and a R.N.-to-B.S.N. completion track. Students who have just graduated from high school or have completed some college follow the basic track. Students who have graduated from a three-year diploma or associate degree program in nursing and are registered nurses follow the RN to BSN degree completion track. The completion track was designed to provide an accelerated option that builds on previous education, nursing practice and life experience. The program outcomes for graduates are the same for students enrolled in either track. At graduation, the bachelor of science in nursing degree is conferred.

The B.S.N. completion program is offered in collaboration between the [Goshen College Nursing department](#) and the Adult and Graduate Programs. Transcripts from previous nursing education programs are evaluated individually and credits are transferred accordingly. Credit by examination is also an option for general education and supporting courses.

## Structure of the program

There are two tracks within the RN to BSN program, a full-time or fast track, completing coursework over 12 months or a part-time track completing coursework in 20 months. The full-time track is designed for the student who is committed to taking two courses simultaneously and will commit to working no more than 24 hours a week as a nurse. The part-time track is designed for the student who is wanting one course at a time to maintain a full-time nursing position. This program is offered strictly online. The online program courses are offered in an asynchronous format with weekly assignments that can be done when convenient with the student's schedule and designed to support long-distance students. Courses are 7-weeks in length. Clinical experiences for specified courses will be arranged by the student to fit with their personal life and work schedule. Ten courses provide 40 credit hours, of which 26 are upper-level nursing credits and 14 are general education credits.

## Admission requirements

The nursing degree completion track is a professional program that requires an admission process separate from admission to the college. Specific information about criteria and process can be found in the R.N. to B.S.N student handbook available online.

- An associate degree or diploma in nursing from an accredited program.
- A cumulative grade point average of 2.7 or higher in prior academic work.
- Completion of all prerequisite courses (listed below).
- Transfer of a minimum of 60 credit hours from an accredited college (maximum of 45 nursing credits).
- Current licensure as an R.N. in Indiana or a neighboring state where the clinical component can be completed.

## Prerequisites (9 credit hours)

Prior to progression through the program, the following courses (or their achievement test equivalent) must be completed.

English composition . . . . .	3
Anatomy and physiology course . . . . .	3
Sociology or Psychology course . . . . .	3

## Graduation requirements

1. Completion of 120 credit hours accepted by Goshen College.
2. Completion of prerequisite requirements outlined above.

3. Completion of the B.S.N. completion track (Nursing and Goshen Core general education courses).
4. Cumulative GPA of 2.7 or above in this program

### **Courses for the B.S.N. completion program**

#### **40 credit hours**

Core 210, Professional Communication Skills . . . . .	4
Core 309, Leading & Serving in a Multicultural World . . . . .	3
Nurs 280, Intro to Healthcare Statistics . . . . .	4
Nurs 331, Philosophy and Theories of Nursing . . . . .	4
Nurs 332, Holistic Client Assessment . . . . .	4
Nurs 433, Research in Nursing . . . . .	4
Nurs 438, Community Health Nursing . . . . .	5
Nurs 449, Leadership in Nursing . . . . .	5
PJCS 210, Transforming Conflict & Violence. . . . .	3
PJCS 437, Disparities in Healthcare . . . . .	4

#### **Student learning outcomes**

Graduates in nursing will:

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

# Social Work: Degree completion program

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)

### 63 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 and Ethnic Relations. . . . .	3
SoWk 200, Introduction to Social Work . . . . .	3
SoWk 209, Social Service Field Experience . . . . .	3
SoWk 221, Human Behavior . . . . .	3
One of the following courses: . . . . .	3
o SoWk 250, Human Services: Special Topics	
o SoWk 231, Aging in US Society	
o SoWk 245, Women's Concerns	
o SoWk 229, Child Welfare	

#### *Degree completion courses at Goshen College (39 credits)*

Soc/SoWk 391, Methods of Social Research. . . . .	3
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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 & Violence . . . . .	3
Core 210, Professional Communication Skills . . . . .	4
Core 309, Leading & Serving in a 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. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
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 and Certification	3
Int 411, Practicum 1	2
Int 412, Practicum 2	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 – 10 credits

Int 302, Interpreting 2	4
Int 320, Sign to Voice Interpreting	4
Int 411, Practicum 1	2

#### Second year fall semester – 12 credits

Int 401, Interpreting 3 . . . . .	4
Int 405, Transliterating . . . . .	3
Int 407, Interpreting Ethics and Certification . . . . .	3
Int 412, Practicum 2 . . . . .	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 (1-3)
- Int 403, Medical Interpreting (4)

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

Transition to Teaching (TtT) is an alternative certification program 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. In the in-person version of the program, courses listed for two credit hours are taught jointly with three-credit undergraduate courses. TtT 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.

**Admission requirements**

- Completion of a bachelor’s degree in their field from an accredited college.
- A cumulative grade point average of 3.0 or higher in prior academic work or must pass the appropriate content-area licensure exam in order to be eligible for this program.

For additional information, see [goshen.edu/adult/transition-teaching](http://goshen.edu/adult/transition-teaching).

**Elementary education TtT curriculum (in person)**

**24 credit hours**

**First year fall semester**

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

**First year spring semester**

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

**Second year fall semester**

Educ 410, Transition to Teaching Practicum . . . . .	6
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**Secondary education TtT curriculum (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.

**First year fall semester**

Educ 201, Foundations of Education . . . . .	2
Educ 302, Exceptional Learners: Secondary . . . . .	2
Educ 321, Curriculum & Instruction I: Middle School (field experience) . . . . .	2

## Certificate and Licensure Preparation Programs : Student learning outcomes

### First year spring semester

Educ 309, Educational Psychology . . . . .	2
Educ 324, Curriculum & Instruction II: High School (field experience) . . . . .	2
Content-specific methods course . . . . .	2

### Second year fall semester

Educ 410, Transition to Teaching Practicum . . . . .	6
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### Secondary education TtT curriculum (online)

#### First year fall semester

Educ 201, Foundations of Education . . . . .	2
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#### First year spring semester

Educ 309, Educational Psychology . . . . .	2
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#### First year summer

Educ 302, Exceptional Learners . . . . .	3
Educ 321, Curriculum & Instruction I . . . . .	3

#### Second year fall semester

Educ 324, Curriculum & Instruction II . . . . .	3
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#### Second year spring semester

Educ 410, Capstone Teaching . . . . .	3-5
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### English Learners Licensure Certificate

This program is designed for certified teachers who already hold a professional educator's license in another content area. By addressing all Indiana educator standards for English Learners, the program meets state requirements for additional certification in the teaching of English Language Learners at the developmental level for which the teacher is already certified (K-6, 5-12 or P-12). The program is structured to be manageable for full-time teachers, with classes meeting online and a maximum of one synchronous class session per week. All participants must pass the state-required content exam in English Learners in order to achieve this additional certification area.

#### Fall

Educ 425, English Learner Methods . . . . .	4
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#### Spring

Engl 310, Introduction to Linguistics . . . . .	3
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#### May

Educ 450, Professional Capstone . . . . .	2
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# Undergraduate courses

## Key to course categories

ACC – accounting	KIN – kinesiology
ART – art	MATH – mathematics
ASL – American Sign Language	MUS – music
BIBL – Bible	NURS – nursing
BIOL – biology	OLP – organizational leadership
BUS – business	PHIL – philosophy
CHEM – chemistry	PHYS – physics
CJRJ – criminal justice & restorative justice	PJCS – peace, justice, & conflict studies
COMM – communication	POSC – political science
CORE – Goshen Core	PSYC – psychology
COSC – computer science	PUBH – public health
DCS – collegiate studies	REL – religion
ECON – economics	SOC – sociology
EDUC – education	SOWK – social work
ENGL – English	SPAN – Spanish
FREN – French	SUST – sustainability
GLST – global studies	THEA – theater
HIST – history	WGS – women’s & gender studies
INT – interpreting	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 the fundamental concepts of financial and managerial accounting. Emphasis is placed on learning and applying the basic accounting framework through the full accounting cycle, preparation of financial

## Undergraduate courses : All courses by category

statements, cost behavior, and 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 or minor and must have completed at least 12 hours of accounting program requirements. This course is repeatable.

**ACC 210 Accounting Information Systems** ..... 3

Utilize an accounting system using a popular business software package. Gain understanding of internal control systems and organizational relationships with utilization of a computerized business system. Concentrates on the transaction cycles of cash receipts, cash disbursements, purchasing, sales, inventory control and management reporting. Prerequisite: Acc 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, variance 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 each element of the financial statement. Concentration on a conceptual approach to accounting information and reporting. Courses must be taken in sequence. Prerequisite: Acc 210.

**ACC 303 Intermediate Accounting II** ..... 3

Development of accounting theory and practice by critically analyzing each element of the financial statement. Concentration on a conceptual approach to accounting information and reporting. Courses must be taken in sequence. Prerequisite: Acc 302.

**ACC 304 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 375 Topics:** ..... 3 (1-4)

Depth study on a selected topic in accounting. Intended to accommodate student interest and/or faculty expertise in specific accounting issues. Issues may vary from year to year.

**ACC 400 Selected Readings** ..... 1 (1-4)

Special topics for majors and minors.

**ACC 405 Auditing** ..... 3

Study of the attest function and the responsibility of a Certified Public Accountant as an independent auditor of financial information. Prerequisite: Acc 303.

**ACC 409 Accounting Internship** ..... 12 (6-12)

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 the current tax laws applicable to C corporations, S corporations, partnerships and limited-liability companies. Students are introduced to basic tax preparation elements for these business entities including completion of basic book to tax reconciliations and selected tax forms. Prerequisite: Acc 303.

### 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 108 Digital Design ..... 3**

This course in visual expression and communication will introduce students to relevant computer programs including Adobe InDesign, Adobe Illustrator and Photoshop. Through exercises, projects and critiques, students will learn both creative visual design and technical aspects of computer-generated images and composition.

**ART 201 Art and the Sacred ..... 3**

How does visual art reinforce, expand or contradict our ideas of what is sacred? In this course, students will strengthen their skills in interpreting visual art. They will look for parallel and divergent structures and understandings in theology, literature, theater, and music. An Artistic World course in the Goshen Core.

**ART 202 Painting ..... 3**

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

**ART 203 Watercolor ..... 3**

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

**ART 204 Ceramics ..... 3**

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

**ART 205 Figure Drawing ..... 3**

Focus on the human body using a variety of drawing media. Course emphasizes a visual understanding of anatomy through both rendering and expressive approaches. Prerequisite: Art 101.

**ART 206 Sculpture ..... 3**

Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors.

**ART 207 Printmaking ..... 3**

An introductory course in relief and intaglio-type printing techniques. Skill and control of the media are developed through numerous studio activities.

**ART 208 Typography ..... 3**

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

**ART 211 Making the Spiritual Physical ..... 3**

What does religious art and architecture tell us about the theology and worldview of its creators? This class is a comparison study of world religions and how believers express what is spiritual and sacred through what they make. Examining religious objects and imagery allows us to understand, appreciate, and gain new perspectives on the faith of others as well as our own.

**ART 217 Jewelry ..... 3**

Three-dimensional design in metals including basic fabrication techniques, silver soldering, cold connections, working with found materials, surface treatments, and finishing. Includes study of historical and contemporary jewelry and metalwork.

**ART 241 History of Art I ..... 3**

Historical survey of art from prehistory to Gothic and non-Western art. Lecture. Offered

## Undergraduate courses : All courses by category

alternate years with Art 242.

- ART 242 History of Art II** ..... 3  
Historical survey of art from the Renaissance to the mid-20th century. Lecture. Offered alternate years with Art 241.
- ART 255 Photography** ..... 3  
(Cross-listed from Comm 255) A first course including camera work, digital image workflow and printing. Technical fluency, visual composition, photojournalistic approaches, and expression are components of the course. Students must provide a digital camera on which f-stop and shutter speed can be controlled.
- ART 302 Painting II** ..... 3  
Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using acrylic or watercolor paint. Prerequisite: Art 202 or 203.
- ART 304 Ceramics II** ..... 3  
Second-term students continue skill and concept development. More advanced work in glazes and firing is also required. Prerequisite: Art 204.
- ART 305 Drawing II** ..... 3 (1-3)  
Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using drawing media. Prerequisite: Art 101 and 205.
- 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 I** ..... 3 (1-3)  
Course emphasizes individual investigation of subject matter, style, and techniques leading to personal and unique expressions using printmaking. Prerequisite: Art 207.
- ART 308 Graphic Design** ..... 3  
Emphasis will be placed on corporate design. Students will explore logo design and carry the visual through to stationery, graphic standards manual, and various other marketing projects. 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 work. All art majors strongly encouraged to take this course. Visual art education majors must take it for 4 credits; others may take it for 3 credits.
- ART 315 Photography II** ..... 3  
The study of photography as an expressive art form. Includes further study in artistic, technical, and/or commercial areas of photo imaging. Prerequisite: Comm/Art 255.
- ART 317 Jewelry II** ..... 3 (1-3)  
Three-dimensional design in metals that builds on 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, silk screen and airbrush. Prerequisite: Art 202 or 204.
- ART 343 Contemporary Art History** ..... 3  
A survey of major art movements, architecture and artists since the mid-20th century.

Offered every other year.

- ART 355 Arts in London** ..... 4  
 (Cross-listed from Thea 355) A May term class that encompasses theater, art and music study and experiences in London, England. Class activities include morning lectures, visits to art galleries, attending music and theater performances, and day trips to Coventry, Stratford-upon-Avon, Salisbury and other locations. Daily writing assignments and a major project required. SST alternate course. Offered in alternate years. Extra cost.
- ART 375 Animation** ..... 3  
 (Cross-listed from Comm 375) Focuses on digital animation. Students will learn the skills needed to bring characters to life as well as create visual effects using computer software. Issues in the international contemporary visual culture will also be studied. Prerequisite: Comm 326.
- ART 402 Advanced Painting** ..... 3 (1-3)  
 Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using acrylic or watercolor paint. Prerequisite: Art 101 and 302.
- ART 403 Advanced Watercolor** ..... 3 (1-3)  
 Emphasizes independent investigation leading to personal expressions. Prerequisite: Art 303 and Art 101.
- ART 404 Advanced Ceramics** ..... 3 (1-3)  
 Advanced students develop personal styles. Prerequisite: Art 304 and Art 101.
- ART 405 Advanced Drawing** ..... 3 (1-3)  
 Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using drawing media. Prerequisite: Art 305.
- ART 406 Advanced Sculpture** ..... 3 (1-3)  
 Exploration of sculpture media and techniques. Includes verbal interpretation and research of sculptors. Prerequisite: Art 306 and Art 101.
- ART 407 Advanced Printmaking** ..... 3 (1-3)  
 Course emphasizes individual investigation of subject matter, style, and techniques to develop a personal body of artwork using printmaking. Prerequisite: Art 307 and Art 101.
- ART 408 Advanced Graphic Design** ..... 3 (1-3)  
 This course expands on previous graphic design knowledge and skills. It emphasizes research and analysis throughout the design processes, leading to creative conceptualization and working design/communication solutions. Projects are chosen 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 art and graphic design majors only.
- ART 411 Senior Exhibit** ..... 1  
 A senior exhibition emphasizing studio work in an area in which the student has specialized and developed a personal style. Course includes gallery installation, publicity and education relating to the exhibit. Prerequisite: Six hours in medium chosen for exhibit and consent of instructor. For art majors only.
- ART 412 Special Projects** ..... 1 (1-3)



## Undergraduate courses : All courses by category

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 and Art 101.

### **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 101 American Sign Language 1 ..... 4**

Using a total immersion approach, 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**

Using a total immersion approach, 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 104 Deaf Culture ..... 3**

This course introduces cultural identity, core values, group norms, communication, and language. Designed for students who may or may not have had any previous experience or exposure, this course will answer some of the most commonly asked questions about the Deaf community and 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. Serves as an SST alternative course.

### **ASL 201 American Sign Language 3 ..... 4**

Using a total immersion approach, 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**

Using a total immersion approach, 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 300 Gallaudet Semester ..... 12**

Gallaudet Semester for students in the Deaf Studies major.

- ASL 307 American Sign Language 5** ..... 4  
 Using a total immersion approach, this course emphasizes further development of comprehension and production skills using advanced vocabulary, discourse competence and grammatical knowledge. 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 320 Deaf History** ..... 3  
 The history and culture of the Signed Language communities and Deaf people are very rich and diverse. This course provides an overview of the education of the Deaf from prehistoric times to the present. Significant contributions made by Deaf people in North America will be analyzed. Current issues in the Deaf community will be discussed in both a historical context and from a Deaf perspective. Prerequisite: ASL 201 or 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 araprofessional 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 ethical dilemmas, problems or conflicts encountered during their semester-long internship, with the goal of learning and growing from the collective discussion and experiences. In addition, students will set goals for themselves related to career, vocation and job procurement and create tools to assist in achieving their goals following graduation. Coerequisite: ASL 409 Internship or SOWK 321 Social Service Field Exp.
- 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

## Undergraduate courses : All courses by category

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. Three lectures and one three-hour lab. 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 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. Prerequisite: one semester of college chemistry. Offered every fall.

**BIOL 207 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 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

## Undergraduate courses : All courses by category

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.

### **BIOL 212 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 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 fall of odd years.

### **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 odd 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. Team-taught by professors with interests in merging theoretical ecology with practical ecological restoration. Prerequisite: Biol 115. Offered every fall.

**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 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 343 Invertebrate Zoology ..... 5**

A field course taught as part of the Marine Biology Semester, which examines the invertebrate phyla with emphasis on classification, morphology, phylogeny, and general biology. Offered every fall as part of the Marine Biology Semester. Prerequisites: Biol 304, application process and the registrar will complete registration.

**BIOL 345 Forest Resources ..... 4**

## Undergraduate courses : All courses by category

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 May term at Merry Lea Environmental Learning Center. Prerequisite: Biol 115. Offered May term.

**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, business model canvas, and customer discovery concepts are foundations for the experiential learning in this course.

**BUS 155 The Organization of Business** ..... 2  
Introduces students to the key functional areas of business including management, finance, accounting, marketing, production, information technology, and human capital. Students will understand how these functions exist in a changing society and impact organizational decision-making. This course will also introduce students to the many career opportunities in business.

**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 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, information technology, marketing, and sustainability management majors. Prerequisite: BUS 155

- BUS 209 Field Experience** ..... 3 (1-3)  
 Students enrolling in this course must be an accounting, business, information technology, marketing, or sustainability 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 representation, and tools commonly used 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.
- BUS 254 Principles of Marketing** ..... 3  
 The nature of marketing in our society; how organizations develop marketing strategies that enable them to meet their objectives and the needs of their customers through adequate marketing mixes; the relationship of marketing to other management functions; marketing activities at the domestic and international levels. Prerequisite: BUS 155
- BUS 282 Business Analytics** ..... 3  
 In this course students will develop the skills necessary to transform data to information that is easily 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
- 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. Prerequisite: Bus 155.
- BUS 310 Business Law** ..... 3  
 Survey of legal principles. Topics include liability, contracts, sales and negotiable instruments; also, secured transactions, agency, partnerships, corporations and antitrust.
- BUS 315 Human Capital Management** ..... 3  
 Human capital 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. Prerequisite: Bus 155.
- BUS 317 Financial Management** ..... 3  
 Introduces students to the primary elements of organizational finance such as time value of money, stock and bond valuation, financial analysis, working capital management, capital budgeting and dividend policy. Prerequisite: Acc 200.
- 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. Prerequisite: BUS 155.
- BUS 320 Marketing Research & Analytics** ..... 3  
 A comprehensive overview of the nature and scope of marketing research and its role in decision support systems. Course focuses on the practical aspects of marketing research and provides a framework for conducting quantitative and qualitative research. Prerequisites: Bus 282 and Bus 254 or Bus 244.



## Undergraduate courses : All courses by category

- BUS 322 Organizational Communication** ..... 3  
(Cross-listed from Comm 322) An exploration of communication within organizations, as well as communication between organizations and the larger society. Topics include theories of communication and organizational structure; examination of power, culture, and conflict in organizations; and analysis of verbal and nonverbal messages in interpersonal, small-group and public settings. Assignments will assist students in developing skills in listening, analysis, speaking and writing. Prerequisite: Comm 240 or Bus 254.
- 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. This course will go beyond the triple bottom line to dig into specific topics like biomimicry and radical waste reduction strategies. Multiple trips to relevant business and industrial sites around the region will bring in-class topics into sharper focus as students see what actual strategy application looks like. Prerequisite: 9 credit hours of ACC, BUS, ECON and/or SUST courses.
- BUS 332 Investments** ..... 3  
In this course students will learn how to research, formulate and implement investment plans through portfolios constructed and monitored by students. Analytical frameworks and investment strategies that target chosen objectives will be established and then implemented using a simulation program linked to online stock markets. A shorter version of this course is offered with the name Opening Bell, for one credit hour.
- BUS 335 Sustainability Reporting** ..... 3  
This course focuses on an environmental, social, and governance reporting framework for organizations. Students will learn to identify, measure, evaluate, and communicate sustainability issues that are likely to affect the financial condition and operating performance of an organization. Prerequisite: Acc 200 or Sust 201, or Econ 309.
- BUS 338 Professional Selling** ..... 3  
An introduction to the dynamic world of selling. A pragmatic approach to the techniques and skills used by professional sales persons. Includes role playing and the development of a sales presentation. Prerequisite: Bus 155.
- 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 254.
- 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 or Bus 254.
- BUS 350 International Business** ..... 3  
International business is the field of study that focuses on business activities that cross national boundaries. It includes exports and imports - the subject of traditional international trade discussions - as well as foreign direct investment, international banking, the international transfer of technology and global business strategy. The cultural environment of international business is considered in some detail. The course presents the important activities of an international firm and a framework for analysis from a manager's perspective. Case studies are used in the course. Prerequisites: Bus 155 and Econ 200.
- 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.

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

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

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

Special topics for majors and minors.

**BUS 401 Integrated Marketing & Communicatio** ..... 3

This course will examine the process by which integrated marketing communications (IMC) programs are planned, developed, executed, and measured. Emphasis is placed on building strategies for effective marketing campaigns. IMC requires an understanding of the marketing process, communications theory and processes, marketing communications tools, consumer behavior, organizational structures and operations. This course is intended for students who have completed significant work in their major, including at least two upper-level marketing-focused courses in addition to the stated prerequisites. Prerequisite: Bus 244 and Bus 254.

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

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

**BUS 409 Business Internship** ..... 3 (1-12)

This internship is an employment experience in a business enterprise. 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, business, marketing, or sustainability management major prior to enrolling in this course. This course is repeatable.

**BUS 410 Strategic Management Capstone** ..... 3

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, marketing, or sustainability management.

**Chemistry courses**

**CHEM 101 Introductory Chemistry** ..... 3

Designed for non-chemistry majors. Chem 101 gives students a condensed foundation of chemistry principles. Students who have taken at least two semesters of high school chemistry with grades of B- or higher may enroll in Chem 103 without taking 101. Lectures and laboratory.

**CHEM 103 Chemistry and Health** ..... 4

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. 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 Chemistry** ..... 4

## Undergraduate courses : All courses by category

An introduction to the basic particles of matter, the modern concept of the atom, chemical bonding and the structure of chemical compounds. The physical and chemical properties of some elements and compounds are examined. Reaction equilibrium and kinetics, acid-base theory, electrochemistry, radiochemistry and thermodynamics are included. Lectures and laboratory. Prerequisite: Chem 101,103 or high school chemistry (grade C or better) and adequate pre-calculus math.

### **CHEM 112 General Chemistry** ..... 4

An introduction to the basic particles of matter, the modern concept of the atom, chemical bonding and the structure of chemical compounds. The physical and chemical properties of some elements and compounds are examined. Reaction equilibrium and kinetics, acid-base theory, electrochemistry, radiochemistry and thermodynamics are included. Lectures and laboratory. Prerequisite: Chem 111 (C or better) or consent of the instructor.

### **CHEM 200 Analytical Chemistry** ..... 4

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** ..... 1 (1-3)  
Laboratory and conference. Prerequisite: consent of instructor.

**Communication courses**

**COMM 108 Digital Design** ..... 3  
(Cross-listed from Art 108) This course in visual expression and communication will introduce students to relevant computer programs including Adobe InDesign, Adobe Illustrator and Photoshop. Through exercises, projects and critiques, students will learn both creative visual design and technical aspects of computer-generated images and composition.

**COMM 190 Introduction to Radio** ..... 1  
This applied course prepares students for work at WGCS-FM. Students attend lecture-discussion periods, engage in self-study and learn to operate the station through tutorial shifts.

**COMM 195 Introduction to Visual Media** ..... 1  
Introduction to Visual Media is a lab instruction course on the basics of television/video studio and field production techniques. Students will learn the aesthetics and techniques

## Undergraduate courses : All courses by category

of multi-camera and single-camera studio and on-location video recording and post production editing. The course includes practice in planning shoots, operating cameras, lighting, audio, and video editing. Students will produce video projects individually and in groups.

### **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 Oral Communication ..... 3**

A study of communication theories as applied to oral communication. Practical experience in a variety of activities including interpersonal communication, public speaking, small-group communication, persuasion and nonverbal communication. Attention is given to communicating in a culturally diverse society. Prerequisite: Core 110

### **COMM 204 Expository Writing ..... 3**

(Cross-listed from Engl 204) Theory and practice of written communication. Assignments in a variety of prose forms aim at developing the student's control of logic, organization, rhetoric, usage, and audience accommodation. Prerequisite: CORE 110 or equivalent.

### **COMM 206 Communication Across Cultures ..... 3**

A study of cultures, comparative message systems and principles of cross-cultural communication. A focus on current issues having to do with cultural interactions. Students analyze cultural dynamics through ethnographic projects, films and simulations. This course is designed as preparation for SST or for living in settings unlike one's native home.

### **COMM 209 Field Experience ..... 3 (1-3)**

Experiential learning, usually in an off-campus professional setting, for communication majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. The 209 level is intended for first year and sophomore students. Upper level students should enroll in 409. Prerequisite: Comm 202 or 204.

### **COMM 212 Digital Media Production ..... 3**

An introduction to digital media with an emphasis on field video production. The primary goal of the course is the development of the necessary video and audio skills and understandings needed to create effective digital media messages. Secondary goals include providing an overview of digital video production tools and techniques and exploring aesthetic and ethical issues of media. Students will take creative responsibility for fundamental media projects.

### **COMM 215 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. A Social World course in the Goshen Core.
- COMM 240 Communication Research** ..... 3  
 An introduction to theory building and research methodology of mass communication. Course focuses on the practical aspects of communication research, providing a framework for conducting quantitative and qualitative research..
- COMM 250 Writing for Media** ..... 3  
 An introductory newswriting course devoted to print, broadcast and multimedia environments. The course will cover new judgments and new values; reporting strategies; research techniques; forms of journalistic writing and Associated Press style.
- COMM 255 Photography** ..... 3  
 A first course including camera work, digital image workflow and printing. Technical fluency, visual composition, photojournalistic approaches, and expression are components of the course. Students must provide a digital camera on which f-stop and shutter speed can be controlled.
- COMM 260 Broadcast Writing** ..... 3  
 Students will study the principles, forms and techniques of writing for broadcast media. Assignments will focus on the writing and editing of broadcast news and commercial messages.
- COMM 270 Media, Law & Ethics** ..... 3  
 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 190.
- 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 195.
- COMM 296 Adv DM Methods:Production** ..... 3

## Undergraduate courses : All courses by category

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 254.

### **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 254.

### **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 Animation ..... 3**

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

**COMM 383 Communication and Society ..... 3**

A study of communication issues in modern society with attention to the persons, institutions, media and systems that facilitate social interaction. An overview of communication philosophy as a basis for ethical and aesthetic perspectives.

**COMM 385 Studies in Communication ..... 3**

Investigations into particular communication issues: social, scientific, philosophic, historical, aesthetic, political or institutional. Focus on an institution or topic of current interest.

**COMM 386 Film ..... 3**

Survey of film as art, literature and mass medium. Historical development; authors and genres; philosophical, economic and political issues. A selection of 12 films for detailed study. Emphasis on "reading" film, understanding the medium's function and exploring contemporary cinematic issues.

**COMM 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 (1-3)**

Experiential learning, usually in an off-campus professional setting, for communication majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. Prerequisite: consent of instructor.

**COMM 410 Senior Seminar ..... 3**

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)**



## Undergraduate courses : All courses by category

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

Introduction to the concepts of information technology in business and problem solving using different aspects of information technology. Explores the future possibilities of information technology. Explores the code of ethics and issues of privacy. Introduces students to the field of information technology.

### **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 functional 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. 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. The students will develop and present a mock project in teams.

### **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 some of the basic SQL statements. Students will also write and practice basic SQL hands-on on an interactive database using Excel and MS-Access.

**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**

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.

**COSC 346 Human Computer Interaction ..... 3**

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.

**COSC 356 Computer Networking & Security ..... 3**

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.

**COSC 357 Data Privacy and Security ..... 3**

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.

**COSC 360 Operating Systems ..... 4**

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.

**COSC 365 Analysis of Algorithms ..... 3**

Course covers the design and analysis of efficient algorithms. Topics covered include sorting, search trees, heaps, hashing, divide-and-conquer, dynamic programming, randomized algorithms, stochastic algorithms, approximation algorithms, amortized analysis, probabilistic analysis, competitive analysis. Prerequisite: COSC 316 and MATH 205.

**COSC 366 Database Design ..... 3**

The proper design of databases and their construction through diagramming tools and SQL. Attention is also given to form and report development, data warehouse and data mining issues, and administrative issues such as user security. Students gain experience

## Undergraduate courses : All courses by category

in robust database environments such as MySQL and in web environments. Prerequisite: COSC 216.

### **COSC 370 Advanced Game Development ..... 3**

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.

### **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 and Information Technology majors. This course discusses the enormous impact that computing has had on society at large. It will also examine issues concerning a sustainable future and how that places added responsibilities on computing professionals. Course also 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 elements of community. Also facilitates the transition to college (academic, social and spiritual), introduces the Goshen Core with the liberal arts context, and allows exploration of areas of study and career possibilities. Taken in the fall semester of the first year.

**CORE 104 Career and Calling ..... 1**

A continuation of the first semester Core 100 experience with a focus on vocation, leadership, and career development. Taken in the spring semester of the first year. Required for all new fall first-year students and for transfer students with fewer than 16 credit hours. Prerequisite: CORE 100.

**CORE 106 Culture and Community ..... 3**

This course for transfer students and spring semester first-time students combines course content from the CORE 100 and CORE 104 courses. Students will explore identity and culture, specifically the question: How do people with diverse identities live together in a vibrant community? Course content will also include an introduction to the Goshen Core and campus resources for career development and spiritual growth.

**CORE 110 Academic Voice:Speaking and Writing ..... 3 (3-4)**

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 introduction to biblical literature that provides a foundation for current expressions of Christian faith and practice. Students will gain skill in the use of academic resources and methods in order to read, interpret and communicate more effectively. This course should be taken by the Fall semester of the second year. Core 110 should be taken prior to or in the same semester.

**CORE 160 Res Writ: Energy and Environment ..... 3**

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

**CORE 162 Res & Writing:Investigate Epidemics ..... 3**

This course will investigate the economic, political, 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 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?

## Undergraduate courses : All courses by category

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 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 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 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 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 Res & Writing: 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 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 ..... 4**

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.

**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.

**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 other year.

**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. Prerequisite: CJRJ 100 (offered every other year).

**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.

**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.

**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 support 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 jump from high school to college or improve their study habits for success in college. .

**DCS 199 Tp: Learning Strategies ..... 1**

This course presents the skills needed for excellence and provides a solid foundation for students. Students evaluate their abilities and interests in order to develop career goals and align these goals with an appropriate course of study. Students also improve on academic skills necessary to successfully complete academic work, such as critical thinking, study techniques, and test taking strategies. It not only introduces the student to developing career goals and appropriate course of study, teaches critical study skills and orients students to campus resources but also serves as a human link to the college. It is critical that instructors become acquainted with students informally since the instructor of this course often serves as a sounding board for students' academic concerns and may be the "connection" that gives the students the self confidence to succeed in all of their courses. In addition, students are introduced to important dynamics of interpersonal communication and conflict resolution.

**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**

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 306 International Economics ..... 3**

Factors in international economic relations; international trade theory; balance of international payments; foreign exchange; commercial policy of the United States and other countries; foreign investment and economic development; international economic cooperation. Prerequisite: Econ 200

**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. A Peacemaking course in the Goshen Core.
- ECON 315 Economic Models and Measurement** ..... 3  
 Micro and macro economic concepts using mathematical analysis will be included in this course. Prerequisite: Econ 200 and Quantitative Literacy requirement.
- ECON 345 Economics of Sustainability** ..... 3  
 This course explores the transformation necessary to create a sustainable economy using a triple-bottom-line perspective: planet, people, and profit. Students will learn about the organizational and structural changes required to promote a sustainable economy, focusing on the objectives of sustainable scale, just distribution and efficient allocation as well as public- and private-sector strategies to support the transition from carbon-based resources to renewables. Prerequisite: Econ 200 or Econ 309.
- 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.
- ECON 400 Selected Readings** ..... 1  
 Special topics for majors and minors.

**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 300 Exceptional Learners: Elementary** ..... 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. This course is tailored to meet exceptional and developmental needs of elementary school learners. Field placement in a diverse classroom setting required.
- EDUC 301 Curriculum Studies:Math** ..... 2  
 A study of mathematics pedagogy with an emphasis on conceptually sound and developmentally appropriate lessons. Includes selecting and evaluating topics of study, multiple representations of information and instructional strategies, interdisciplinary teaching, and using school and community resources. Also includes differentiation and modifications for special needs students. Field experiences in diverse classrooms.
- EDUC 302 Exceptional Learners: Secondary** ..... 3  
 A study of students with exceptionalities within an academic setting offers practical



## Undergraduate courses : All courses by category

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. This course is tailored to meet exceptional and developmental needs of middle and high school learners. Field placement in a diverse classroom setting required.

### **EDUC 303 Literacy I:Developmental ..... 3**

A study in the development of reading, writing, listening and speaking. Focus on research-based, standards-based, student-centered instructional methods, assessment and developing authentic engagement that leads to a life-long enjoyment of reading and writing in many modes and styles. 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 309 Educational Psychology:Secondary ..... 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. A community placement at the local Boy's and Girl's Club gives students a chance to apply their learning. Field placement required.

### **EDUC 310 Educational Psychology:Elementary ..... 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. A community placement at the local Boy's and Girl's Club gives students a chance to apply their learning. Field placement required.

### **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 or 302

**EDUC 343 Mild Disabilities II ..... 3**

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

**EDUC 344 Adapt & Assess for Diverse Learners ..... 3**

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. Prerequisite: Educ 300 or 302.

**EDUC 346 Special Education Issues ..... 1**

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

**EDUC 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.

**EDUC 401 Child Development Practicum ..... 1**

A study of child development. Focuses on learning theory and the importance of play for

## Undergraduate courses : All courses by category

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 (1-2)**

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 Transition to Teaching Practicum ..... 6**

Student teaching for those enrolled in the Transition to Teaching program (TtT). 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.

**EDUC 425 EL Methods ..... 4**

The primary emphasis of this class is to learn specific instructional approaches for second language acquisition. Participants will learn methods for adapting instructional materials for their current classes to ensure all students can meet all academic content standards, and will learn how to provide equitable and appropriate assessment for EL students. Participants will also complete several observation hours in a direct serve EL classroom.

**EDUC 450 Professional Capstone ..... 2**

In this capstone course, participants will address topics related to collaboration and advocacy, as well as the intersection of culture with students' experiences of school. The class will meet in face-to-face format for one month, then participants will complete a capstone project and take the state's licensure exam in June.

**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 in a significant way with the intersection of cultures, particularly postcolonial literature from Africa, Asia, the Caribbean and Latin America. Prerequisites: CORE 110.

**ENGL 203 Introduction to Creative Writing ..... 3**

An introduction to the writing of poems, short stories and creative nonfiction, with emphasis on writing, reading, discussion, and developing a 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. 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 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 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

## Undergraduate courses : All courses by category

topics will be announced in advance. Repeatable.

- ENGL 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.
- ENGL 280 Sophomore Writing Portfolio** ..... 1  
Guided instruction on portfolio development, including editing and revising skills needed for advanced writing courses. Students should meet with the English writing program adviser in the fall of their sophomore year to determine the best semester to complete this project. Prerequisite: Engl 204 and one additional writing course. Course grade will be Credit/No Credit.
- ENGL 290 English Publication** ..... 1 (1-2)  
Applied work in publication (Pinchpenny Press, Broadside, Red Cents, the department newsletter or blog). Students choosing to publish with Pinchpenny Press must register for this course, select a faculty adviser, and fulfill stated requirements. Repeatable. Prerequisite: Engl 204, two additional writing courses, and consent of instructor. Course grade will be Credit/No Credit.
- ENGL 300 Philosophy, Interpret, 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. Intended as an introduction to the English major and as an elective for other (usually upper-level) students. Prerequisite: CORE 110 and any college-level literature course.
- ENGL 305 Genre Studies** ..... 3  
Study of a single genre, sometimes with 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.
- ENGL 312 Writing Workshop** ..... 1  
Intensive one-week workshop in writing, usually conducted by a visiting author during Spring semester. Repeatable. Prerequisite: Any college-level creative writing course or permission of department chair. Course grade will be Credit/No Credit.
- ENGL 315 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. Prerequisite: Previous or concurrent enrollment in Engl 310 or foreign language competence through the 102 level.

- 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 nonnative 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 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 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 post-modern 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, Engl 203, or consent of instructor.
- ENGL 332 Writing Poetry** ..... 3  
 A workshop course in writing poetry in a variety of forms, with special attention to imagery, sound, line, meter, and revision. Readings in classic and contemporary poetry. Prerequisite: CORE 110, Engl 203, or consent of instructor.
- ENGL 334 Writing Creative Nonfiction** ..... 3  
 A workshop course in writing the personal essay and nonfiction prose, with special attention to creating a personal voice and applying creative writing techniques to nonfictional subjects. Students will read and discuss examples of creative nonfiction and prepare two longer essays for a final portfolio. Prerequisite: CORE 110, Engl 203, or consent of instructor.
- ENGL 336 Special Topics in Writing** ..... 3  
 A workshop course in special writing topics such as Memoir or Editing and Publishing. Prerequisite: CORE 110, Engl 203, or consent of instructor.
- 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. 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/

## Undergraduate courses : All courses by category

No Credit. Can substitute for Engl 409 with departmental approval.

### **ENGL 409 English Practicum ..... 2 (1-2)**

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

### **ENGL 410 Senior Seminar ..... 3 (1-2)**

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.

## **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 action-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 action-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 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 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



## Undergraduate courses : All courses by category

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 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 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 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 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?

### **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.

## Undergraduate courses : All courses by category

- 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  
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.
- 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 instructor.
- INT 230 Technology for Interpreters** ..... 1  
This course will be devoted to developing a comprehensive electronic portfolio where students will integrate multiple academic projects and assignments completed during the program into a professional website to generate a significant presence in the field. Technology tools, such as apps, applicable to interpreters will be discussed.
- 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 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 instructor.

**INT 305 Medical Interpreting ..... 4**

This course will introduce knowledge, theory and skills needed for interpreting in medical settings. Some areas of focus will be: medical terminology, developing a system for continued study of terminology, ethics associated with medical interpreting. We will also discuss logistics of medical interpreting and practice interpreting in a variety of medical settings. The course uses critical analysis of medical discourse with an emphasis on common medical conditions, treatments, and procedures. Prerequisite: ASL 307 and INT 301.

**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 1-3 credits. This course may be repeated. Corequisites: ASL 307 and 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 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.

## Undergraduate courses : All courses by category

- INT 403 Medical Interpreting** ..... 4  
This course will introduce knowledge, theory and skills needed for interpreting in medical settings. Some areas of focus will be: medical terminology, developing a system for continued study of terminology, specialty areas of healthcare, and ethics associated with medical interpreting. We will also discuss logistics of medical interpreting and practice interpreting in a variety of medical settings. The course uses critical analysis of medical discourse with an emphasis on common medical conditions, treatments, and procedures. Prerequisites: INT 301 and INT 302.
- INT 405 Transliterating** ..... 3  
This course focuses on transferring information from spoken or written English into Conceptually Accurate signed English (CASE) and from signed English into spoken English. Students will practice transliterating skills through various planned and unplanned situations. Issues related to educational interpreting will 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. Corequisite: INT 302 or consent of 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 first 12 weeks of 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, vocation 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  
Practicum 1 occurs during the spring semester of Transition to Interpreting. 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 low risk situations supervised by an interpreting mentor. Prerequisites: INT 301. Corequisites: INT 302 and INT 320.
- INT 412 Practicum II** ..... 2  
Practicum 2 occurs during the final fall semester of Transition to Interpreting. 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 301, INT 302, INT 320, INT 411 Corequisites: INT 401, INT

405 and INT 407.

**Kinesiology courses**

<b>KIN 102 First Aid &amp; CPR</b> .....	<b>1</b>
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.	
<b>KIN 103 Basic Athletic Training</b> .....	<b>2</b>
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.	
<b>KIN 200 Aerobic Conditioning</b> .....	<b>1</b>
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. Ability to complete aerobic workouts is necessary for this class. In consideration of avoiding overtraining for athletes, the intensity may be modified but the expectation for activity remains.	
<b>KIN 206 Badminton</b> .....	<b>1</b>
Badminton	
<b>KIN 210 Canoeing/Backpacking</b> .....	<b>1</b>
Canoeing/Backpacking. Offered infrequently.	
<b>KIN 214 Cross Country Skiing</b> .....	<b>1</b>
Minimum 20 hours of ski time required for credit, in addition to class time and homework assignments. Students must provide own cross country skis and poles. Students will ski during class and outside of class when snow is present. Offered infrequently.	
<b>KIN 216 Cycling</b> .....	<b>1</b>
Students must provide a working bicycle for this class as they will build from 5 miles rides to 15-20 mile rides.	
<b>KIN 218 Golf</b> .....	<b>1</b>
Golf	
<b>KIN 222 Gymnastics: Tumbling</b> .....	<b>1</b>
Gymnastics: Tumbling. Offered infrequently.	
<b>KIN 224 International Folk Dance</b> .....	<b>1</b>
International Folk Dance	
<b>KIN 226 Life Guard Training</b> .....	<b>1</b>
Life Guard Training. Offered infrequently.	
<b>KIN 230 Racquetball</b> .....	<b>1</b>
Racquetball	
<b>KIN 232 Beginning Swimming</b> .....	<b>1</b>
Beginning Swimming	
<b>KIN 234 Advanced Swimming</b> .....	<b>1</b>
Advanced Swimming. Offered infrequently.	
<b>KIN 236 Beginning Tennis</b> .....	<b>1</b>
Tennis instruction.	
<b>KIN 238 Beginning Volleyball</b> .....	<b>1</b>
Volleyball instruction. Offered infrequently.	
<b>KIN 240 Water Safety Instruction</b> .....	<b>2</b>

## Undergraduate courses : All courses by category

Water Safety Instruction. Offered infrequently.

- KIN 242 Weight Training** ..... 1  
Weight Training. (Women's weight training or COED)
- KIN 250 Introduction to Kinesiology** ..... 3  
This course provides an introduction to 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 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 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 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 311 Physical Educ Teaching Internship ..... 3**

This course is designed to give additional opportunities for field experience for students who want or need it prior to student teaching. Prerequisite: Kin 308 or 309.

**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



## Undergraduate courses : All courses by category

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 every other year.
- 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.
- 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.
- 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  
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.

**KIN 420 Health Practicum ..... 2**

Students will work with the supervisor to set up experiences of interest in a health related setting. If the student is in teacher licensure, this practicum must be completed in a K-12 school setting teaching health and connecting with several different units identified in the Coordinated School Health Program. Prerequisite: Kin 360 or 415.

**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 and exponential functions, tables, finances, probability, descriptive statistics, and spreadsheets. 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 elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. Recommended background: two years of high school algebra and/or geometry or Math 105. 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 functions to model real-world phenomena and the use of data to fit and verify models. Recommended background: three years of high school algebra and geometry or Math 115. 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

## Undergraduate courses : All courses by category

placed on problem solving and proof techniques. Recommended background: four years of high school mathematics, including some calculus or Math 211.

- MATH 211 Calculus I** ..... 4  
Concepts of calculus emphasizing applications in the natural and social sciences. Topics include differential calculus of one and two variables, integration, and differential equations. Prerequisites: three and one-half units of high school mathematics including trigonometry or Math 170. 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, Green's Theorem. Also includes complex variables and Fourier series. 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 or Math 115.
- 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 geometrics. Comparison of Euclidean, hyperbolic, elliptical, and projective geometries. Integral and fractional dimension; transformation groups; implications for computer graphics. Prerequisite: Math 211 and either Math 205 or 212.
- MATH 311 Real Analysis** ..... 3  
A rigorous study of 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 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 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

## Undergraduate courses : All courses by category

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 Survey of Music Literature ..... 3**

Designed to follow a year of music theory and precede the study of music history, this course presents an introduction to the basic style periods in Western music literature and acquaints the student with the main forms, composers and masterworks of those epochs.

### **MUS 206 Music Theater: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 I ..... 3**

This introductory course in the piano pedagogy sequence focuses on the beginning student and on the materials and teaching techniques most effective for this level of instruction. The course includes weekly lecture-discussion sessions, observation of class and private instruction, and the supervised teaching of weekly private lessons.

### **MUS 209 Music Field Experience ..... 1 (1-3)**

On-campus internships supervised by a professor. May include arts administration, audio recording technology, church music, private teaching or other fields.

### **MUS 210 Elementary Music Methods ..... 3**

This course is designed for teaching general music at the elementary level for elementary and music education majors. The course will introduce students to traditional and current methodologies of classroom music instruction. Emphasis on lesson planning, scope and sequence of a K-5 music program, and exploration of diverse repertoire utilizing singing and instruments. Pre-requisite: Educ 201. (Offered in odd years)

### **MUS 212 Intro to Conducting ..... 1**

An introductory conducting course that focuses on elementary beat patterns, use of breath and gesture of intent to start and stop musical groups, and simple cueing of parts. Basic music-reading skills are required. Non-majors are welcome.

### **MUS 218 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 (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 (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 (0-1)**

Staged Music Scenes is open to music majors and nonmajors by audition, and may be

## Undergraduate courses : All courses by category

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.

<b>MUS 263 Wind Ensemble</b> .....	<b>0 (0-1)</b>
Wind and brass students must register for both Wind Ensemble and Orchestra.	
<b>MUS 265 Composition</b> .....	<b>2</b>
Composition	
<b>MUS 269 Percussion</b> .....	<b>2</b>
Percussion	
<b>MUS 270 Cello</b> .....	<b>2</b>
Cello	
<b>MUS 271 Organ</b> .....	<b>2</b>
Organ	
<b>MUS 272 Piano</b> .....	<b>2</b>
Piano	
<b>MUS 273 Viola</b> .....	<b>2</b>
Viola	
<b>MUS 274 Violin</b> .....	<b>2</b>
Violin	
<b>MUS 275 Voice</b> .....	<b>2</b>
Voice.	
<b>MUS 277 Flute</b> .....	<b>2</b>
Flute	
<b>MUS 278 Bassoon</b> .....	<b>2</b>
Bassoon	
<b>MUS 279 Oboe</b> .....	<b>2</b>
Oboe	
<b>MUS 281 French Horn</b> .....	<b>2</b>
French Horn	
<b>MUS 282 Trumpet</b> .....	<b>2</b>
Trumpet	
<b>MUS 283 Clarinet</b> .....	<b>2</b>
Clarinet	
<b>MUS 284 String Bass</b> .....	<b>2</b>
String Bass	
<b>MUS 286 Guitar</b> .....	<b>2</b>
Guitar	
<b>MUS 287 Saxophone</b> .....	<b>2</b>
Saxophone	
<b>MUS 288 Harpsichord</b> .....	<b>2</b>
Harpsichord	
<b>MUS 292 Symphony Orchestra</b> .....	<b>0 (0-1)</b>
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.	

<b>MUS 293 Vox Profundi</b> .....	<b>0 (0-1)</b>
The Goshen College Men's Chorus is an auditioned group of 35-55 men representing a wide variety of academic majors. The Men's Chorus performs music from all genres and time periods with special emphasis on sacred a cappella literature. The men perform in numerous on-campus concerts and occasional off-campus concerts each year, as well as on periodic tours. In addition to singing male chorus repertoire, they regularly combine in concert with the Voices of the Earth and the Symphony Orchestra to present standard choral/orchestral literature.	
<b>MUS 294 Voices of the Earth</b> .....	<b>0 (0-1)</b>
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.	
<b>MUS 295 Harp</b> .....	<b>2</b>
Harp	
<b>MUS 296 Trombone</b> .....	<b>2</b>
Trombone	
<b>MUS 297 Tuba/Euphonium</b> .....	<b>2</b>
Tuba/Euphonium	
<b>MUS 301 History of Music</b> .....	<b>3</b>
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.)	
<b>MUS 302 History of Music</b> .....	<b>3</b>
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)	
<b>MUS 303 Advanced Music Theory</b> .....	<b>3</b>
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)	
<b>MUS 304 Advanced Music Theory</b> .....	<b>3</b>
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)	
<b>MUS 305 String Methods &amp; Materials</b> .....	<b>1</b>



## Undergraduate courses : All courses by category

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 a class setting with the goal of assisting students in becoming effective teachers of singing. Emphases will include review of basic singing technique, vocal physiology, drill in diagnosis and correction of vocal problems, diction and vocalizing for desired results. There will be a fieldwork dimension to this class. (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 310 Piano Pedagogy II ..... 2**

This course will survey literature appropriate for intermediate and more advanced students. In addition emphasis will also be placed on essential elements of technical development, setting up a private teaching studio, pedagogical research, and important past teachers.

### **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. Students are encouraged, though not required, to take Mus 212 prior to Mus 312. (Offered in even years)

<b>MUS 318 Conducting II</b> .....	<b>2</b>
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)	
<b>MUS 330 Secondary Music Methods</b> .....	<b>3</b>
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. Pre-requisite: Educ 201 (Offered in even years)	
<b>MUS 355 Arts in London</b> .....	<b>4</b>
(Cross-listed from Thea 355) A May term class that encompasses theater, art and music study and experiences in London, England. Class activities include morning lectures, visits to art galleries, attending music and theater performances, and day trips to Coventry, Stratford-upon-Avon, Salisbury and other locations. Daily writing assignments and a major project required. SST alternate course. Offered in alternate years. Extra cost.	
<b>MUS 360 Chamber Music</b> .....	<b>1</b>
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.	
<b>MUS 362 Staged Music Scenes</b> .....	<b>1</b>
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.	
<b>MUS 365 Composition</b> .....	<b>2</b>
Prerequisite: Mus 265	
<b>MUS 369 Percussion</b> .....	<b>2</b>
Prerequisite: Mus 269	
<b>MUS 370 Cello</b> .....	<b>2</b>
Prerequisite: Mus 270	
<b>MUS 371 Organ</b> .....	<b>2</b>
Prerequisite: Mus 271	
<b>MUS 372 Piano</b> .....	<b>2</b>
Prerequisite: Mus 272	
<b>MUS 373 Viola</b> .....	<b>2</b>
Prerequisite: Mus 273	
<b>MUS 374 Violin</b> .....	<b>2</b>
Prerequisite: Mus 274	
<b>MUS 375 Voice</b> .....	<b>2</b>
Prerequisite: Mus 275	
<b>MUS 377 Flute</b> .....	<b>2</b>
Prerequisite: Mus 277	
<b>MUS 378 Bassoon</b> .....	<b>2</b>
Prerequisite: Mus 278	
<b>MUS 379 Oboe</b> .....	<b>2</b>

## Undergraduate courses : All courses by category

Prerequisite: Mus 279	
<b>MUS 381 French Horn</b> .....	<b>2</b>
Prerequisite: Mus 281	
<b>MUS 382 Trumpet</b> .....	<b>2</b>
Prerequisite: Mus 282	
<b>MUS 383 Clarinet</b> .....	<b>2</b>
Prerequisite: Mus 283	
<b>MUS 384 String Bass</b> .....	<b>2</b>
Prerequisite: Mus 284	
<b>MUS 386 Guitar</b> .....	<b>2</b>
Prerequisite: Mus 286	
<b>MUS 387 Saxophone</b> .....	<b>2</b>
Prerequisite: Mus 287	
<b>MUS 388 Harpsichord</b> .....	<b>2</b>
Prerequisite: Mus 288	
<b>MUS 390 Chamber Choir</b> .....	<b>0 (0-1)</b>
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.	
<b>MUS 395 Harp</b> .....	<b>2</b>
Prerequisite: Mus 295	
<b>MUS 396 Trombone</b> .....	<b>2</b>
Prerequisite: Mus 296	
<b>MUS 397 Tuba/Euphonium</b> .....	<b>2</b>
Prerequisite: Mus 297	
<b>MUS 400 Special Projects in Music</b> .....	<b>1</b>
May be elected for additional individual work in music theory, analysis, music history, conducting, music recording or music technology. May be repeated.	
<b>MUS 409 Applied Teaching Internship</b> .....	<b>1 (1-3)</b>
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.	
<b>MUS 410 Senior Seminar</b> .....	<b>1</b>
Weekly meetings of music majors and faculty to discuss vocational, curricular and ethical/spiritual topics.	
<b>Nursing courses</b>	
<b>NURS 190 Strategies for Nursing Success</b> .....	<b>1</b>
This course provides activities on ways to improve the student's overall academic and test performance. ATI and additional resources will be utilized for improvement in critical thinking and analyzing test questions. Students will develop strategies for managing test anxiety.	
<b>NURS 210 Intro to Professional Nursing</b> .....	<b>3</b>
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 280 Intro to Health Care Statistics** ..... 4  
 This course is intended to introduce students to a conceptual understanding of statistical methods and research designs necessary for application in interpreting nursing research. Serves as a prerequisite to NURS 443: Nursing Research in the RN to BSN program.

**NURS 290 NCLEX Success Strategies** ..... 1  
 This course includes activities and strategies in preparation for the NCLEX exam. The student will be completing several tutorials and practice exams from the ATI assessment series. A careful analysis of issues related to test taking abilities will be completed, along with review from ATI textbooks and other NCLEX preparation resources.

**NURS 298 Global Health Focus: Nepal** ..... 3  
 The focus of this elective will be on health, illness, and wellness in Nepal. Possible activities include interaction with organizations helping with nutrition, prevention of human trafficking, acute healthcare, education of health workers, chronic and rehabilitation care, and empowerment of marginalized people. Application required.

**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.

**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 or Concurrent: Biol 319.

**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 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

## Undergraduate courses : All courses by category

than decision outcomes. In the process of analyzing bioethical issues, student will be introduced to ethical theory and modes of ethical analysis informed by the Christian faith. Prerequisites: Open to third- and fourth-year students from all departments. A Peacemaking Perspectives course in the Goshen Core.

### **NURS 311 Nursing Care of Expanding Family ..... 3**

The nursing process and knowledge of normal and selected abnormal conditions experienced during the childbearing cycle are addressed. Selected normal, and deviations to, general women's health issues are also discussed. Clinical experiences occur with the family in the community and hospital. Prerequisite: Nurs 212, Biol 319. Concurrent: Nurs 305.

### **NURS 312 Nursing Care of the Child ..... 3**

The focus is on common conditions and illnesses of children. The clinical focuses of the nursing care of the ill child. Developmental concepts, health promotion and prevention are emphasized in clinical and theory. Prerequisite: Nurs 212, Biol 319. Concurrent: Nurs 305.

### **NURS 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.

### **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.

<b>NURS 410 Nursing Senior Seminar .....</b>	<b>1</b>
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.	
<b>NURS 415 Capstone .....</b>	<b>3</b>
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.	
<b>NURS 433 Research in Nursing .....</b>	<b>4</b>
A survey of nursing research practice and method. Critical analysis of published nursing research as a basis for implementing research in clinical practice.	
<b>NURS 438 Community Health Nursing .....</b>	<b>5</b>
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.	
<b>NURS 449 Leadership in Nursing .....</b>	<b>5</b>
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.	

## **Organizational Leadership courses**

### **Philosophy courses**

<b>PHIL 200 Introduction to Philosophy .....</b>	<b>3</b>
An introduction to the major problems of philosophy such as the nature of information, knowledge, truth and reality, the relation of faith and reason, ethical and moral reasoning, politics and aesthetics. Discussion of the problems is driven by self-examination of each student's reasoned ideas and the contributions of major philosophers from a variety of traditions and cultures.	
<b>PHIL 203 Living Ethically .....</b>	<b>3</b>
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.	
<b>PHIL 204 Environmental Ethics .....</b>	<b>3</b>
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.	
<b>PHIL 302 Ethics and Morality .....</b>	<b>3</b>
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.	
<b>PHIL 310 Topics in Philosophy .....</b>	<b>3</b>
Study in specific areas of philosophic thought such as ancient/medieval, logic, modern	

## Undergraduate courses : All courses by category

philosophy, theory of knowledge, theory and problems of reality.

### **PHIL 400 Individual Readings in Philosophy ..... 3 (1-3)**

Students take initiative to develop a plan with a department faculty member. By consent of the faculty member only.

### **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 the scientific literature and scientific writing, group lab and design projects.

#### **PHYS 154 Descriptive Astronomy ..... 3**

An introduction to astronomy, with emphasis on basic sky patterns and their historical explanations. Considers the Copernican revolution, simple Newtonian physics, and contemporary understandings of stars, galaxies and cosmology. Includes a field trip to a 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. 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. 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. Prerequisites: Math 211, Phys 203.

#### **PHYS 208 Introduction to Research ..... 2**

An introduction to the techniques and practice of experimental research. Students participate in laboratory work in the Turner Laboratory. Course is considered training for future research in the physics department. Prerequisites: Phys 203-204 or consent of instructor.

#### **PHYS 210 Modern Physics ..... 3**

An introduction to the basis of modern physics. Special relativity, experimental origins of the quantum theory, nuclear physics, condensed matter physics, elementary particle physics, and cosmology. Prerequisites: Phys 203-204 or consent of instructor.

#### **PHYS 215 Climate Change ..... 3**

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

#### **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. Prerequisite: Phys 203 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 and Hamilton. Conservation of mechanical energy and energy methods to find trajectories. Applications to oscillations, orbital motion, scattering, rigid body motion. Special topics include chaos theory and relativity. Prerequisites: Phys 203, 204, Math 211, 212, or consent of instructor.

**PHYS 303 Classical Field Theory ..... 3**

Study of electric and magnetic fields using the formulation of Maxwell. Maxwell's equations are developed with reference to experiments followed by selected applications including wave propagation in dispersive media, and magnetic and dielectric phenomena. Prerequisites: Phys 203-204, Math 211, 213, or consent of instructor.

**PHYS 304 Electronics ..... 4**

Introduction to analog and digital electronics and robotics. The focus is on design and construction of practical circuitry which can be used to build useful devices. After the analog and digital groundwork is laid, students learn to program microcontrollers to interface with a variety of sensors and outputs on mobile robotic platforms. Weekly laboratories culminate in individual projects presented in the biannual electronics show. Lectures and laboratory. Prerequisite: 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. 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 Schrödinger equation and matrix mechanics are used to analyze potential wells, harmonic oscillators, free particles, spin systems and angular momentum and the Bell. Applications to tunneling, simple scattering systems, the hydrogen atom. Prerequisites: Phys 203-204, Math 213 or consent of instructor.



## Undergraduate courses : All courses by category

- PHYS 314 Statistical Mechanics** ..... 3  
A study of the statistical treatment of particles including molecules, atoms and electrons. The ensemble theory of Gibbs is developed as the basis. Applications include gases, crystalline solids, magnetic materials and phase transitions. Prerequisite: Math 213 or consent of instructor.
- PHYS 410 Senior Seminar** ..... 3  
An exploration of the relations between the natural sciences and other broad areas with special emphasis on ethical and theological concerns. Discussion, preparation and presentation of papers in a student-led seminar. Prerequisite: Senior standing.
- PHYS 421 Advanced Topics in Physics** ..... 2 (1-3)  
Special topics selected by the student in consultation with professor. These may include topics of special interest to the student or research. Academic credit for research or thesis is covered by enrolling in this subject.
- Peace, justice & conflict studies courses**
- PJCS 201 Violence and Nonviolence** ..... 3  
This course addresses the questions, when and why are people violent, and when and why are they peaceful? How does nonviolence address the destructive force of violence and stand as an alternative? A Peacemaking course in the Goshen Core.
- PJCS 202 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 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

## Undergraduate courses : All courses by category

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 PJCS 425) Working primarily from an international relations perspective, this course will 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 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 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:Secondary** ..... 3  
 (Cross-listed from Educ 309) A study of physical, cognitive, psychosocial, emotional, linguistic, moral and identity development birth through adolescence. Includes developmental theories, influence of cultural and social factors on development and school influences on children and adolescents.
- PSYC 310 Educational Psychology:Elementary** ..... 3

## Undergraduate courses : All courses by category

(Cross-listed from Educ 310) A study of physical, cognitive, psychosocial, emotional, linguistic, moral and identity development birth through adolescence. Includes developmental theories, influence of cultural and social factors on development and school influences on children and adolescents.

### **PSYC 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 Health Promotion Diverse Communit ..... 3**  
 This course focuses on how a patient’s 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 building cultural competency in health promotion, which is one of public health’s primary tools for closing disparities in healthcare. Concepts, models, frameworks and communications that occur in cross-cultural 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 population’s health, including risk of infection and disease.
- 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 INTL 271: Community Engaged Learning: Global Health with MCC.
- 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.

## Undergraduate courses : All courses by category

Prerequisite: Psych 380 or introductory statistics course, PUBH 200, or consent of instructor

### **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 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 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 220 Introduction to World Religions ..... 3**

This survey will focus on a particular theme or area of religious experience as a window into the world's major religious traditions. Possible themes include: death, the human condition, or worship and ritual. This course is designed to provide students with a basis for more advanced study of particular traditions or a place to begin making sense of religious diversity or different expressions of spirituality when they encounter them.

<b>REL 225 Spiritual Formation</b> .....	<b>1</b>
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).	
<b>REL 286 Creation &amp; Evolution</b> .....	<b>3</b>
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.	
<b>REL 309 Enduring Iss: Christian Perspective</b> .....	<b>3</b>
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.	
<b>REL 310 Topics:</b> .....	<b>3</b>
Lectures, research and discussion of specific topics in religion such as politics and religion, spirituality, religion and the media.	
<b>REL 315 Religion in Culture &amp; Society</b> .....	<b>3</b>
(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.	
<b>REL 316 Liberation Theologies</b> .....	<b>3</b>
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.	
<b>REL 317 Islam</b> .....	<b>3</b>
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.	
<b>REL 318 Anabaptist/Mennonite History</b> .....	<b>3</b>
(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.	
<b>REL 320 Christian Theologies</b> .....	<b>3</b>
A thorough introduction to theology, examining Christianity's basic theological features and themes (e.g. human nature, Christology, atonement, the nature of the church,	



## Undergraduate courses : All courses by category

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 Religion Internship ..... 3 (1-3)**

Approved intern or work experience related to studies in religion. Examples are Ministry Inquiry Program, supervised work in campus ministries, church agencies, chaplaincy or congregational programs.

**REL 410 Religion Senior Seminar ..... 3**

Advanced work in principles and problems of religious studies through the examination and assessment of narrative theology and ethics. Constant attention is given to meaningful articulation of faith. (See Rel 402, Christianity and Modern Thought).

**REL 411 Senior Thesis ..... 3**

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

**Sociology courses**

**SOC 154 Statistical Literacy ..... 3**

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.

**SOC 200 Principles of Sociology ..... 3**

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.

**SOC 205 Introduction to Gender Studies ..... 3**

(Cross-listed from WGS 200) Introduction to major areas of feminist thought (historical and contemporary) that shaped the field of Women's Studies. Course objectives focus on increasing students' understandings of the social systemic factors (i.e., sociological factors) that influence women's lived experience. Readings, small group discussions, and service learning/activism projects enable students to apply feminist theory concerning women and gender in an interdisciplinary context. This course serves as an introductory survey course for the women and gender Studies minor and a topical exploration for sociology.

**SOC 209 Field Experience in Soc/Anthro ..... 3 (1-3)**

Offers first and second-year students opportunity to gain first-hand experience in settings where sociological or anthropological perspectives and skills are put to work. Arrangements for field experience are made at initiative of the student in consultation with a faculty adviser and a supervisor at the field-experience location. Forty hours of field experience will be expected for each hour of credit earned. Prerequisite: Soc 200.

**SOC 210 Sociology of the Family ..... 3**

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

**SOC 216 Youth in Society ..... 3**

## Undergraduate courses : All courses by category

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.

### **SOC 230 Ethnography and Culture ..... 3**

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

### **SOC 260 Human Sexuality ..... 3**

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 221, 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 336 Latin American Societies & Cultures ..... 3**

Current developments are examined within the context of a general survey of Latin-American societies and cultures. The course aims to provide: 1) a basic knowledge of Central and South-American geography and social structure, 2) an acquaintance with alternative ways of interpreting information about and experiential knowledge of Latin-American life, and 3) an opportunity to explore themes of oppression and liberation as these pertain to Latin-American thought and experience.

**SOC 340 African Societies and Cultures ..... 3**

A study of the current development and modernization of the nations and peoples of Sub-Sahara Africa. After brief attention to the geographic, historical and anthropological factors underlying Africa's development, the major focus will be on the current social and political forces that are shaping the developing nations.

**SOC 342 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.

**SOC 345 Women's Concerns ..... 3**

(Cross-listed with SoWk 345) This course covers a wide range of issues that are part of contemporary North American women's lives. The place of women in society is approached from the position of social and economic justice. The course: (a) examines and critiques the U.S. American women's movement as an interpersonal and psychological phenomenon; (b) identifies cultural, religious, racial, social, economic and political processes as they affect women's lives; (c) considers women to be persons of worth and value with the right of self-determination; and (d) assists in understanding, contextually, women's requests for help and appropriate intervention strategies. Class participation and small group discussions are important components of course learning.

**SOC 351 Contemporary Issues: ..... 3**

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

**SOC 380 Statistics in Research ..... 3**

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

**SOC 391 Methods of Social Research ..... 3**

(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

**SOC 392 Junior Seminar in Social Research ..... 3**

Philosophy of science in sociology; synthesis of theory and method; choice of a topic and

## Undergraduate courses : All courses by category

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** ..... 3 (3-6)

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

### **SOC 410 Senior Seminar** ..... 1

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

### **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 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 224 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 229 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.
- SOWK 231 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, 221 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.

## Undergraduate courses : All courses by category

- 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 program 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 301 Spanish Lit I Beg-Gold Age** ..... 3  
Surveys various genres and styles in Peninsular literature. Focuses on close readings, critical analysis of works produced from the Middle Ages through Golden-Age. Prerequisite: Span 300 or equivalent.

**SPAN 302 Spanish Lit II 19th/21st Century** ..... 3  
Continues a survey of various genres and styles in Peninsular literature. Focuses on close readings, critical analysis of works produced from late-18th to the 21st-century writers. Prerequisite: Span 300 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 304 Spanish Composition II** ..... 3  
Continues developing and improving student's writing skills for communication through a review of Spanish grammar and composition strategies. Prerequisite: Span 303 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 309 Spanish-Amer Novel 20th/21st Centur** ..... 3  
Focuses on selected 20th-century Spanish-American novels representing various styles from Latin-American writers. Prerequisite: Span 300 or equivalent.

**SPAN 322 Spanish-American Literature** ..... 3  
Focuses on studying selected 20th and 21st centuries Spanish-American novels representing various styles, genres, regions, eras, and movements. Prerequisite: Span 300 or equivalent.

**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.



## Undergraduate courses : All courses by category

- SPAN 350 Hispanic Film Studies** ..... 3  
Presents Hispanic culture, conversation and grammar using films in Spanish. Shows representative films, 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. Repeatable course.
- SUST 200 Sustainable Living Skills** ..... 1  
Introduction to basic skills and decision-making for more sustainable living. Scheduled over one weekend in spring semester 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 ..... 4**

This course is part of the Agroecology Summer Intensive Semester at Merry Lea delivered within the context of a learning community at Rieth Village. 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 in alternating 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

## Undergraduate courses : All courses by category

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 in alternating 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 some applied projects connected to the Goshen community (College, City, and region), and relevant certifications can also be pursued by students as a part of work in this course. Prerequisite: SUST 201. Offered alternating springs.

### **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 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 The Power of Story** ..... 3  
 An introduction to performance studies as a mode of inquiry. Concentration on the methods of communicating narrative texts for various audiences. Course activities/ assignments will explore the power and role of story in contemporary culture by analyzing and participating in various storytelling methods. Attention will be paid to the elements of vocal expression.
- THEA 236 Stagecraft** ..... 3  
 Introduction to the techniques of theater production including carpentry, scene painting, props, lighting and sound equipment. Lab work on current productions.
- THEA 245 Aesthetics** ..... 3  
 The study of aesthetics focuses on the philosophy of art, the nature of creativity, the work created, the problem of form and style, expression in art, society and ethics and arts and religion. The course includes lectures, primary reading materials and papers.
- THEA 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. Pre-requisite: 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.

## Undergraduate courses : All courses by category

- THEA 355 Arts in London** ..... 4  
A May term class that encompasses theater, art and music study and experiences in London, England. Class activities include morning lectures, visits to art galleries, attending music and theater performances, and day trips to Coventry, Stratford-upon-Avon, and other locations. Daily writing assignments and a major project required. A screening process reviews the health and the academic and behavioral performance of all pre-registrants. SST alternate course. Offered in alternate years. Extra cost.
- THEA 360 Dance III** ..... 2  
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.
- THEA 386 History of Theater I** ..... 3  
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.
- THEA 387 History of Theater II** ..... 3  
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.
- THEA 388 Themes in Drama** ..... 3 (1-4)  
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.
- THEA 409 Internship** ..... 3 (1-3)  
An off-campus internship in a professional or non-profit setting for theater majors and minors. The student contracts with a faculty member in regard to goals, performance expectations, supervision, evaluation and course subtitle. Prerequisite: consent of instructor.
- THEA 410 Senior Seminar** ..... 3  
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.
- THEA 412 Special Project** ..... 1 (1-3)  
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.
- THEA 413 Mainstage Project** ..... 1  
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. 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 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 Human Behavior ..... 3**

(Cross-listed from SoWk 221) A study of the individual through the life cycle within the social environment. Focus on physical, psychological, social, cultural and religious factors in the development of the self.

**WGS 230 Ethnography and Culture ..... 3**

(Cross-listed from Soc 230) 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 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,

## Undergraduate courses : All courses by category

contextually, women's requests for help and appropriate intervention strategies. Class participation and small group discussions are important components of course learning.

**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) Economic and social justice is used as an organizing framework to study the relationship between major social problems and social welfare policy, programs and services. Included are poverty, health and mental-health care, family problems, racism, sexism and other forms of institutionalized oppression. The political aspects of social welfare policy and the legislative process itself are examined in depth. Prerequisites: SoWk 221, 224, 321 or consent of instructor.

**WGS 324 Women in the Bible ..... 3**

(Cross-listed from Bibl 324) An examination of the characterization of women in Old and New Testament narratives, their role in biblical societies and the early church and their representation in Judeo-Christian culture, particularly our contemporary culture. The course draws upon current research and exegetical strategies in biblical studies. Prerequisite: CORE 120

**WGS 325 Topics ..... 3**

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

**WGS 328 Spiritual Writings of Women ..... 3**

(Cross-listed from Rel 328) A survey of women's writings about the spiritual journey. Includes a range of medieval through 20th-century women. Examines women's use of their experiences as one source of theologizing.

**WGS 330 Gender in World History ..... 3**

(Cross-listed from Hist 330) A comparative studies in world history course. Women have been left out of the world's history, particularly women in the non-Western world who are stereotyped as oppressed and passive. Putting women back into the center of world history unsettles older historical paradigms and challenges our ethnocentric assumptions. Explores the diverse experiences of women as active agents in shaping their world through a comparative case-study approach.

**WGS 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 in the future, connected to GC Core portfolio. 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**



**Undergraduate courses : All courses by category**

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.

## Board of Directors

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**Bruce Stahly, chair**

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**Joy Sutter**

Harleysville, Pennsylvania

**Katie Villegas**

Chapel Hill, North Carolina

**Aaron Zou**

Bristol, Indiana

# Administrative Leadership

## Cabinet

**Rebecca J. Stoltzfus, Ph.D.**

*President, Professor of Biology*  
B.A., Goshen College, 1984; M.A. 1988,  
Ph.D. 1992, Cornell University. GC,  
2017-.

**Erica Albertin, D.A.T.**

*Director of Athletics*  
B.A., Manchester University, 2009 ;  
D.A.T., University of Idaho, 2017 . GC,  
2016-.

**Jodi H. Beyeler, M.B.A.**

*Vice President for Communications and  
People Strategy*  
B.A., 2000, M.B.A., 2019, Goshen  
College. GC, 2003-.

**Benjamin J. Bontrager, M.B.A.**

*Vice President for Finance*  
B.A., Bethel College (Mishawaka, IN),  
2002; M.B.A., Goshen College, 2019 .  
GC, 2022-.

**Gilberto Pérez, Jr., Ed.D.**

*Vice President for Student Life and Dean  
of Students*  
B.S., Eastern Mennonite University,  
1994; M.S.W., Universidad  
Interamericana (Puerto Rico), 2001;

Ed.D., University of New England, 2020.  
GC, 2012-.

**Ann M. Vendrely, Ed.D., D.P.T.**

*Vice President for Academic Affairs &  
Academic Dean, Professor of Kinesiology*  
B.A., Goshen College, 1985; M.S.,  
University of Indianapolis, 1987; Ed.D.,  
Loyola University, 2002; D.P.T., Regis  
University, 2008. GC, 2018-.

**Stephen J. Wolma, J.D., Ph.D.**

*Vice President for Enrollment  
Management*  
B.A., Pepperdine University, 1995; J.D.,  
Valparaiso University Law School, 1999;  
M.Div., Calvin Theological Seminary,  
2002; Ph.D., Drew University, 2019. GC,  
2020-.

**Kathleen S. Yoder, B.A.**

*Executive Assistant – Office of the  
President*  
B.A., Goshen College, 1985. GC, 2012-.

**Todd A. Yoder, B.A.**

*Vice President for Institutional  
Advancement*  
B.A., Goshen College, 1984. GC, 2012-.

## Teaching faculty

**Phil Allman, Ph.D.**

*Associate Professor of Marine Biology*  
B.S., North Carolina University, 1996;  
M.S., University of Maryland, 2000;  
Ph.D., Ohio University, 2006. GC, 2023-.

**Andrew Ammons, Ph.D.**

*Professor of Biology*  
B.A., Berea College, 2003; Ph.D., Purdue  
University, 2007. GC, 2009-.

**Jessica Baldanzi, Ph.D.**

*Professor of English*  
B.A., Northwestern University, 1992; M.A.  
1997, Ph.D. 2003, Indiana University.  
GC, 2006-.

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

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

**Diana Boussem, B.A.**

*Instructor in American Sign Language  
and Sign Language Interpreting*  
B.A., Goshen College, 2020; M.A. (c),  
Rochester Institute of Technology. GC,  
2023-.

**Brianne Brenneman, M.P.H.**

*Assistant Professor of Public Health*  
B.A., Goshen College, 2016; M.P.H.,  
University of Michigan, 2019. GC, 2020-.

**Robert Brenneman, Ph.D.**

*Professor of Criminal Justice and  
Sociology*  
B.A., Eastern Mennonite University,  
1997; M.A. 2005, Ph.D. 2009, University  
of Notre Dame. GC, 2020-.

**Amy Lynn Budd, M.F.A.**

*Assistant Professor of Theater*  
B.A., Indiana State University, 1995;  
M.F.A., Purdue University, 2016. GC,  
2020-.

**Cheryl Caffee, RN, M.S.N.**

*Associate Professor of Nursing*  
B.S.N., Purdue University, 1996; M.S.N.,  
Ball State University, 2005. GC, 2014-.

**Neil Detweiler, Ph.D.**

*Associate Professor of Biology*

A.S., Hesston College, 2006; B.A.,  
Goshen College, 2008; Ph.D., University  
of Arkansas for Medical Sciences, 2015.  
GC, 2018-.

**Suzanne Ehst, Ph.D.**

*Professor of Education, Director of  
Secondary Education, Director of Goshen  
College Core Program*  
B.A., Eastern Mennonite University,  
1997; M.A., Goddard College, 2004;  
Ph.D., Western Michigan University,  
2017. GC, 2004-.

**Natanael Fontan, M.S.W.**

*Assistant Professor of Social Work*  
B.S., Goshen College, 2018; M.S.W.,  
Boise State University, 2020. GC, 2023-.

**Cristobal Garza Gonzalez, Ph.D.**

*Associate Professor of Spanish*  
B.A., Universidad Atonoma de Nuevo  
Leon, 1996; M.A., Miami University,  
2008; Ph.D., Indiana University, 2019.  
GC, 2019-.

**Colleen Geier, Ed.D.**

*Professor of Sign Language Interpreting*  
B.A. 1982, M.S. Ed. 1994, SUNY College  
Brockport; Ed.D., 2016, Walden  
University. GC, 2010-.

**Jonathan Geiser, M.S.**

*Associate Professor of Business*  
B.A., Goshen College, 1982; M.S.,  
American Graduate School of  
International Management, 1991. GC,  
2008-.

**Philipp Gollner, Ph.D.**

*Associate Professor of History*  
B.A. equivalent, Ludwig-Maximilians  
University of Munich, 2007; M.Div.,  
Reformed Theological Seminary,  
Orlando, 2009; M.A., University of  
Chicago, 2010; Ph.D., University of Notre  
Dame, 2016. GC, 2016-.

**Carla Gull, Ed.D.**

*Associate Professor of Sustainability and  
Environmental Education, Coordinator of  
the Master of Arts in Environmental  
Education Program*  
B.S., Brigham Young University, 1998;

## Teaching faculty : All courses by category

M.A., National Louis University, 2002;  
Ed.D., Argosy University, 2009. GC,  
2023-.

**Jeanette Harder, Ph.D., CMSW**  
*Professor of Social Work and Director of  
the Masters of Social Work Program*  
B.A., Grace University, 1988; M.S.W.  
1996, Ph.D. 2004, University of Texas,  
Arlington. GC, 2022-.

**Andrew Hartzler, M.B.A., C.P.A.**  
*Professor of Accounting*  
B.A., Goshen College, 1998; M.B.A.,  
Liberty University, 2013. GC, 2014-.

**Valerie J. Hershberger, M.S.**  
*Associate Professor of Kinesiology*  
B.S., Eastern Mennonite College, 1984;  
M.S., James Madison University, 1996.  
GC, 1996-.

**Vicki Hershberger, M.S.N.**  
*Assistant Professor of Nursing*  
A.A.S., Glen Oaks Community College;  
B.S.N., Goshen College, 2018; M.S.N.,  
Ball State University, 2022. GC 2022-.

**Matthew Hill, D.M.A.**  
*Professor of Music*  
B.M., Southwest Missouri State  
University, 1987; M.M., University of  
Kansas,  
1989; D.M.A., University of Wisconsin,  
1995. GC, 2000-.

**Scott Hochstetler, D.M.A.**  
*Professor of Music*  
B.A., Goshen College, 1997; M.M.,  
University of Michigan, 2000; M.A.,  
Western Oregon University, 2005;  
D.M.A., Michigan State University, 2008.  
GC, 2008-.

**Michelle E. Horning, C.P.A., M.S.**  
*Professor of Accounting*  
B.A., Goshen College, 1991; M.S., Drexel  
University, 1995. GC, 1998-.

**David Housman, Ph.D.**  
*Professor of Mathematics*  
B.A., Allegheny College, 1979; M.S.  
1982, Ph.D. 1983, Cornell University.  
GC, 1998-.

**Kyle Hufford, M.A.**  
*Associate Professor of Communication*  
B.S., Indiana Wesleyan University, 2002;  
M.A., Ball State University, 2009. GC,  
2011-.

**Carol Jarvis, M.S.W., Ph.D.**  
*Professor of Social Work*

B.S.W. 1983, M.S.W. 1984, University of  
Georgia; Ph.D., Loyola University, 2009.  
GC, 1999-.

**Merrill O. Krabill, M.F.A.**  
*Professor of Art*  
B.A., Goshen College, 1979; M.F.A.,  
Claremont Graduate School, 1986. GC,  
2001-.

**Luke Beck Kreider, Ph.D.**  
*Assistant Professor of Religion and  
Sustainability*  
B.A., Goshen College, 2012; M.A., Yale  
Divinity School, 2018; Ph.D., University of  
Virginia, 2020. GC 2022-.

**Jewel Ilene Lehman, Ed.D.**  
*Professor of Kinesiology*  
B.S., Eastern Mennonite College, 1987;  
M.S., James Madison University, 1994;  
Ed.D., University of North Carolina at  
Greensboro, 2003. GC, 2004-.

**Brooke Lemmon, Ph.D.**  
*Professor of Special Education*  
B.S., Indiana Wesleyan University, 2007;  
M.A., Ball State University, 2011; Ph.D.,  
Ball State University, 2022. GC, 2015-.

**Jeanne M. Liechty, M.S.W., Ph.D.**  
*Professor of Social Work, Director of  
Social Work Programs*  
B.A., Goshen College, 1992; M.S.W.,  
Smith College, 1994; Ph.D., Simmons  
College, 2005. GC, 1998-.

**Alysha S. Liljeqvist, M.B.A.**  
*Associate Professor of Business*  
B.A., Elon University, 2004; M.B.A.,  
Presidio Graduate School, 2009. GC,  
2019-.

**Terry Martin, M.A.**  
*Associate Professor of Spanish*  
B.A., Goshen College, 1998; M.A.,  
Universidad de Salamanca (Spain),  
2007. GC, 2018-.

**Sara Method, M.F.A.**  
*Assistant Professor of Art*  
B.A., Salem College, 2002; M.A.,  
University of Notre Dame, 2008; M.F.A.,  
Western Carolina University, 2020. GC  
2022-.

**Kathryn Meyer Reimer, Ph.D.**  
*Professor of Education*  
B.A., Goshen College, 1983; M.A. 1988,  
Ph.D. 1991, University of Illinois. GC,  
1990-.

**Paul Meyer Reimer, Ph.D.**

*Professor of Physics*

B.A., Goshen College, 1984; M.S., Purdue University, 1985; Ph.D., University of Illinois, 1993. GC, 1993-.

**Beth Miller, RN, M.S.N.**

*Associate Professor of Nursing*  
B.S.N., Goshen College, 1999; M.S.N., Ball State University, 2014. GC, 2012-.

**Elizabeth Miller, M.A.**

*Assistant Professor of History and Director of the Institute for the Study of Global Anabaptist*  
B.A., Goshen College, 2006; M.A., Anabaptist Mennonite Biblical Seminary, 2013. GC 2022-.

**Peter Miller, Ph.D.**

*Associate Professor of English*  
B.A., Goshen College, 2009; Ph.D., University of Virginia, 2019. GC, 2019-.

**William F. Minter, M.S.F.**

*Merry Lea Land Manager, Associate Professor of Environmental Science*  
B.S., Colorado State University, 1980; M.S.F., Purdue University, 1989. GC, 1991-.

**John Mischler, Ph.D.**

*Associate Professor of Sustainability and Environmental Education*  
B.A., Augustana College, 2005; M.S., Pennsylvania State University, 2009; Ph.D., University of Colorado, 2014. GC, 2016-.

**Raquel Montanez-Gonzalez, Ph.D.**

*Assistant Professor of Biology*  
B.S., University of Puerto Rico, Cayey, 2015; Ph.D., University of Notre Dame, 2020. GC 2022-.

**Sara L. Patrick, M.S.**

*Associate Professor of Mathematics*  
B.A., Indiana State University, 2008; M.S., Indiana University-Purdue University Fort Wayne, 2015. GC, 2015-.

**Jack “Les” Redfern, Ph.D.**

*Affiliate Faculty in Peace and Justice Studies*  
B.A., Virginia Commonwealth University; M.Div., Baptist Theological Seminary; D.M., Union Presbyterian Seminary. GC 2021-.

**Julie C. Reese, Ph.D.**

*Professor of Psychology*  
B.A., Goshen College, 1992; M.A. 1996, Ph.D. 1998, Graduate School of

Psychology Fuller Theological Seminary. GC, 2001-.

**Jerrell Ross Richer, Ph.D.**

*Professor of Economics*  
B.A., Goshen College, 1985; M.A. 1988, Ph.D. 1991, University of California-Santa Barbara. GC, 2007-.

**Jason Samuel, M.A.**

*91.1 FM The Globe General Manager, Associate Professor of Communication*  
B.A., Goshen College, 1993; M.A., Purdue University Fort Wayne, 2010. GC, 2003-.

**Gretchen Sauder, RN, FNP, M.S.N.**

*Associate Professor of Nursing*  
B.S.N., Goshen College, 1998; M.S.N., Widener University, 2014. GC, 2019-.

**Jody D. Saylor, M.S.**

*Associate Professor of Biology*  
B.S., Hanover College, 1991; M.S., Purdue University, 1996. GC, 2002-.

**Julia Schiavone Camacho, Ph.D.**

*Professor of History*  
B.A., University of Arizona, 1997; M.A., University of Texas, 2003. GC, 2019-.

**Douglas M. Schirch, Ph.D.**

*Professor of Chemistry*  
B.A., Goshen College, 1982; Ph.D., Michigan State University, 1987. GC, 2004-.

**Jonathon Schramm, Ph.D.**

*Professor of Sustainability and Environmental Education*  
B.A. & B.S., Calvin College, 2001; Ph.D., Rutgers University, 2008. GC, 2012-.

**Katie Schramm, RN, FNP-BC, M.S.N.**

*Assistant Professor of Nursing*  
B.S.N., Calvin College, 2012; M.S.N., Goshen College, 2016. GC, 2020-.

**Amanda E. Sensenig, Ph.D.**

*Associate Professor of Psychology*  
B.A., Goshen College, 2003; M.S. 2008, Ph.D. 2010, Colorado State University. GC, 2014-.

**Ryan Sensenig, Ph.D.**

*Professor of Biology, Lindsey Fellow*  
B.S., Eastern Mennonite University, 1992; C.T., James Madison University, 1998; Ph.D., University of California Davis, 2007. GC, 2007-.

**Susan Miller Setiawan, RN, FNP, M.S.N.**

*Associate Professor of Nursing*

## Teaching faculty : All courses by category

B.A. 1992, B.S.N. 1995, M.S.N. 2013, GC, 2012-.

### **Regina Shands Stoltzfus, Ph.D.**

*Professor of Peace, Justice & Conflict Studies*

B.A., Cleveland State University, 1998; M.A., Ashland Theological Seminary, 2001; Ph.D., Chicago Theological Seminary, 2017. GC, 2002-.

### **Jan Bender Shetler, Ph.D.**

*Director of Global Engagement, Professor of History*

B.A., Goshen College, 1978; M.A. 1993, Ph.D. 1998, University of Florida. GC, 1999-.

### **Paul Shetler Fast, M.P.H., M.I.D.**

*Affiliate Faculty, Department of Global Education*

B.A., Goshen College, 2008; M.I.D. 2010, M.P.H. 2015, University of Pittsburgh.

### **Jeanette Shown, M.S.**

*Associate Professor of Computer Science and Information Technology*

B.S., Indiana State University, 1979; M.S., University of Notre Dame, 1981; Graduate study (ABD), University of Washington. GC, 2015-.

### **Daniel A. Smith, Ph.D.**

*Professor of Chemistry*

B.S., Elizabethtown College, 1986; M.S., Bucknell University, 1988; Ph.D., Iowa State University, 1992. GC, 1994-.

### **Solomia Soroka, D.M.A.**

*Professor of Music*

B.Mus., 1993, M.Mus., 1994, D.Mus., Kiev Conservatory, 1998; D.M.A., Eastman School of Music, 2002. GC, 2004-.

### **Duane C. S. Stoltzfus, Ph.D.**

*Professor of Communication, Director of Adult and Graduate Programs*

B.A., Goshen College, 1981; M.A., New York University, 1988; Ph.D., Rutgers University, 2001. GC, 2000-.

### **H. Roz Woll, D.M.A.**

*Assistant Professor of Music*

B.A., Indiana University, 1992; M.M., Roosevelt University, 2005; D.M.A., City University of New York, 2021. GC, 2020-.

### **Jewel C. Yoder, RN, M.S.N., D.N.P.**

*Department Chair of Nursing and Public Health, Professor of Nursing*

B.S.N, Goshen College, 1999; M.S.N. Regis University, 2011; D.N.P., Goshen College, 2020. GC, 2015-.

### **Kendra Yoder, Ph.D.**

*Professor of Sociology*

B.A., Eastern Mennonite University, 1996; M.S.W. 2002, Ph.D. 2012, University of Missouri. GC, 2014-.

## **Library Faculty**

### **Eric Bradley, M.L.S.**

*Head of Research and Instruction*

B.A., Grace College, 2006; M.L.S., Indiana University, 2009. GC, 2013-.

### **Fritz Hartman, M.L.S.**

*Library Director*

B.A., Warren Wilson College, 2000; M.L.S., Indiana University, 2002. GC, 2004-.

### **Kelsey McClane, M.L.S.**

*Library Services Specialist*

B.A., Ball State University, 2009; M.L.S., Clarion University, 2014. GC, 2019-.

### **Abigail Nafziger, M.L.I.S.**

*Head of Technical Services, Subscriptions, and Systems*

B.A., Goshen College, 2006; M.L.I.S., Dominican University, 2010. GC, 2015-.

### **Joe A. Springer, M.A.**

*Curator, Mennonite Historical Library*

B.A., Goshen College, 1980; M.L.S., 1982, M.A., 1983, Catholic University. GC, 1986-.

### **Matilda (Tillie) Yoder, M.L.I.S.**

*Instruction, Reference, and Acquisitions Librarian / MHL Associate Librarian*

B.A., Goshen College, 2012; M.L.I.S., Indiana University, 2017. GC, 2014-.

## **Academic Success Center Faculty**

### **Michelle Blank, Ph.D. (c)**

*Director, Instructional Design and Learning Technologies*

B.A., Goshen College, 1992; M.L.I.S., University of Alabama, Tuscaloosa, 2012; M.A.E., Defiance College, 2016; Ph.D (c), University at Buffalo. GC 2021-.

## Faculty emeriti

**Kathryn A. Aschliman, Ph.D.**  
*Professor Emerita of Education*  
Goshen College, 1962-1996.

**Marvin Bartel, Ed.D.**  
*Professor Emeritus of Art*  
Goshen College, 1970-2002.

**Ervin Beck, Ph.D.**  
*Professor Emeritus of English*  
Goshen College, 1967-2003.

**Mary E. Bender, Ph.D.**  
*Professor Emerita of French*  
Goshen College, 1955-1987.

**Robert M. Birkey, Ph.D.**  
*Director and Professor Emeritus of Social Work*  
Goshen College, 1975-2012.

**Wilbur Birky, Ph.D.**  
*Professor Emeritus of English, Director Emeritus of International Education*  
Goshen College, 1964-2002.

**John Blosser, M.F.A.**  
*Professor Emeritus of Art*  
Goshen College, 1999-2011.

**John Ross Buschert, Ph.D.**  
*Professor of Physics, no longer teaching*  
Goshen College, 1990-2022.

**Jo-Ann Brant, Ph.D.**  
*Professor Emerita of Bible and Religion*  
Goshen College, 1993-2019.

**Fern Brunner, M.S.N.**  
*Associate Professor Emerita of Nursing*  
Goshen College, 1989-2009.

**Doug Liechty Caskey, Ph.D.**  
*Professor Emeritus of Communication and Theater*  
Goshen College, 1983-88, 1997-2020.

**Donald G. Clemens, Ph.D.**  
*Professor Emeritus of Chemistry*  
Goshen College, 1967-2004.

**Judith M. Davis, Ph.D.**  
*Professor Emerita of French and Humanities*  
Goshen College, 1977-2001.

**Evelyn Driver, Ph.D.**  
*Professor Emerita of Nursing*

Goshen College, 1974-2007.

**Luke Gascho, Ed.D.**  
*Executive Director Emeritus of Merry Lea*  
Goshen College, 1997-2019.

**Leonard R. Geiser, M.B.A.**  
*Professor Emeritus of Business, Director Emeritus of the Family Business Program*  
Goshen College, 1981-2001.

**Keith A. Graber Miller, Ph.D.**  
*Professor Emeritus of Bible, Religion and Philosophy*  
Goshen College, 1987-89, 1993-2022.

**Stanley N. Grove, Ph.D.**  
*Professor Emeritus of Biology*  
Goshen College, 1975-2008.

**Mervin R. Helmuth, M.N.**  
*Associate Professor Emeritus of Nursing*  
Goshen College, 1970-2011.

**Carl Helrich, Ph.D.**  
*Professor Emeritus of Physics*  
Goshen College, 1985-2009.

**Abner Hershberger, M.F.A.**  
*Professor Emeritus of Art*  
Goshen College, 1965-1999.

**Anne Krabill Hershberger, M.S.N.**  
*Associate Professor Emerita of Nursing*  
Goshen College, 1962-1964, 1965-1969, 1971-2000.

**J. Daniel Hess, Ph.D.**  
*Professor Emeritus of Communication*  
Goshen College, 1964-1996.

**Randy Horst, M.F.A.**  
*Professor Emeritus of Art*  
Goshen College, 1988-92; 2009-2022.

**Ann E. Hostetler, Ph.D.**  
*Professor Emerita of English*  
Goshen College, 1998-2020.

**Arlin Hunsberger, B.A.**  
*Director Emeritus of International Education*  
Goshen College, 1968-1987.

**John D. Ingold, Ph.D.**  
*Professor Emeritus of Physical Education*  
Goshen College, 1964-2001.

**Marlin L. Jeschke, Ph.D.**



## Faculty emeriti :

*Professor Emeritus of Philosophy and Religion*

Goshen College, 1961-1994.

**Duane R. Kauffmann, Ph.D.**

*Professor of Psychology, no longer teaching*

Goshen College 1967-69; 1970-2007.

**Norman L. Kauffmann, Ed.D.**

*Dean of Students Emeritus*

Goshen College, 1969-1997.

**Paul A. Keim, Ph.D.**

*Professor Emeritus of Bible, Religion & Philosophy*

Goshen College, 1997-2021.

**Vicky S. Kirkton, M.A.**

*Director and Associate Professor Emerita of Nursing*

Goshen College, 1998-2016.

**Victor R. Koop, Ph.D.**

*Professor Emeritus of Psychology*

Goshen College, 1982-2009.

**Ruth E. Krall, Ph.D.**

*Professor Emerita of Religion, Nursing and Psychology; Director Emerita of Peace, Justice and Conflict Studies*

Goshen College, 1965-67, 1976-2004.

**Patricia J. Lehman, Ph.D.**

*Professor Emerita of Communication*

Goshen College, 1994-2019.

**Joseph E. Liechty, Ph.D.**

*Professor Emeritus of Peace, Justice, and Conflict Studies*

Goshen College, 2003-2020.

**Tom Meyers, Ph.D.**

*Professor Emeritus of Sociology; Director of International Education*

Goshen College, 1983-2019.

**David J. Miller, Ph.D.**

*Program Director Emeritus of the Merry Lea Environmental Learning Center, Associate Professor Emeritus of Biology*

Goshen College, 1988-2011.

**William F. Miller, Ed.S.**

*Associate Director Emeritus of Admissions, Associate Professor Emeritus of Physical Science*

Goshen College, 1963-1995, 1999-2000.

**Ron Milne, Ph.D.**

*Professor Emeritus of Mathematics*

Goshen College, 1976-2009.

**Sally Jo Milne, M.L.S.**

*Associate Librarian Emerita*

Goshen College, 1984-2009.

**John D. Nyce, M.A.T.M.**

*Associate Academic Dean Emeritus*

Goshen College, 1966-1997.

**Mary K. Oyer, A.Mus.D.**

*Professor Emerita of Music*

Goshen College, 1945-1987.

**Doyle C. Preheim, D.M.A.**

*Professor Emeritus of Music*

Goshen College, 1972-2003.

**Jonathan N. Roth, Ph.D.**

*Professor Emeritus of Biology*

Goshen College, 1962-2004.

**John D. Roth, Ph.D.**

*Professor Emeritus of History*

Goshen College 1985-2022.

**Floyd E. Saner, Ph.D.**

*Professor Emeritus of Computer Science, Director Emeritus of Instructional Technology*

Goshen College, 1984-2010.

**Walter W. Schmucker, B.A.**

*Director Emeritus of Financial Aid*

Goshen College, 1965-2000.

**John J. Smith, Ph.D.**

*Emeritus Professor of Education, Director of Secondary Teacher Education, and Coordinator of Teacher Licensing*

Goshen College, 1974-2002.

**Brenda Srof, Ph.D.**

*Professor Emerita of Nursing*

Goshen College, 1988-2020.

**Anita K. Stalter, Ph.D.**

*V.P. for Academic Affairs Emerita and Professor Emerita of Education*

Goshen College, 1987-2015.

**Loren Stauffer, B.S.**

*Director Emeritus of Staff Personnel (1966-1991), Manager Emeritus of the College Bookstore (1986-1997)*

Goshen College, 1966-1997.

**Ruth Stoltzfus, RN, CPNP, Ph.D.**

*Professor Emerita of Nursing*

Goshen College 2000-2022.

**Victor E. Stoltzfus, Ph.D.**

*President Emeritus, Professor Emeritus of Sociology*

Goshen College, 1981-1996.

**Judy Wenig-Horswell, M.F.A.**

*Associate Professor Emerita of Art*

Goshen College, 1976-2009.

**Larry R. Yoder, Ph.D.**

*Assistant to the Executive Director  
Emeritus  
of Merry Lea Environmental Learning  
Center, Associate Professor Emeritus of  
Biology  
Goshen College, 1981-2007.*

**Robert L. Yoder, M.A.**

*Associate Professor Emeritus of Spanish  
Goshen College, 1968-1993.*

**John Yordy, Ph.D.**

*Provost and Executive V.P. Emeritus  
and Professor Emeritus of Chemistry  
Goshen College, 1977-2008.*