

Goshen College Core Curriculum Summer 2011 Curriculum Map of the Student Learning Outcomes		delivery/outcome		
Learning Outcome	I	R	E	
<b>Knowledge</b>				
The Christian Story	3	10	10	
Identity	2	10	13	
The Social World	2	12	5	
The Physical World	2	13	6	
The Artistic World	2	11	5	
Peacemaking	2	12	8	
<b>Skills</b>				
Communication	3	14	11	
Quantitative literacy	3	13	6	
Inquiry	2	14	12	
Critical and reflective thinking	3	12	13	
Problem solving	6	11	8	
Intercultural competence	2	9	7	
<b>Responsibilities</b>				
Faith in Action	3	12	10	
Ethical reasoning	2	12	14	
Intercultural openness	3	8	9	
Local and global community engagement	3	10	10	
Lifelong learning	3	12	11	
Living Sustainably	2	11	8	
<b>Integration</b>				
Make connections, synthesize and transfer learning	4	13	11	


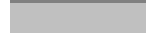
**I = Introduce or Introduced**  
**R = Reinforce or Reinforced**  
**E = Evaluate or Evaluated**

This graphic accompanies the Narrative version of the Goshen Core Curriculum Summaery document. It is intended to help clarify and align our conversations about how to ensure that students have a coherent experience in the Goshen Core and how they will demonstrate that they can indeed integrate what they are learning here into their lives. This map is primarily descriptive.

First Year Experience and Foundations (Fundamentals and "Pre SST") - Total hours 15								Perspectives - Total hours 15					"SST" -12-13	"Post SST"
3	1	3	1	3	1	3	3	3	3	3	3	12-13 hrs	3	
Intercultural Seminar	Learning Community	Communcation Course	Wellness	Goshen Seminar	Learning Community (2)	Biblical Literacy	Physical World	Social World	Religious World	Artistic World	Peace-making	Intercultural Semester	Global Issues Seminar	
R	I/R	R		R/E	E	I/R/E	R/E	R/E	I/R/E	R/E	E	R/E	E	
I/R/E	I/R/E	R/E	R/E	R/E	E	R	R/E	R/E	R/E	R/E	E	E	E	
R	I/R	R		R/E	R/E	R	R	I/R/E	R	R	R	E	R/E	
R	R	R	I/R/E	R/E	R/E	R	I/R/E	R	R	R	R	E	R/E	
R		R		R/E	I/R/E	R	R	R	R	I/R/E	R	E	R/E	
I/R/E	R/E	R		R/E	R/E	R/E	R	R	R	R	I/R/E	R/E	E	
I/R/E	R	I/R/E	R	I/R/E	R	R/E	R/E	R/E	R/E	R/E	R/E	R/E	E	
R	R	R	I/R/E	I/R/E	R		I/R/E	R/E	R	R	R	R/E	R/E	
R/E	R	I/R/E	R/E	I/R/E	R	R/E	R/E	R/E	R/E	R/E	R/E	R/E	R/E	
I/R/E	R/E	I/R/E	R/E	I/R/E	R	R/E	R/E	R/E	R/E	R/E	R/E	E	E	
R	R	R	R	I/R/E	R		I/R/E	I/R/E	I/R/E	I/R/E	I/R/E	E	E	
I/R/E	I/R	R	R	R/E	R		R/E	R/E	R/E	R/E	R/E	R/E	E	
R	I/R	R	R	R/E	I/R/E	E	R/E	R/E	R/E	R/E	R/E	I/R/E	E	
I/R/E	I/R/E	R/E	R/E	R/E	R/E	E	R/E	R/E	R/E	R/E	R/E	R/E	E	
I/R/E	I/R/E	R	R	R/E	R/E			E	E	R	E	I/R/E	E	
R	I/R/E		R	R/E	I/R/E		R/E	R/E	R/E	R/E	R/E	I/R/E	E	
R	R		I/R/E	I/R/E	I/R/E	R/E	R/E	R/E	R/E	R/E	R/E	R/E	E	
R	I/R		I/R/E	R/E	R/E		R/E	R/E	R	R	R/E	R/E	E	
I/R/E	I/R	I/R/E	R	I/R/E	R/E	R	R/E	R/E	R/E	R/E	R/E	E	E	

These Foundations courses are intended to build and cement a student's capacity for rigorous academic work in the 2nd, 3rd and 4th years. As shown in dark gray, students will generate artifacts that demonstrate where they are in their first year with regard to the Student Learning Outcomes. This approach uses the basic curricular principle of reinforcement across courses in order to support students in achieving our goals for them.

In these distribution areas, students must generate and collect e-portfolio artifacts - as they put together a collection, they can then choose from that set which ones they would like to include in the final showcase as part of the Global Issues course.

 = Program component should generate a portfolio artifact as part of an assignment  
 = Program component could generate a possible portfolio artifact

In this summative portfolio, students will incorporate artifacts from a collection they have been building from FYE, SST, Perspectives Courses and other curricular and co-curricular experiences. The Post SST Sem does not need to generate lots of new artifacts, but should provide the platform and support for students to begin to assemble their showcase from collected works, then connect pieces together with new artifacts or reflection components.