

2024-25

# New Student Registration Packet



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GOSHEN  COLLEGE

# Preparing for registration — New Students

## You are in charge of your learning

In college, you will consult with an academic advisor at least once each semester, but you will also need to take initiative in determining the programs and learning goals that you want to pursue. Some questions you will face:

- What careers or work environments appeal to you most?
- What majors attract you?
- Will you add a minor or teacher certification?
- Will you complete your global education in a semester abroad, or in a series of themed courses?

We do not expect you to have answers to all of these questions now. New experiences during college will open some doors for you and close others as you learn more about yourself and about the world.

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## Goshen Core

The Core is the set of courses and requirements that apply to all students no matter what major is chosen. A Bachelor's Degree at Goshen consists of 120 credit hours. For most students, the Goshen Core curriculum is 41 credit hours. In this graphic, you will see how the Goshen Core is made up of foundational work, disciplinary perspectives, and global education that is designed to enhance all majors and minors that lead to signature work and your future.

### The Core is made up of three threads:

#### **FOUNDATIONAL COURSES** (*refer to page 4*)

- Core 100, Identity, Culture & Community (3) — required for first-year students in the fall semester
- Core 104, Career & Calling (1) — required for first-year students in the spring semester
- Core 110, Academic Voice (3-4) — may be met with AP or IB scores or dual credit
- Core 115, Wellness for Life (1)
- Core 120, Engaging the Bible (3)
- Research & Writing (3) — *refer to page 5*
- Quantitative Literacy (3)

#### **DISCIPLINARY PERSPECTIVES COURSES** (*refer to page 6*)

Perspectives courses take a disciplinary approach to a complex problem or issue. Each course uses a specific theme or topic to explore how meaning is made and problems are addressed in different academic fields. Many perspective courses can be taken in the first year to explore different majors. Students take one Perspectives course in each of the five categories. The Research & Writing Seminar meets one of the five requirements. Completing at least one Perspectives course within the first year is recommended.

- Artistic World (AW) courses offered in art, English, music, communication, theater
- Natural World (NW) courses offered in biology, chemistry, physics
- Religious World (RW) courses offered in Bible, religion, philosophy, history
- Social World (SW) courses offered in psychology, sociology, history
- Peacemaking (PX) courses offered in nursing, biology, PJCS

#### **GLOBAL EDUCATION** (*refer to page 10*)

To fulfill the global education requirement, students have the option to study abroad or in the U.S. (SST) for a semester, or complete SST courses both on and off-campus. Please review the Global Education web page ([goshen.edu/sst](http://goshen.edu/sst)). You will learn more about SST in the First-Year Experience program. Ideally, students make their SST selection by the end of the first year. Global Education requirements include 101-level foreign language proficiency plus one semester of immersive study abroad or completion of four sequential courses spread over a year. *Refer to page 10 of this packet for more information.*

# THE GOSHEN CORE

## Foundational Work (17-18 credits)

You'll take these courses in your first three semesters to lay a **strong foundation for your studies** at Goshen College. Have AP, IB, or dual credits? Great! They might count here.



## Disciplinary Perspectives (12 credits)

Start exploring how different disciplines make sense of the world. These courses **take a real-world problem or question and examine it** through the lenses of the arts, sciences, social sciences, religious studies, and peacemaking. One perspective requirement is met by your foundational work, and some might double-count toward your major.



## Majors and Minors

## Global Education (12 - 20 credits)

The global education thread **connects you with communities** from Goshen to Guatemala to Senegal, depending on which path you choose. Have some college-level language credits? Great! They might count here.

## Signature Work

How does an arts course help you be a better programmer? How does a semester in Ecuador help you be a better nurse? You'll **integrate these various experiences** in your global education capstone and the senior seminar in your major. Learn how to talk about the value of your degree as you prepare to transition into a job, voluntary service, or graduate school.



## YOUR FUTURE

# First-year experience courses in the Goshen CORE

Students complete foundational courses in the first three semesters. First-year students and transfer students with fewer than 16 credits take Core 100 & 104 in the first year.

FIRST-YEAR EXPERIENCE COURSES:			
<b>CORE 100</b>	<b>Identity, Culture &amp; Community (required in fall)</b>	<b>MWF 9 - 9:50 a.m.</b>	<b>3 credit hours</b>
	<p>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.</p> <p>NOTE: For this course to meet its goals, a random variety of students must be present in each class, so Goshen College will form the section enrollments. All sections meet at the same time.</p>		
<b>CORE 104</b>	<b>Career &amp; Calling (required in spring)</b>	<b>R 2 - 3:15 p.m.</b>	<b>1 credit hour</b>
	<p>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 fall and spring transfer students who have a transfer course equivalent to CORE 100. Prerequisite: CORE 100</p>		
<b>CORE 110</b>	<b>Academic Voice: Speaking &amp; Writing</b>	<b>Various times</b>	<b>3-4 credit hours</b>
	<p>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.</p>		
ADDITIONAL FIRST-YEAR EXPERIENCE COURSES:			
<b>CORE 115</b>	<b>Wellness for Life</b>	<b>Various times</b>	<b>1 credit hour</b>
	<p>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.</p>		
<b>CORE 1XX</b>	<b>Research &amp; Writing</b>	<b>Various times</b>	<b>3 credit hours</b>
	<p>The Research and Writing courses serve two purposes: First, they meet the requirements of one perspective areas by focusing on a complex problem or issue within the professor's discipline. Secondly, they build students' skills in research, writing, and information literacy through one capstone essay informed by the themes of the course. Prerequisite: Core 110 or equivalent. <i>See course options on pages 5-6.</i></p>		
<b>CORE 120</b>	<b>Engaging the Bible</b>	<b>Various times</b>	<b>3 credit hours</b>
	<p>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.</p> <p>Must have completed Core 100 or enrolled concurrently.</p>		
QUANTITATIVE LITERACY: <i>Choose one of the following courses</i>			
<p>New students will complete the online ALEKS mathematics placement assessment to determine the best course for meeting the Quantitative Literacy requirement. ALEKS also offers learning modules to help you brush up on math skills you may have forgotten. Students will complete the assessment during New Student Orientation (NSO) in June or July. If you cannot attend NSO in person, you will need to complete the assessment on your own. Information is found in the Orientation Moodle course.</p> <p>NOTE: Students who have high enough test scores in an AP/IB Math exam or a grade of B- or higher in a dual credit Math course will meet the Quantitative Literacy requirement without completing the ALEKS test.</p>			
<b>QL course options are:</b>			
<b>FALL:</b> Math 105, Practical Math Concepts, Math 115, Applied Algebra, Math 211, Calculus, COSC 206, Computational Thinking			
<b>SPRING:</b> Math 105, Practical Math Concepts, Math 170, Functions, Data, and Models (precalculus), Bus 190, Personal Finance, Soc 154, Statistical Literacy			

# Research & Writing courses offered in 2024-25

FALL SEMESTER (for students who have met Core 110 requirement)			
<b>CORE 160 NW</b>	<b>Energy &amp; the Environment</b>	<b>MWF 2-2:50 p.m.</b>	<b>3 credit hours</b>
	Humankind has built an amazing civilization on planet Earth by exploiting fossil fuels. Now we confront challenges such as climate change, the limits of oil extraction, and our impact on other species. An understanding of physics, particularly of energy, is key to identifying promising solutions. A Goshen Seminar and Natural World course in the Goshen Core. Prerequisites: CORE 110 or equivalent.		
<b>CORE 172 RW</b>	<b>Religion &amp; Politics</b>	<b>TR 2-3:15 p.m.</b>	<b>3 credit hours</b>
	How does religion function as a force for transformation and change in society, or a source of stability? And how does the political world feed back into the world of faith? This course examines the impact of religious beliefs, religious practices, and religious communities on the broader world of politics: governance, social issues, and the organization of the polis. A Goshen Seminar and Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent.		
<b>CORE 173 RW</b>	<b>World Christianity</b>	<b>TR 2-3:15 p.m.</b>	<b>3 credit hours</b>
	Why is Christianity growing so rapidly in most parts of the world while it appears to be declining in Europe and North America? This course will investigate assumptions about secularization and globalization. It will look especially at Catholicism, African Indigenous Churches, Pentecostalism, and the Anabaptist-Mennonite church. Students will participate in interpreting data gathered in primary research by the professor. A Goshen Seminar and Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent.		
<b>CORE 187 AW</b>	<b>Poetry of Hip Hop</b>	<b>TR 2-3:15 p.m.</b>	<b>3 credit hours</b>
	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.		
SPRING SEMESTER (for students who have met Core 110 requirement)			
<b>CORE 162 NW</b>	<b>Investigating Epidemics</b>	<b>TR 12:30-1:45 p.m.</b>	<b>3 credit hours</b>
	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. Prerequisites: CORE 110 or equivalent.		
<b>CORE 173 RW</b>	<b>World Christianity</b>	<b>TR 12:30-1:45 p.m.</b>	<b>3 credit hours</b>
	Why is Christianity growing so rapidly in most parts of the world while it appears to be declining in Europe and North America? This course will investigate assumptions about secularization and globalization. It will look especially at Catholicism, African Indigenous Churches, Pentecostalism, and the Anabaptist-Mennonite church. Students will participate in interpreting data gathered in primary research by the professor. A Goshen Seminar and Religious World course in the Goshen Core. Prerequisites: CORE 110 or equivalent.		
<b>CORE 176 RW</b>	<b>Amish, Mennonite, &amp; American Religion</b>	<b>MWF 1-1:50 p.m.</b>	<b>3 credit hours</b>
	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 tour guides to touch on the American intersections of religion with migration, politics, gender, class, race, ethnicity, violence, sexuality, politics, pluralism, or law. A Research and Writing and Religious World course in the Goshen Core. Prerequisites: CORE 110.		

## Research & Writing courses offered in 2024-25 (continued)

<b>CORE 188 AW</b>	<b>Art &amp; the Environment</b>	<b>TR 9:30-10:45</b>	<b>3 credit hours</b>
	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. <b>Prerequisite:</b> Core 110 or equivalent.		
<b>CORE 192 PX</b>	<b>War, Peace and Nonresistance</b>	<b>TR 12:30-1:45 p.m.</b>	<b>3 credit hours</b>
	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 Research and Writing and Peacemaking course in the Goshen Core. <b>Prerequisites:</b> CORE 110 or equivalent		
NOTE: Nursing and elementary education majors should select an RW or AW Research and Writing course.			

## Perspectives courses in the Goshen CORE

The following Perspectives courses are offered in 2024-25. One course is required in each area to meet the Core requirement. Enrollment in Perspective courses can be spread out over the four years.

Artistic World (AW)			
<b>COMM 215 AW</b>	<b>Turning the Lens on Documentary Film</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	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.		
<b>ENGL 212 AW</b>	<b>Word and Image</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	This course explores the relationship between literary art and visual media. Students develop skills in describing, analyzing, and creating original works of art. Students will contribute to class dialogue about how words and images work together, culminating in a final project on a conversation between verbal and visual works.		
<b>ENGL 235 AW</b>	<b>Comics and Graphic Novels</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	Students will focus mostly on relatively recent texts defined and marketed as graphic novels or graphic 'narratives,' and work to determine the cultural meaning and significance—if any—of the two genres' unique qualities, as well as why both genres matter. While the reading list focuses on character-based works, particularly memoir, as well as fiction about family and youth culture, students will also explore other categories of visual narratives, from superhero comics to manga.		
<b>MUS 206 AW</b>	<b>Music Theater: Story and Song</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	Examines examples of musical theater, from Monteverdi's Orfeo to the musical adaptation of Victor Hugo's Les Miserables. The chief emphasis will be to better understand how ideas, emotions, and themes within an opera or musical also depict social, cultural, and theological perspectives of a given historical epoch. Conversely, music theater can also affect the social, cultural, and theological imagination of its audience.		

## Perspectives courses in the Goshen CORE (continued)

<b>MUS 218 AW</b>	<b>Music and Social Change</b>	<b>May term</b>	<b>3 credit hours</b>
	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?		
<b>THEA 201 AW</b>	<b>Theater for Social Change</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	History, elements, and methods of theater performance. Includes script analysis, developing a performance vocabulary, idea generation/research, theater games/exercises, acting/improvisation techniques, production work and performance critique. Class members will create and present a public performance that explores a current campus or regional social issue.		
<b>Natural World (NW)</b>			
<b>BIOL 205 NW</b>	<b>Pollinators in Peril</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	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.		
<b>BIOL 207 NW</b>	<b>Roots of Environmental Crisis</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	What are the roots of our current environmental crisis? Can religious, economic, cultural, political, and/or biological worldviews help us understand the challenges? The course will analyze our local use of natural resources (both on campus and in Goshen city). The course will center on giving students opportunities to propose (and implement) restorative solutions.		
<b>CHEM 103 NW</b>	<b>Chemistry and Health</b>	<b>Spring semester</b>	<b>4 credit hours</b>
	The study of organic and biochemistry, along with applications of biology, health care, and other fields, will be used to understand a public health problem such as malaria. The fundamentals of organic and biochemistry will be learned in the context of reducing infectious agents, protecting people from infection, detecting infections, and pharmaceutical treatments for diseases. A laboratory component will involve chemical experimentation, research skills, experimental design, and communication of results. Collaborative learning will be used in the laboratory. Prerequisite: two semesters of high school chemistry with grades of B- or higher or Chem 101.		
<b>PHYS 154 NW</b>	<b>Descriptive Astronomy</b>	<b>May term</b>	<b>3 credit hours</b>
	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.		
<b>PHYS 215 NW</b>	<b>Climate Change</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	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.		

## Perspectives courses in the Goshen CORE (continued)

Peacemaking (PX)			
<b>NURS 309 PX</b>	<b>Healthcare Ethics</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	Students will actively reflect on ethical issues which are present in health care for practitioners and consumers. The focus will be on the process of ethical inquiry rather than decision outcomes. In the process of analyzing bioethical issues, student will be introduced to ethical theory and modes of ethical analysis informed by the Christian faith. Prerequisites: Open to third- and fourth-year students from all departments.		
<b>PJCS 201 PX</b>	<b>Violence and Nonviolence</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	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?		
<b>PJCS 210 PX</b>	<b>Transforming Conflict &amp; Violence</b>	<b>Fall &amp; Spring semester</b>	<b>3 credit hours</b>
	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.		
Religious World (RW)			
<b>HIST 218 RW</b>	<b>Anabaptism in a Global Context</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	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?		
<b>PHIL 203 RW</b>	<b>Living Ethically</b>	<b>Fall semester</b>	<b>3 credit hours</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.		
<b>REL 205 RW</b>	<b>Religion in America</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	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.		
<b>REL 214 RW</b>	<b>Sustainability and the Sacred</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	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?		
<b>REL 220 RW</b>	<b>Intro to World Religions</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	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.		



## Perspectives courses in the Goshen CORE (continued)

Social World (SW)			
<b>HIST 211 SW</b>	<b>Revolution!</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	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.		
<b>HIST 212 SW</b>	<b>Thinking about the Dead</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	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.		
<b>HIST 214 SW</b>	<b>American Culture Wars</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	Supposedly, the United States is as divided as never before, we heard after the 2016 election. And we heard after Barack Obama’s re-election. And after the murder of George Tiller. And Trayvon Martin. The fight over the Equal Rights Amendment. The rise of Rush Limbaugh. Of white suburbia. And of Louis Farrakhan, and Jerry Falwell. The shooting of Ronald Reagan, Roe vs. Wade, the Stonewall Riots, the Kent State Massacre. Christian Left. Christian Right. How come that America’s most prosperous years are also perceived as its most divisive, since the Civil War? How in the world did the path lead to Trump? Or is the image of the “divided nation” not new after all, but a common theme in the ever-changing battles over what it means to be American?		
<b>PSYC 210 SW</b>	<b>Developmental Psychology</b>	<b>Spring semester</b>	<b>3 credit hours</b>
	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. <i>Prerequisite: Psyc 100</i>		
<b>SOWK 221 SW</b>	<b>Human Behavior</b>	<b>Fall semester</b>	<b>3 credit hours</b>
	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.		

# Global Education

One of the five core values at the foundation of Goshen College is Global Citizenship, so global education is an important component of the Goshen Core. There are two basic ways to meet the global education requirement: semester or sequential SST. All students are required to have two semesters of foreign language proficiency as part of the global education requirement.

## I. Semester Study-Service Term (SST)

The SST program, launched by Goshen College in 1968, is designed to immerse students in a culture significantly different from dominant United States culture. Goshen faculty leaders arrange the academic program and give personal counsel to a group of up to 23 students. The first six weeks are spent studying the language and culture of the host country through host family relationships, lectures, discussion, field trips, reading, journal writing, and special projects. In the following six weeks, students work in a service-learning assignment, often in a rural area, and complete a major project to present during the last week of the term. You can also do your SST semester in the US with the first half for "study" on campus and the second for "service" in another location. Language competence equivalent to one semester of college-level study is required to participate in SST.

### Currently, international units operate in these locations:

- **Ecuador** (Spanish) — every year in spring and summer
- **Senegal** (French) — summer of even numbered years, summer of 2025-26
- **Tanzania** (Swahili) — every three years, spring of 2024-25
- **Indonesia** (Bahasa) — every other year, spring of 2025-26

*Expect some extra cost (varied according to location) for international SST programs.*

### Foreign Languages:

- 2024-25 Fall: Spanish, ASL, Swahili
- 2024-25 Spring: Spanish, ASL
- 2025-26 Fall: Spanish, ASL, Bahasa
- 2025-26 Spring: Spanish, ASL, French

## II. Sequential Study-Service Term (SST)

Students can choose to meet the global education requirement by doing SST courses one at a time during a regular semester on campus or in May or Summer terms. Students will take each of these courses within a series of sequenced courses focused around a global theme, two of those are experiential, off-campus courses, locally, in the U.S. or abroad.

**1. Language requirement.** Students must demonstrate competence at the 102 level of any world language by course credit, placement exam, or CLEP credit.

**2. Current global themes are:**

- Ecological Justice
- Hispanic Identities & Resilience
- Inter-religious Relations
- Arts & Purpose
- Global Health & Equity
- The Global Heartland
- Navajo Nation

**3. GLST 300, Global Issues Seminar.**

This course should be taken as a capstone, after completing three SST sequential courses.

### Variation for Nursing majors

Because of significant intercultural education within each of these professional majors, education (both elementary and secondary) and nursing students have a reduced requirement for the on-campus alternative program:

1. Language competence at the 101 level (for nursing) or 102 level (for education)
2. Two courses from the list above
3. GLST 300, Global Issues Seminar

# Miscellaneous notes about course registration

- A full-time course load is 12-16 credit hours.
- In the course schedule, R = Thursday
- Nursing and elementary education majors have modified Goshen Core requirements. (See specifics in the course catalog)
- Music ensembles (choir, orchestra, jazz band) may be taken for 0 or 1 credit hour.
- Athletes can earn 1 credit hour per varsity sport per year, if desired.

## Additional Graduation Requirement

Students at GC are required to attend and participate in convocation and chapel events that foster intellectual exploration and faith formation. Each semester students are asked to attend a set number of events. See events at [goshen.edu/chapel](http://goshen.edu/chapel)

## Credits Earned in High School

### Advanced Placement and International Baccalaureate Scores

Goshen College awards credit for AP exam scores of three or higher; however, to meet a GC requirement, the score must be four or five. International Baccalaureate scores of five or higher may be counted toward Core requirements, majors or minors, or electives. Equivalency charts are found on the registrar's web page ([goshen.edu/registrar/services](http://goshen.edu/registrar/services)). During registration, inform your Goshen College registration advisor of courses that you believe will have an AP score of 3+ or IB score of 5+ to help plan your courses. After scores are received in July, your schedule will be reviewed. If adjustments are necessary, you will be notified via your Goshen College email address.

### Dual Credit courses

Students entering with dual credit are required to submit official transcripts from the college or university granting the college credit. During registration, inform your Goshen College registration advisor of courses that you believe will have a grade of B- or higher. All college transcripts will need to be sent to the GC Admissions office once grades have been posted. Transferable college credit earned from another institution will be added to the student course history within the first semester at GC.

# Course schedule worksheet for first-year students

FALL SEMESTER					
	Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m.					
9 a.m.	CORE 100 Identity, Culture, Community		CORE 100 Identity, Culture, Community		CORE 100 Identity, Culture, Community
10 a.m.			convocation or chapel		
11 a.m.					
12 p.m.					
1 p.m.					
2 p.m.					
3 p.m.					
4 p.m.					
7 p.m.					

SPRING SEMESTER					
	Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m.					
9 a.m.					
10 a.m.			convocation or chapel		
11 a.m.					
12 p.m.					
1 p.m.					
2 p.m.				CORE 104 Career & Calling	
3 p.m.					
4 p.m.					
7 p.m.					

MAY TERM	
May term is free for students who were full-time in fall and spring semesters. Students take 3-4 credit hours.	
MTWRF 8 - 9:30 a.m., 10:30 a.m. - 12 p.m.	

# Academic and Student Life Resources

## Academic Success Center

The ASC offers writing support, peer tutoring, assistance improving organizational & time management skills, and accommodations for students with documented disabilities.

**Good Library 1st floor**  
**574-535-7576**  
**asc@goshen.edu**

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## Accounting Office

The Accounting Office manages tuition payments, helps students set up payment plans, and provides cashier hours.

Hours: Monday-Friday 8 a.m.-5 p.m.  
Cashier hours: Monday-Friday: 9 a.m.-12:30 p.m.

**AD Building 1st Floor**  
**574-535-7513**  
**accounting@goshen.edu**

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## Bookstore (online)

The online bookstore opens on July 10 for ordering course materials. Textbooks can also be found on course reserve in the library.

**online**  
**bookstore@goshen.edu**

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## Career Networks

Assists students with career decision-making, choosing a major, practicing interview techniques, finding internships, and job searches.

**Newcomer Center 33**  
**574-535-7833**  
**careers@goshen.edu**

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## Dining Services

Enjoy a meal at the Westlawn Dining Hall or Leafraker Café. Download and use the GET app for placing online advance ordering from the Leaf Raker Cafe.

**Westlawn**  
**574-535-7580**  
**jcorsor@avifoodsystems.com**

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## Financial Aid

Contact for questions about FAFSA, scholarships, and using the net price calculator

**AD building 1st floor**  
**574-535-7525**  
**finaid@goshen.edu**

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## Global Education

All students devote 12 credits towards global citizenship and experiential learning. There are many opportunities locally and globally to meet the Global Education requirement.

**Newcomer 34**  
**574-535-7346**  
**sst@goshen.edu**

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## Good Library

Access library materials for research or for a course, get writing support at the ASK desk, utilize quiet study areas and group study areas, along with a robust website for resources.

**Good Library**  
**574-535-7427**  
**library@goshen.edu**

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## IT Help Desk

Provides information technology services and support to all Goshen College students, including access to an iPad.

**Union ground floor**  
**574-535-7700**  
**helpdesk@goshen.edu**

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## Orientation, Transition & Retention

We are excited to help you successfully begin your GC career and to get you more connected through a robust Orientation experience.

**Good Library 1st floor**  
**574-535-7706**  
**orientation@goshen.edu**

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## Student Life

Whether it's Clubs and Activities, Residential and Commuter life, Health & Wellness, Spiritual Life, Dining, Campus Safety and Parking, we have you covered. Don't hesitate to get engaged and reach out with any question or need.

**Wyse 1st floor**  
**574-535-7543**  
**studentservices@goshen.edu**

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### Campus Safety

On duty 24 hours a day  
**574-535-7599**  
**safety@goshen.edu**

### Health & Wellness

Campus counseling and health services  
**574-535-7474**  
**health@goshen.edu**

### Housing & Residence Life

Housing options  
RD on-call: **574-535-7273**

### Parking

Parking Map and Registration

# New Student Orientation Tasks & Dates (Summer 2024)

Find specific information about these tasks, including deadlines, in the Online Orientation course:  
[goshen.edu/admitted/online-orientation-course](https://goshen.edu/admitted/online-orientation-course)

## TASKS

### General

- I know my Goshen College (GC) 6-digit ID number, username, and password
- I know my GC email address and have logged into my account

### APRIL

- I have accepted my Financial Aid Award
- I have submitted my Student Life Residence Form

### MAY

- I am aware that the Accounting Office offers a payment plan and has payment deadlines
- I have registered for New Student Orientation (NSO) on June 14, June 15, or July 12
- I have started the Online Orientation course in Moodle
- I am aware that placement testing is available to fulfill the foreign language requirement

### JUNE

- I have requested to have my official final high school transcript sent to GC
- I have requested to have my official college transcript for dual credit sent to GC
- I have set up parent (or family member) access in MyGC

- I have signed up for a payment plan or I know how I will pay my bill
- I have submitted the Financial Responsibility Agreement
- I have mailed in or turned in my Confidential Health Form and immunization records. (For student-athletes, this form is in addition to medical forms submitted to the Athletic Department.)
- I have signed the iPad Agreement Form
- I have submitted my Emergency Contact Form

### JULY

- I have completed ALEKS, the math placement assessment
- I am registered for my classes and understand that a bill that I am responsible for will be generated and available to view in MyGC
- I have retrieved my estimated bill through MyGC
- I have a copy of my class schedule
- I know where and how to get my textbooks and course materials
- I have submitted the Disability Accommodation Form to request accommodations
- I have uploaded a picture for my GC student ID card (or had a picture taken at NSO)

### AUGUST

- I have paid my bill or have an active payment plan in place
- I have registered my vehicle
- I have purchased my textbooks and course materials for my fall classes
- I have my GC ID card or have submitted my picture online and will pick it up at Welcome Week
- I have viewed and completed the VectorSolutions online safety courses
- I have reviewed and understand that I am responsible for knowing the college's academic policies via the Undergraduate Course Catalog
- I have reviewed and understand that I am responsible for knowing the student conduct policies via the student handbook in the Online Orientation course
- I have downloaded the app for Welcome Week
- I have heard from my Orientation Leader
- I have heard from my Resident Assistant (residential students)
- I have heard from the Commuter Student Association (commuter students)
- I have completed all Online Orientation course modules and submitted all required documents

## IMPORTANT DATES

### MAY

- 1** Priority deposit deadline
- 1** Online Orientation course opens
- 1** Registration for New Student Orientation (NSO) opens
- 1** Fall payment plans open

### JUNE

- 14** New Student Orientation (NSO)
- 15** New Student Orientation (NSO)

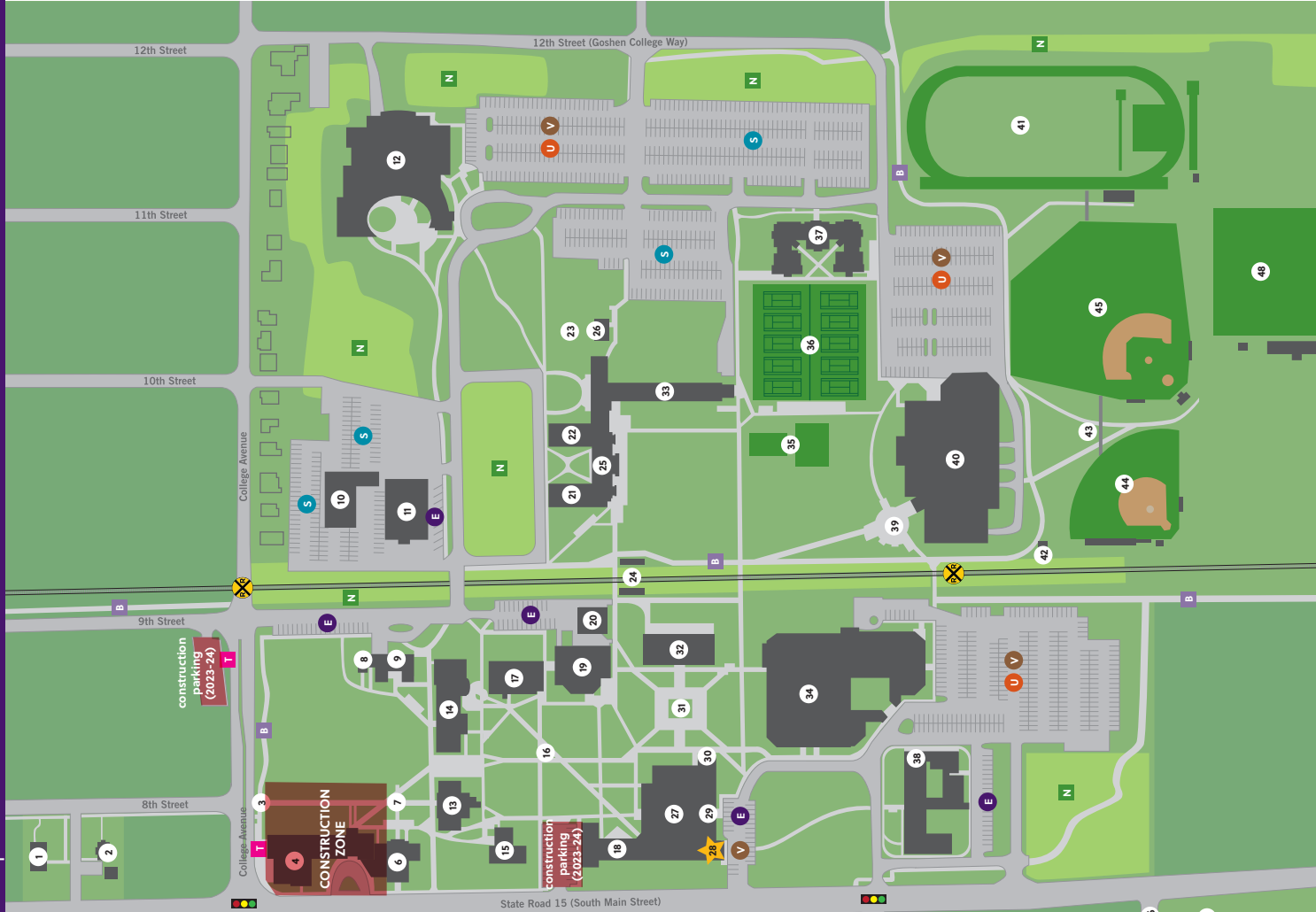
### JULY

- 10** Online bookstore opens for Fall 2024 semester
- 12** New Student Orientation (NSO)
- 17** Estimated Fall bill available through MyGC
- 23** Bookstore vouchers available, based on financial aid
- 26** Last day to sign up for payment plan with 5 payments and no down payment

### AUGUST

- 1** **Fall payment due date**
- 1** Men's and Women's Soccer, Women's Volleyball report to campus

- 9** Men's and Women's Cross Country report to campus
- 15** New international students can move in (Aug. 15-16)
- 16** Men's and Women's Tennis report to campus
- 17** Welcome Week Check-in and Move-In for all new first-year students
- 17** Welcome Week begins (Aug 17-25) for all new first-year students
- 17** New International Student Orientation
- 22** Welcome Weekend Check-In and Move-In for all new transfer students
- 22** Welcome Weekend begins (Aug 22-25)
- 26** First day of classes



Academic Success Center.....	32	Leaf Raker Cafe.....	18
Accounting Office.....	13	Library Gallery.....	32
Adelphian Fountain.....	7	Mennonite Historical Library.....	32
<b>Administration Building (AD)</b> .....	<b>13</b>	<b>Miller Residence Hall</b> .....	<b>21</b>
Admissions Office.....	28	<b>Music Center (MC)</b> .....	<b>12</b>
Alumni Office.....	13	Music Department.....	12
Art Department.....	15	<b>Newcomer Center (NC)</b> .....	<b>38</b>
Biological Sciences Department.....	38	Nursing Department.....	17
Bookstore (online only): <a href="https://goshen.edu/bookstore">goshen.edu/bookstore</a>		Nyai Oyer Gamelan.....	27
Box Office.....	12	<b>Octavio Romero Student Apartments</b> .....	<b>37</b>
"Broken Shield" Sculpture.....	16	<b>Physical Plant</b> .....	<b>11</b>
Campus Center for Young Children (CCYC).....	34	Physics & Pre-Engineering Department.....	14
Campus Ministries Office.....	17	President's Office.....	13
Campus Post (mail and package pick-up).....	29	Printing and Mailing Services.....	8
Campus Safety Office (Emergencies: <b>574.535.7599</b> ).....	17	Psychology Department.....	14
Career Networks Office.....	38	Quiet Place (prayer room).....	6
Center for Communication Studies.....	38	Radio Station: 91.1 FM – The Globe.....	38
Center for Community Engagement.....	38	Registrar's Office.....	13
<b>Chairman Building</b> .....	<b>10</b>	Religion, Justice & Society Department.....	17
Chemistry Department.....	14	Rieth Recital Hall.....	12
<b>Church-Chapel (CC) / College Mennonite Church</b> .....	<b>34</b>	<b>Roman Gingerich Recreation-Fitness Center (RFC)</b> .....	<b>40</b>
<b>Coffman Residence Hall</b> .....	<b>9</b>	Sand Volleyball / Outdoor Basketball Courts.....	35
<b>College Cabin</b> .....	<b>46</b>	Sauder Concert Hall.....	12
Communications and Marketing Office.....	6	Schertz Computer Lab.....	30
Community School of the Arts.....	12	Schrock Plaza.....	31
Commuter Lounge.....	30	<b>Science Hall (SC)</b> .....	<b>14</b>
<b>Connector</b> .....	<b>25</b>	"Sky Rhythms" Sculpture.....	39
Counseling Office.....	17	Soccer Field.....	48
Development Office.....	13	Social Work Department.....	13
Dining Hall.....	18	Softball Field.....	44
Diversity, Equity and Inclusion Office.....	17	Student Life Office.....	17
<b>East Hall</b> (intentional living community).....	<b>26</b>	Sunshower Project (solar hot water collector).....	42
Education Department.....	34	Sustainability & Environmental Education Department.....	14
Eighth Street Gate.....	3	Tennis Courts.....	36
Elgisti Track and Field Complex.....	41	Title IX Office.....	17
English Department.....	17	Theater Department.....	19
Events Office.....	12	Train Underpass.....	24
Fellowship Hall.....	34	<b>Umble Center (UC)</b> .....	<b>19</b>
Financial Aid Office.....	13	<b>Union Building (UN)</b> .....	<b>27</b>
FiveCore Media.....	38	Union Dining.....	18
Global Education Office (SST).....	38	<b>Visual Arts Building (VA)</b> .....	<b>15</b>
<b>Good Library (GL)</b> .....	<b>32</b>	Welcome Center.....	28
<b>Heating Plant</b> .....	<b>20</b>	Westlawn Hall (under renovation).....	4
Hershberger Art Gallery.....	12	Witmer Woods.....	47
History & Political Science Department.....	17	<b>Wyse Hall (WY)</b> .....	<b>17</b>
<b>Howell House</b> (intentional living community).....	<b>1</b>	Yoder Baseball Field ("The Sarge").....	45
Human Resources Office.....	13	<b>Yoder Residence Hall</b> .....	<b>33</b>
Hunsberger Commons.....	27		
Information Technology Services (ITS).....	30		
Ingold Athletic Complex.....	43		
ITS Media.....	29		
Java Junction Coffee Shop.....	25		
Juanita Lark Welcome Center.....	28		
<b>Kenwood House</b> (intentional living community).....	<b>2</b>		
Kinesiology Department.....	40		
<b>Kratz Residence Hall</b> .....	<b>22</b>		
<b>Kulp Residence Hall</b> .....	<b>6</b>		
Labyrinth.....	23		

E Employee Parking | permit required  
S Student Parking | permit required  
U Unrestricted Parking  
V Visitor Parking  
T Interurban Trolley Stop  
N Native Landscaping  
B Maple City Greenway Winona Bike Trail

**building names are bold**

GOSHEN  COLLEGE

**Registrar's Office**

1700 S. Main St. Goshen, IN 46526  
800.348.7422 • 574.535.7517

[registrar@goshen.edu](mailto:registrar@goshen.edu) • [admissions@goshen.edu](mailto:admissions@goshen.edu)