

Goshen College

Graduate Programs Catalog 2015-16

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Introduction

Goshen College offers four graduate programs:

Master of Science in Nursing — Family Nurse Practitioner or Clinical Nurse Leader
Master of Arts in Environmental Education
Master of Arts in Intercultural Leadership
Master of Business Administration

The graduate nursing program is based on the Goshen College campus. The environmental education program is based at the Merry Lea Environmental Education Center of Goshen College near Wolf Lake, Ind. The intercultural leadership program is a combination of distance learning and on-campus courses, based at the Center for Intercultural and International Education. The M.B.A. program is a collaborative degree emphasizing Anabaptist Christian values applied to business and offered in partnership with Eastern Mennonite and Bluffton Universities.

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

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

The family nurse practitioner program is comprised of 48 credit hours and requires 672 clock hours of clinical practice with an approved preceptor. The clinical nurse leader program is comprised of 40 credit hours and requires 500 clock hours of clinical practice with an approved preceptor. Both programs prepare students for the certification exam in the selected track of study. The website address is goshen.edu/nursing/masters.

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

The Center for Intercultural and International Education offers a **Master of Arts in Intercultural Leadership** which is designed for mid-career working professionals, including business managers, educators, health-care professionals and non-profit leaders who work in increasingly diverse settings. The 18-month program consists of three residential sessions on campus (in January, July and January) alternating with online coursework. The website address is goshen.edu/adult/mail/.

The **Master of Business Administration** degree is a collaborative program designed for working professionals interested in practicing leadership for the common good. Goshen College, Bluffton University and Eastern Mennonite University each provide graduate courses. Students select one school as the home institution and work with an advising professor and the graduate studies office from that school to plan their program. The website address is collaborativemba.org/

Vision and mission of the college

Vision statement

Goshen College will be recognized as an influential leader in liberal arts education focusing on international, intercultural, interdisciplinary, and integrative teaching and learning that offers every student a life-orienting story embedded in the five core values.

Educational mission and core values

Goshen College is a liberal arts college dedicated to the development of informed, articulate, responsible and compassionate Christians. Our community of faith and learning is built on five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking and global citizenship. Through our academic and campus life programs, students will develop the knowledge, skills and values for:

A life that is **Christ-centered**, with

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

A life of **passionate learning**, through

- 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.

A life of **servant leadership**, based on

- 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.

A life of **compassionate peacemaking** with

- 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.

A life of **global citizenship** with

- 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.

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 the church in which is rooted, Goshen College has derived a spirit of peacemaking, simplicity, mutual support and biblically based service to those in need.

Around 50 percent of students and 70 percent of faculty members are Mennonite affiliated. Other students come from approximately 40 different Christian denominations and several world religions, and include strong representations from Catholic, Methodist, Baptist and Lutheran traditions and non-denominational churches. All faculty members are active Christians, and many have lived or worked outside the United States, often in church-related mission or 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. All who are willing to search for truth with integrity are welcome.

Accreditation

Goshen College is accredited by the Higher Learning Commission, formerly the North Central Association. [<http://www.ncahigherlearningcommission.org/>, (312) 263-0456, (800) 621-7440].

The department of nursing is approved by the Indiana State Board of Nurses Registration and Nursing Education and accredited by the Commission on Collegiate Nursing Education [<http://www.aacn.nche.edu/accreditation/>]. Alumnae of Goshen College are admitted to membership in the American Association of University Women. 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 www.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 sex, race, color, national or ethnic origin and disability in its recruitment, admission, educational, athletic, financial aid and employment policies and programs. We welcome all students as God’s creation regardless of color, gender, gender identification, religion, ethnicity or nationality, sex, sexual orientation and social or economic class.

Center for Intercultural and International Education (CIIE)

The Center for Intercultural and International Education (CIIE), is home to offices for International Education, Diverse Student Support, the Institute for Latino Educational Achievement, and the graduate program in Intercultural Leadership. All undergraduate students participate in a study-service term or on-campus alternate. For more information, see www.goshen.edu/sst.

The office of Diverse Student Support plans special events such as as the annual MartinLuther King, Jr. Study Day and the celebration of heritage months. Faculty advisors provide academic, social and personal support for multicultural students on campus. For information about the Institute for Latino Educational Achievement, see www.goshen.edu/ciie.

Ecological Stewardship

In 2007 President James Brennehan signed the President’s Climate Initiative which commits Goshen College to work toward climate neutrality. Also in 2007, the Rieth Village complex of buildings at Merry Lea Environmental Learning Center of Goshen College earned a Platinum LEED certification, the highest level possible. In 2008, the campus named its first Sustainability Coordinator. An ecological stewardship committee of students, faculty and administrators is leading the campus in collaborative efforts to encourage sustainable practices and reduce use of fossil fuels. The college is included in *Sierra* magazine’s list of “Cool Schools,” a ranking of America’s greenest colleges.

Between 2008 and 2013, the campus reduced its carbon footprint by an estimated 22 per cent. Goshen College now purchases all electricity from renewable energy sources such as wind and solar power. In student-initiated projects, solar energy warms water for the Gingerich Recreation-Fitness Center, waste food from the cafeteria is composted, and food is grown in a community garden. In addition, native landscaping covers large areas of the campus, requiring less irrigation and mowing to maintain. Goshen College recently earned a silver rating from the Sustainability Tracking, Assessment and Rating System (STARS) report, which recognizes colleges and universities for their commitment to sustainable practices on campus. There has been significant growth in academic course material related to sustainability. The college offers 20 courses specifically about sustainability and 17 others with a sustainability component.

Merry Lea Environmental Learning Center

Owned and operated by Goshen College, the Merry Lea Environmental Learning Center is a 1,189-acre complex of fields, forest, bogs and meadow located 30 miles south of the campus. Opportunities are available for field research in natural sciences, undergraduate May term study in ornithology or entomology, summer study in agroecology, and teaching internships in outdoor education. More than 6,000 K-12 children each year are guests at Merry Lea. Facilities include an environmental-education building that houses a classroom, offices and library, a Farmstead, a pavilion, and some housing with overnight accommodations. Rieth Village, a set of “green” collegiate laboratory/residence buildings, was completed in 2006. Rieth Village received a Platinum award, the highest level possible, from the U.S. Green Building Council’s LEED (Leadership in Energy and Environmental Design) rating system.

Grievance Policy – Nonacademic grievances

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

Grievance policy – Academic grievances

See the Academic Policy section of this catalog.

Student Life

Commitment to 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, religion, ethnicity or nationality, 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.

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 and concern for others' convictions, perspectives and struggles. Within the context of a Christ-centered community, we seek to become 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.

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. For policy details, see academic integrity in the Academic Policies section of the catalog.

Alcohol

Goshen College is an alcohol free campus. The possession, distribution or use of alcoholic beverages is prohibited on 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 is also prohibited. In accordance with state law, use of prescribed medications outside the supervision of medical professionals is also prohibited.

Firearms-fireworks

The possession or use of firearms or fireworks is prohibited on campus.

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) dishonesty on timecards, theft or misuse of personal or college property, and identity theft.

Honesty

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

Racial prejudice

Racial prejudice is attitudes or beliefs that hold particular racial or ethnic groups superior to others, often resulting in justification of discriminatory treatment or other acts of racial prejudice. Racial prejudice 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 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 attitudes and actions of racial prejudice do not exemplify 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 racial prejudice is contrary to the life and teachings of Christ. Therefore, we will resist the pervasive racial prejudice 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 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.

The goal of accountability in these matters, as in all others, will be for well-being, reconciliation, repentance, forgiveness and redemption. 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

Goshen College is a smoke-free campus. 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, clear expression of commonly held expectations is vital to 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.

Campus ministries

Goshen College encourages growth in faith through worship, Christian community and service. The Campus Ministries office offers both support for students' faith journeys and challenges to new discoveries in spiritual life. While Goshen is a Christian college rooted in the Mennonite Church USA, we welcome seekers and people of all faiths to attend campus spiritual life activities.

Worship opportunities include regular chapel services on Wednesday mornings, a variety of worship groups that meet throughout the week, and Sunday morning involvement in local congregations. Worship groups meeting during the week include Bible study groups, Taizé worship and student-led contemporary worship. Facilities that support spiritual development include:

Labyrinth – an outdoor space for contemplative prayer, located between East Hall and the Music Center.

The Quiet Place – rooms for individual reflection and small group meetings in the basement of Coffman Hall.

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.

Academic Support

The Academic Resource & Writing Center (ARWC) assists students with documented disabilities by helping them advocate for themselves and by helping coordinate reasonable academic accommodations with teaching faculty. The ARWC also trains peer writing mentors and tutors who are available to help all students grow as writers and scholars. The ARWC is open during the traditional academic year only and is located on the first floor of the Good Library.

Roman Gingerich Recreation-Fitness Center

The Fitness Center is available for a wide range of walk-in fitness activities. Graduate students may use their student identification card to access the exercise facilities.

Health insurance

Goshen College no longer offers a student insurance plan. All MSN students must provide proof of health insurance.

Health forms required

All graduate students are required to have on file proof of immunity to Measles, Mumps and Rubella (MMR). All students in the Masters of Environmental Education Program must complete the Confidential Health Report form prior to enrollment at Goshen College.

Health services

Full time graduate students are eligible for health services, provided the proper paper work is completed prior to the first day of class. Goshen College has contracted with Goshen Family Physicians to provide both preventive and treatment services to all qualified students. Goshen Family Physicians is located 1.5 miles from campus at 1811 Charlton Court (574) 534-8200.

Part time graduate students are expected to address health concerns with their established health care provider.

Privacy rights

Goshen College staff members honor the national FERPA law, which protects individual student information. See the Academic policies section for more details.

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 Good Library features historical and cultural exhibits.

Performing arts series

The annual Performing Arts Series brings worldclass performers to the campus Music Center. Recent artists include Chanticleer, Lyle Lovett, The Chieftains, Indigo Girls, The King Singers, Garrison Keillor, and The Toledo Symphony.

Music activities

Goshen College music department ensembles include Chamber Choir, Men's Chorus, Women's World Choir, Orchestra, All-campus band, chamber music groups, and Lavender Jazz. The choirs perform several on-campus concerts each year, and at least one choir tours annually. The orchestra performs a repertoire of classic and contemporary symphonic music and Lavender Jazz performs standard and contemporary jazz music at concerts in the impressive Sauder Concert Hall in the Goshen College Music Center. The annual Festival of Carols in early December is a popular regional event. A fully-staged opera, operetta, or musical is produced in alternate years. In addition to these groups, a variety of student-formed groups participate in coffeehouses, talent shows and worship teams.

Theater activities

Goshen College provides an array of theater productions including full staged productions, one-acts, and on alternate years, a musical theater production.

Bookstore

The Goshen College campus bookstore is operated by Follett and is open year-round. Textbooks for all courses can be purchased online through eFollett or in person at the campus store. Used books are made available whenever possible. At the end of each term, the bookstore also offers convenient buyback services at market rates. Follett contracts with apparel companies that practice fair hiring processes. See www.goshen.edu/bookstore/ for more information.

Campus Center for Young Children (CCYC)

The Campus Center for Young Children offers quality childcare services for children of students, faculty, staff and community members. CCYC has two locations: one is housed in the church-chapel building and shares space with College Mennonite Church. The other is located in the Arbor Ridge housing development on the north side of Goshen. The Arbor Ridge facility offers part-time and infant enrollment and summer programming. The campus location follows the Goshen College academic calendar.

Information Technology Services

ITS provides the campus with high quality, innovative technology services that are constantly evolving and improving. Our iPad one-to-one program is one of the first in the world to be tied to our general education program (GC Core). Graduate students may purchase one iPad mini at discount prices through the ITS office. Begin the lease/purchase process at www.goshen.edu/icore/lease/

The campus has a modern 802.11n WiFi infrastructure in all residential and academic buildings and a full 1Gb of Internet2 bandwidth for research and collaboration from the

classroom, dorm room or lab. Students have access to modern computer labs across campus with a student/computer ratio of 7.6 to 1. Mac Minis in the labs use both Windows and Mac OS X operating systems. 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. Student email and calendars synch to mobile devices. The campus participates in Google Apps for Education, providing access to 30 GB network 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, located below the bookstore, is open 24 hours, seven days a week with student keycard. ITS also provides all the help and documentation students need to configure their computers for home access or 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 www.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 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 on a peace-related theme by a faculty member of a Bluffton College or Goshen College.
- **Umbel 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.

Library

As a research and information center, the Harold and Wilma Good Library connects the campus to ideas and information in a variety of formats. In addition to over 135,000 print sources, the library maintains a video/DVD collection and serves as the gateway to thousands of scholarly databases, digital journals and electronic books. Collection strengths include peace, justice and conflict resolution; theology; early American hymnody; and curriculum materials. The library also has more than 400 print periodical subscriptions and hundreds of electronic journal subscriptions. Librarians are available for one-on-one assistance throughout much of the day and evening and also offer group instruction. A web catalog indexes the collections of the Good Library, the Mennonite Historical Library, and 20 other Indiana college libraries. Interlibrary loans provide access to print materials in most North American libraries. Library facilities include a computer lab/classroom, vending and lounge areas, a reservable group study room, listening/viewing stations, offices of the Academic Resource and Writing Center, and an exhibit gallery.

Mennonite Historical Library

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

Mail services and Lost & Found

U.S. Postal Service mail is delivered daily to academic departments. Package services and the campus lost and found department are located in the ITS media office in the Union building. Hours are posted on the office door.

Motor vehicles and bicycles

Students must register all motor vehicles to be used on campus. Register vehicles through the physical plant web site at goshen.edu/physplant/forms. A validation sticker will be sent in campus mail or the director of campus security 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.

Broadcasting and publications

Radio and television

WGCS, or 91.1 The Globe, was named the best college radio station in the nation in 2011, 2013 and again in 2015 by the Intercollegiate Broadcasting system, the only school 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 programs, news and sports. On the air 24 hours a day, The Globe offers students many opportunities for broadcast experience. Goshen College was named the Indiana TV school of the year in both 2013 and 2014, competing against all colleges and universities in the state. Students working with GC-TV produce a weekly video magazine called "The Correspondent," which is distributed via the campus cable system.

Publications

Students edit several publications on campus. *The Record*, a weekly newspaper, includes news, features, perspectives 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 digital formats. 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. *Broadside* publishes occasional short pieces of creative writing in signed, limited editions.

Admission

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

Admission requirements for international students

Language requirements

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

Transcript Evaluation

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

Educational Credential Evaluators, Inc. (ECE)

www.ece.org

414-289-3400

Commission on Graduates of Foreign Nursing Schools (CGFNS)

www.cgfns.org

Academic Calendar

The MSN and MAIL programs follow the year-round calendar session dates in the Goshen College online campus calendar. The MBA calendar is available on the MBA collaborative website. The MAEE program runs eleven months, July-May.

Drop/add period

Students may drop or add courses without notation on the transcript until 5:00 p.m. the day of the second course meeting for weekly courses, or until 5:00 p.m. one week from the first day of class for courses that meet daily.

Withdrawal from courses

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

Financial information

Financial aid

Purpose and philosophy

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

Financial aid packaging

All financial aid awards are determined by the student financial aid office. Students applying for financial aid are considered for all aid for which they are eligible. Financial aid is normally provided in a “financial aid package”— a combination of institutional, state, federal and private loans, employment and gifts. Goshen College attempts to provide a financial aid package adequate to meet the needs of each student who applies. In 2014-15, Goshen College administered more than \$19.1 million in financial aid.

Types of financial aid available

- Federal Loans – Maximum Federal Direct loan is \$20,500 a year.
- Endowed and restricted scholarships – The financial aid office administers more than 150 endowed and restricted scholarship funds. 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, descendency, etc.

Procedures for applying for financial aid

Early and orderly planning is important for receiving financial assistance.

1. Apply for admission; a student must be admitted to the college before a financial aid offer can be made.
2. Annually complete the Goshen College financial aid application form before March 1.
3. Submit a Free Application for Federal Student Aid (FAFSA) by March. The FAFSA may be obtained online at www.fafsa.ed.gov. Students should specify 001799 as the code number for Goshen College in the appropriate section of the FAFSA.
4. Investigate other sources of financial aid: church, community service clubs, industry or vocational rehabilitation.
5. The student financial aid office will begin awarding incoming students in early March. 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.

2015-16 Tuition and fees

Tuition and fees for graduate programs

- M.S. in Nursing (per credit hour) \$620
(40-48 credit hour program)
Annual Program Fee \$150
- M.A. in Environmental Education (per credit hour) \$767
(11 month, 33 credit hour program)
- M.A. in Intercultural Leadership \$659
(per credit hour, tuition & books)
(18 month, 36 credit hour program)
- M.B.A. in Business Administration \$772
(per credit hour, tuition & books)
(22 month, 36 credit hour program)

Standard payment plans

- Plan #1 – Payment in full.
Any payment not received by the due date is subject to the \$50 late payment penalty. For more information on payment methods, including online payments, visit www.goshen.edu/accounting.
- Plan #2 – Monthly Payment Plan.
Contracts may be arranged with our outside agency for a low-cost monthly payment program to extend throughout the year. The cost of the annual plan is \$45. There are no interest charges. Contact the accounting office for information, or visit www.goshen.edu/accounting for information.

To avoid a \$50 late payment fee, enroll in one of the payment plans by the final payment due date. Students may not go through final check-in until payment requirements are met under one of these plans.

Tuition, fees, expenses and payment due dates can be found on links from the accounting office web page (www.goshen.edu/accounting). This information along with the financial aid information received in the Financial Aid award letter can be used to determine payment requirements. Student account information, including estimated billings, can be found on GC Online. Please use this information to plan adequately and meet payment requirements.

Note: Delinquent accounts may be referred to a collection agency at any time after the account is 120 days past due. Collection costs on referred accounts are charged to the student and added to the balance due.

Finance charges

Interest of 12 percent annually (1 percent per month) will be levied against charges unpaid 30 days after statements are issued. Delinquent accounts may be sent to a collection agency. The student is responsible for all collection costs.

Late graduation fee

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

Refund policies and procedures

The following tuition refund procedures apply to students who withdraw or are dismissed from the institution, change status from full time to part time, or reduce hours as a part-time student.

Voluntary withdrawal process

Students who withdraw completely from the college initiate the process by contacting their academic advisor and graduate program director. The Office of Graduate and Continuing Studies will oversee the official withdrawal process.

Pro-rated refund policies

From the day of registration through the first week of classes (drop/add period), the student will receive a 100 percent refund on tuition. The refund percentage for the rest of the semester follows the federal regulations for refunding financial aid. From the eighth day of the semester, the refund percentage is calculated by counting the number of days left in the semester, divided by the total number of days in the semester. As in the federal formula, weekends and breaks are also counted except for scheduled breaks of at least five consecutive days. There is no refund after the last day to withdraw with a "W" which is when 60 percent of the semester is completed. A day-by-day refund schedule is posted as part of the tuition and fees page at <https://www.goshen.edu/accounting/>

Academic Policies

Graduation requirements

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

Time limits for completing degree requirements

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

Course cancellation

The college reserves the right to cancel courses or to combine class sections when insufficient enrollment occurs.

Graduate Full-time Enrollment

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

Grading and evaluation

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

A Excellent

A 4.0 quality points

A- 3.7 quality points

B Good

B+ 3.3 quality points

B 3.0 quality points

B- 2.7 quality points

C Marginal

C+ 2.3 quality points

C 2.0 quality points

C- 1.7 quality points

F Failure

F 0 quality points

CR Credit

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

NC No Credit

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

SP Satisfactory Progress

A non-terminal grade for a continuing course.

W Withdrawal

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

I Incomplete

Incomplete grades

A grade of "I" (incomplete) is to be given rarely, at the professor's discretion. Students must be earning a passing grade at the time of the request for an "I" grade. The student will work with the professor to establish a plan for completion of the course. Work must be completed within 7 weeks of the end of the course, at which time a grade will be assigned based on the work completed up to that point. A plan for completion that extends beyond 7 weeks must be approved by the professor, the director of the program, and the Academic Dean. The new grade is used to compute the grade point average, but the "I" remains on the student's permanent record.

Grade reporting

Grades are available to students through MyGC at <https://my.goshen.edu/ics/> by logging in at this page. Payment of account balance is required for release of transcript.

Grade point average

A cumulative grade point average (GPA) for standard-system courses is posted on the student's record at the end of each semester. Only courses completed at Goshen College are factored into the cumulative grade point average. All courses in the collaborative MBA are considered to be Goshen College courses. The quality points listed above are used to calculate a student's grade point average.

Academic Probation and Dismissal

Students who have completed nine hours in a graduate program will be placed on academic probation if their GPA falls below 3.0. The director of the program will notify such students in writing of the probationary status, which remains in effect until they raise their GPA above 3.0 or are dismissed from the program. Those on probation should work with their faculty advisor to develop a plan for maximizing future academic success. Graduate students may be dismissed from a graduate program upon receiving a grade of "C" or below on nine hours of graded work, receiving a second grade of "F" or "NC" or exhibiting attitudes, behaviors or lifestyle inconsistent with the mission of Goshen College.

Official transcripts

Goshen College partners with Parchment to provide a secure, electronic way to request and send transcripts. Transcripts can be sent in either electronic or hard copy format and must be ordered online. See the link and information at the Goshen College Registrar's Office website. A transcript will be issued only if all financial obligations have been settled with Goshen College.

Credit Definition

A unit of academic credit is awarded to a student after successfully completing an approved academic course, or by demonstrating competency or proficiency, or by fulfilling learning outcomes equivalent to those provided by an approved academic course.

Historically, a unit of academic credit is the measure of the total time commitment an average student is expected to devote to learning per week of study. Generally, one unit of credit represents a total of three hours per week of in-class and out-of-class work (Carnegie Unit of Credit). In this context, an hour is defined as 50 minutes. Goshen College guidelines for the academic calendar require a 3-credit lecture class to meet for a minimum of 2,100 minutes, including the final examination period. Non-traditional delivery methods require determining a unit of 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 insure 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 undergraduate academic credit.

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

1. For traditional delivery methods (fall or spring semester of 14 weeks), one unit of academic credit equals:
1 hour of lecture or seminar and two-four hours of study per week, or
2 hours of laboratory, studio, or similar activities and one-two hours of study per week, or
3 hours of laboratory, studio, or similar activities per week, or
3 hours of supervised independent study per week or
40 or more total hours of supervised clinical or fieldwork experiences
For traditional delivery methods other than fall or spring semesters, such as 7-week sessions, total hours shall equal the above guidelines.
2. For asynchronous delivery methods, such as on-line 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.
3. 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 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.
4. For supervised research, the amount of effort required for one unit of academic credit is determined by the supervising faculty and/or department.
5. For 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 discussion led by the instructor and guest speakers.
 - Museum, clinic, business, government, church, natural world and other site visits.
 - Cultural excursions and performances.
 - 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 experiences and a 14-credit study-service term requires a total of 490 hours of learning activities.

Academic integrity policy

Goshen College expects all students and faculty members to practice academic integrity. Honesty, trust, fairness, respect and responsibility are essential building blocks in

creating a vital learning community. They are also the foundation for lifelong integrity. Academic dishonesty at Goshen College is considered a serious breach of the “Goshen College Commitment to Community Standards.” Academic dishonesty is any act that misrepresents academic work or interferes with the academic work of others. It includes:

- 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

Consequences of academic dishonesty are based upon the severity of the offense, course expectations and other variables. Consequences for individual offenses may range from re-doing the assignment to dismissal from the college. The Associate Academic Dean administers academic integrity violation and grievance processes.

Academic grievance policy

This policy seeks to provide a fair and expeditious process that allows for both informal and formal resolution of conflicts. Students of Goshen College who believe that policy has not been followed with respect to academic matters may initiate the academic grievance procedure. Academic matters are those concerned with instructional activities, grading procedures or other incidents related to academic affairs. Students should be aware that clear evidence is needed to contest a grade. Belief that a subject or test was too difficult is not grounds for a complaint. A student must have evidence that specific policy was violated or that he or she was treated in a prejudicial or capricious manner. This policy does not limit Goshen College’s right to change rules, policies, or practices.

Informal resolution

1. A Goshen College student must first contact the faculty member who allegedly violated his/her rights to determine if there can be an informal resolution. The contact should be made by the student within ten business days (Monday-Friday, excluding observed holidays) of when the alleged violation occurred. The student must provide written documentation to the faculty member which includes:
 - A statement concerning the nature of the complaint
 - Any evidence on which the complaint is based
 - The outcome that the student seeks.
2. The faculty member will respond in writing within ten business days to the student’s written document. The student and faculty member will then meet to determine if an informal resolution can be reached.

Formal resolution

1. If the student is not satisfied with the outcome of the meeting in #2 above, the student may contact, within five business days, the **Program Director** in which the alleged violation of the student’s right has occurred to appeal the outcome. If the faculty member is **Program Director**, the student may proceed to the **Department Chair** (step 4). If the faculty member is the **Department Chair**, the student may proceed to the **Associate Academic Dean** (Step 5).

2. The student must present a written appeal to the **Program Director**. The **Program Director** and student will meet within five business days after the student's written appeal has been received by the **Program Director**. The **Program Director** will respond in writing to the student's written appeal within five business days after the meeting. This response will go to both the student and the faculty member.
3. If the outcome of this meeting is not satisfactory to the student, he/she may appeal to the **Department Chair** within five business days after receiving the **Program Director's** response in writing. All written documentation up to this point will be sent to the **Department Chair**.
4. Within five business days of receiving the documentation, the **Department Chair** will meet with the student and the faculty member to attempt to arrive at a mutually satisfactory settlement of the disagreement. If the dispute is not resolved to the student's satisfaction, the student may initiate an academic grievance hearing in writing to the **Associate Academic Dean**.
5. Within five business days of receiving a written request for an academic grievance hearing, the **Associate Academic Dean** will lead an **Academic Response Team** composed of two Program Directors and one graduate student. The **Associate Academic Dean** will appoint two Program Directors and one graduate student, none of whom shall be members of the academic department of the faculty member who is being disputed.
6. The **Academic Response Team** will review written statements and information supplied by the student and faculty member. Both the student and the faculty member have the right to make a personal appearance before the **Academic Response Team**. The team may make such further investigation as is deemed appropriate and may seek assistance or information from other personnel. All discussions and submitted written documents will be treated as strictly confidential.
7. After this review, the **Academic Response Team** will make a decision regarding the complaint within five business days. This is considered to be the final step in the academic grievance procedure. The **Academic Response Team** will issue their decision to the grievant, the faculty member, the **Program Director** and the **Department Chair** in writing that will include the relevant findings of fact, conclusions and reasons for the decision.

Privacy rights of students

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), post-secondary students enrolled at Goshen College are hereby notified of their rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the registrar, vice president for student life or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write to the college official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to prohibit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research or support staff position (including security personnel); a person or company with whom the college has contracted (such as an attorney, auditor or collection agent); a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Goshen College to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence 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:

- Name
- Permanent address
- Local address*
- Telephone number*
- E-mail address*
- ID photo*
- Verification of birthdate supplied by inquirer
- Dates of attendance
- Full- or part-time status
- Date of graduation and degree received
- Major field(s) of study
- Classification
- Participation in officially recognized activities and sports
- Height and weight of athlete

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

Any student who desires that any or all of the above listed information not be released may contact the registrar's office or complete the form found at <https://www.goshen.edu/registrar/privacy>. Questions about this policy may be directed to the Registrar or Dean of Students.

Withdrawal and refund policy for reservists called to active duty

Any student called to active duty may withdraw from courses up until the last day of the term. If the withdrawal comes during the first 60 percent of the term, normal withdrawal and refund policies take effect. If departure comes after the 60 percent point, the student has the option of withdrawal "W" or incomplete "I". Options should be discussed with and

approved by the student's professor(s). If course withdrawal "W" is pursued, tuition and fees will be refunded on a pro-rated basis. The official date of withdrawal will be used to calculate the refund. Students receiving financial aid will be subject to refund policies as provided for by the agencies sponsoring the aid. Reservists called to active duty who wish to withdraw from courses must provide the Registrar with a copy of their orders.

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

Program descriptions

Master of Science in Nursing

Professor B. Srof, Department chair

Professor R. Stoltzfus, Director of the graduate program in nursing

Associate Professors J. Srof, S. Wenger, L. Wheeler

Introduction

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

The graduate nursing program offers two tracks of study: Family Nurse Practitioner and Clinical Nurse Leader. Both programs prepare students for the certification exam in the selected track of study through the American Association of Nurse Practitioners or the American Nurses Credentialing Center.

Admission information

Admission requirements include the following:

- GPA of at least 3.0 on a 4.0 scale (or equivalent) for the last degree earned
- curriculum vitae
- bachelor's degree in nursing from a school accredited by the Commission on Collegiate Nursing Education or by the National League for Nursing Accrediting Commission
- an active RN license in the state where clinical work will be completed
- three professional references that attest to academic and professional achievements
- an essay
- an introductory statistics course with a grade of 'C' or higher within the last seven years
- at least one year of clinical experience working as a registered nurse in the United States

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

An individual interview with the program director is part of the admission process. The nursing department reserves the right to adjust the current admission criteria when outcome assessment data demonstrate the need for such changes.

A maximum of 12 credit hours of comparable graduate level coursework from an accredited college or university may be transferred, with the consent of the academic adviser. Comparable is defined as courses that fulfill the requirements for the program to which the student will be enrolled. Courses considered for transfer must have a grade of B (not B-) or higher.

Career opportunities

The family nurse practitioner is a provider of direct health care services. Within this role, the family nurse practitioner synthesizes theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states.

The clinical nurse leader designs, implements, and evaluates client care by coordinating, delegating and supervising the care provided by the health care team, including licensed nurses, technicians, and other healthcare professionals.

Clinical information

Family nurse practitioner students are required to complete a total of 672 clock hours of clinical work with an approved preceptor. Clinical nurse leader students are required to complete a total of 500 clock hours of clinical work with a preceptor, of which 300 hours is an immersion experience in the final semester of study.

Master of science in nursing

FNP 48 credit hours

CNL 40 credit hours

Core curriculum (25 credit hours)

- Nurs 500, Foundations for Leadership 3
- Nurs 510, Healthcare Ethics 2
- Nurs 520, Advanced Pathophysiology 3
- Nurs 522, Pharmacology for Advanced Nursing 3
- Nurs 524, Advanced Health Assessment 3
- Nurs 602, Theoretical & Conceptual Foundations 3
- Nurs 604, Promoting Health in Vulnerable Populations 3
- Nurs 606, Research I 3
- Nurs 607, Research II 2

Family nurse practitioner courses (23 credit hours)

- Nurs 540, Health and Illness in Pediatrics 3
- Nurs 541, Pediatrics Clinical/Seminar I 3
- Nurs 542, Health and Illness in Women 3
- Nurs 543, Women's Health Clinical/Seminar 3
- Nurs 544, Health and Illness in Adults 3
- Nurs 545, Adult Health Clinical/Seminar I 3
- Nurs 547, Adult Health Clinical/Seminar II 3
- Nurs 608, Transition to Practice 2

Clinical nurse leader courses (15 credit hours)

- Nurs 530, Clinical Outcomes Management 3
- Nurs 531, Outcomes Management Clinical/Seminar 4
- Nurs 532, Care Environment Management 3
- Nurs 533, Care Environment Clinical/Seminar 5

Planning and advising notes

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

MSN Student learning outcomes

Upon completion of the MSN program, graduates will demonstrate:

1. A faith that is active, reflective, sensitive, and responsive to the spiritual needs of self and others. (MSN Essential #9)

Program descriptions : Master of Science in Nursing

2. An understanding of ethical and moral issues that expand the advocacy role of the advanced practice nurse or clinical nurse leader. (MSN Essential #1; DNP Essential #2)
3. Utilization of knowledge from nursing, natural and social science and the arts in the management of patient health/illness status or management of microsystems of care. (MSN Essential #1; DNP Essential #1)
4. Interpretation and evaluation of research for the initiation of change, improvement of nursing practice, management of health outcomes, and provision of high quality health care. (MSN Essential #4; DNP Essential #3)
5. Utilization of the research process for addressing clinical problems. (MSN Essential #4; DNP Essential #3)
6. Synthesis of knowledge into a personal leadership style that contributes to health for individual, family and community. (MSN Essential #8; DNP Essential #6)
7. Promotion of policy development related to the emerging roles within nursing. (MSN Essential #6; DNP Essential #5)
8. Assimilation of knowledge and principles of teaching/learning in providing health education and health promotion activities. (MSN Essential #7 & #8; DNP Essential #7)
9. Contribution to health outcomes through advocacy within the profession, interdisciplinary healthcare teamwork, and the care of individuals, families and communities. (MSN Essentials #3, #6, & #8; DNP Essential #3)
10. Application of information and communication technologies and resources in evidence based care and health education. (MSN Essential #5 & #8; DNP Essential #4)
11. Taking initiative in providing culturally sensitive care. (MSN Essential #8; DNP Essentials #5, 7, & 8)
12. Exploration of personal and professional values in light of growing health disparities in the community and world. (MSN Essential #2; DNP Essential #2)
13. Assimilation of conflict transformation and social justice knowledge that is responsive to diverse needs of the individual, family and community. (MSN Essential #3 & #8)
14. Application of advanced knowledge in the discipline to specific and vulnerable populations. (MSN Essential #9; DNP Essential #8)

Graduate nursing courses

NURS 500 Foundations for Leadership 3

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

NURS 510 Healthcare Ethics 2

The student is provided with frameworks for ethical decision-making based on theory and opportunities for the development of reflective moral thinking. The student learns to utilize critical thinking as a basis for ethical reasoning. The dynamics of the healthcare professionals' roles are studied in view of pertinent ethical dilemmas. The student is challenged to examine personal and professional values in the context of growing health care disparities impacting the local and world community.

NURS 520 Advanced Pathophysiology 3

Understanding of normal system-focused advanced physiology is applied to pathologic disease process to form a firm foundation for clinical assessment, decision making and clinical management. Includes in-depth study of cell structure and function as a foundation to understanding physiologic as well as pathophysiological process. An in-depth

examination of normal disease process including analysis of common disease, incidence, etiology, manifestation, and prognosis is included. Throughout the course, emphasis is placed on the student's ability to analyze and discuss changes in the normal physiologic function that occurs with the disease process.

NURS 522 Pharmacology for Advanced Nursing 3

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

NURS 524 Advanced Health Assessment 3

Builds on basic assessment skills. Attention is placed on the development of advanced assessment skills, collection of the data and documentation of the findings. The in-depth assessment is performed within the context of the family. Pre or coreqs: Nurs 520 & 522

NURS 530 Clinical Outcomes Management 3

The clinical nurse leader oversees the care coordination of a distinct group of patients. Understanding the patient in context, the CNL actively provides direct patient care in complex situations. This clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL collects and evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change plans of care when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners (AACN January 2004). This course emphasizes the role of the CNL as clinician, outcomes manager, and educator. Prerequisites: Nurs 500, 520, 522, 524.

NURS 531 Outcomes Management Clinical/Sem 4 (4-5)

Management of clinical outcomes is the focus of this course. The student applies, synthesizes and evaluates content from the related theory course in the clinical practice setting. The course requires extensive clinical experience with an approved preceptor. On campus clinical seminars are included. Prerequisite or concurrent: Nurs 530.

NURS 532 Care Environment Management 3

Planning patient-centered services within a microsystem of care is the goal of this course. To achieve this goal, students are prepared to assess, analyze, and evaluate the care environment and implement changes toward coordinated, effective care outcomes. Systems management, root cause analysis, quality management, lateral integration of care, communication process and evidence-based practice initiatives within the microsystem of care are stressed. Prerequisites: Nurs 500, 520, 522, 524.

NURS 533 Care Environment Clinical/Seminar 5 (4-5)

Management of the care environment is the focus of this course. The student applies, synthesizes and evaluates content from the related theory course in the clinical practice setting. The course requires extensive clinical experience with an approved preceptor. On campus clinical seminars are included. Prerequisite or concurrent: Nurs 532.

NURS 540 Health & Illness in Pediatrics 3

The focus of this course is on the primary care of infants, children and adolescents for the advanced practice nurse. For each developmental stage, the course examines health promotion, disease prevention, psychosocial issues, sexuality and treatment of select common diseases and problems. Prerequisites: Nurs 500, 520, 522, 524.

NURS 541 Pediatrics Clinical/Seminar 3

Advanced clinical practice is the focus of the course. The student applies, synthesizes and evaluates content from nursing theory and sciences in the clinical practice setting.

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The course requires extensive clinical experience with an approved preceptor. Students develop case presentations from their experiences for discussion in on-campus and on-line forum clinical seminar formats. Students may work with patients from across the life span, but the focus of the clinical is pediatric health. Prerequisites: Nurs 500, 520, 522, 524. Corequisite or prerequisite: Nurs 540.

NURS 542 Health & Illness in Women 3

The focus of this course is primary care of women throughout the lifespan. Women's health will be examined in light of available evidence-based research. The organizing framework of the course is the developmental stages of women from adolescence to older adulthood. For each developmental stage, the course examines health promotion and disease prevention, psychosocial issues, sexuality, and treatment of select diseases. Prerequisites: Nurs 500, 520, 522, 524.

NURS 543 Women's Health Clinical/Seminar 3

Advanced clinical practice is the focus of the course. The student applies, synthesizes and evaluates content from nursing theory and sciences in the clinical practice setting. The course requires extensive clinical experience with an approved preceptor. Students develop case presentations from their experiences for discussion in on-campus and on-line forum clinical seminar formats. Students may work with patients from across the life span, but the focus of the clinical is women's health. Prerequisites: Nurs 500, 520, 522, 524. Corequisite or prerequisite: Nurs 542.

NURS 544 Health & Illness in Adults 3

The focus of this course is primary care for adults from early adulthood to the aging adult. Students build on their existing skills in interviewing and assessment while developing medical decision making in the diagnosis of common adult health problems. The course focuses on the normal components of the well adult and preventative care, as well as nursing and medical diagnosis for common health problems, including discussion about the management of adults with chronic health problems. Prerequisites: Nurs 500, 520, 522, 524.

NURS 545 Adult Health Clinical/Seminar I 3

Advanced clinical practice is the focus of the course. The student applies, synthesizes and evaluates content from nursing theory and sciences in the clinical practice setting. The course requires extensive clinical experience with an approved preceptor. Students develop case presentations from their experiences for discussion in on-campus and on-line forum clinical seminar formats. Students may work with patients from across the life span, but the focus of the clinical is adult health. Prerequisites: Nurs 500, 520, 522, 524. Corequisite or prerequisite: Nurs 544.

NURS 547 Adult Health Clinical/Sem II 3

Advanced clinical practice is the focus of the course. The student applies, synthesizes and evaluates content from nursing theory and sciences in the clinical practice setting. The course requires extensive clinical experience with an approved preceptor. Students develop case presentations from their experiences for discussion in on-campus and on-line forum clinical seminar formats. Students may work with patients from across the life span, but the focus of the clinical is adult health. Prerequisites: Nurs 500, 520, 522, 524. Corequisite or prerequisite: Nurs 544.

NURS 602 Theoretical & Conceptual Foundation 3

Theories from nursing, family studies, and related disciplines are examined, critiqued, evaluated, and applied to practice. Attention will be given to the transformational potential of theoretical frameworks within the context of a comprehensive, holistic approach to health care.

NURS 604 Promote Hlth Vulnerable Populations 3

The focus of this course is public health promotion and disease prevention among vulnerable populations in the community. Core content includes: community assessment,

health program planning, and evaluation for a select aggregate at risk with a focus on population-based interventions and health outcomes. Knowledge of basic epidemiology, communicable disease surveillance, survey data, and cultural assessment contribute to a thorough knowledge of the community and population at risk. Attention will be given to themes of cultural diversity, health disparities, and social determinants of health.

NURS 606 Research I 3

Prepares practitioners for utilization of knowledge to provide high quality health care, initiate change, and improve nursing practice. The focus is the understanding of scientific inquiry, knowledge generation, utilization and dissemination in nursing and healthcare. Scholarly literature review, ethical considerations and research critique are emphasized.

NURS 607 Research II 2

The research practicum provides opportunity for application of research knowledge to the development of evidence-based practice through the completion of an in-depth literature review.

NURS 608 Transition to Practice 2

Focus is on transition to practice. Issues include the professional role, legal issues, practice regulation, preparation for certification exam, negotiating practice agreements, financing healthcare, fiscal stewardship and management.

NURS 698 Final Project Research & Writing 1

Registration for this course gives students access to library and computer resources while finishing research and writing for the final project. Should be taken only after all other requirements have been satisfied. Can be repeated.

Master of Arts in Environmental Education

Professor D. Ostergren, Director of the graduate program in environmental education
Professor L. Gascho, Executive Director of Merry Lea Environmental Learning Center
Associate Professor L. Zinn, J. Schramm
Assistant Professors B. Minter, J. Pontius

Introduction

The master of arts in environmental education program is based at Merry Lea Environmental Learning Center of Goshen College and is housed in the Sustainability and Environmental Education Department (SEED). Distinctive aspects of this 11 month program include an immersion in natural history, exposure to many forms of environmental education, developing leadership skills, and building curriculum through investigation and research. Students also engage with environmental education programs at Merry Lea for grades K-12. The degree has four major components: core courses, a project, a portfolio, and an extensive practicum. Students integrate ecological learning with developing pedagogical skills. Additional practical concepts includes land management, environmental policy, leadership and administration. See www.merrylea.goshen.edu/graduate-program/ for more details.

Admission information

Requirements for admission include an essay, a resume, three letters of recommendation and official transcripts for all undergraduate and graduate coursework. A limited number of scholarships is available for environmental education graduate students, tied to the Merry Lea mission and goals.

Career opportunities

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

Master of arts in environmental education

33 credit hours

Term I: July-October

- EnEd 510, Natural History of the Southern Great Lakes 3
- EnEd 515, Research Methods and Measurements 3
- EnEd 520, Principles of Environmental Education 3
- EnEd 560, Creative Project and Paper 1
- EnEd 580, Practicum in Environmental Education 1

Term II: November-February

- EnEd 525, Environmental Issues & History 3
- EnEd 530, Leadership and Administration for EE 3
- EnEd 550, Faith, Peacemaking & the Environment 1
- EnEd 560, Creative Project and Paper 2
- EnEd 580, Practicum in Environmental Education 2

Term III: March-June

- EnEd 535, Land Management for EE 3
- EnEd 560, Creative Project and Paper 3
- EnEd 570, Professional Field Studies in Environmental Education 2
- EnEd 580, Practicum in Environmental Education 3

MAEE Student Learning Outcomes

Upon completion of the environmental education program, graduates will:

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

Environmental education courses

ENED 510 Natural History of So. Great Lakes 3

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

ENED 515 Research Methods and Measurements 3

A laboratory class designed to give students an overview of designing, implementing, and reporting a scientific study, including the use of environmental monitoring equipment to collect data and the basic statistics needed to analyze them. The class will address both ecological and educational research. Students will investigate the different ecosystems in the area using standard ecological data collection methods. Students will also learn standard methods for evaluating learning in environmental educational programs.

ENED 520 Principles of Environmental Educ 3

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

ENED 525 Environmental Issues & History 3

A study of current environmental issues facing society. Topics include ethics, citizenry, environmental justice, theological implications, and organizations addressing issues. The various facets of the history of environmental education and outdoor education will be reviewed. A study of important literature relevant to all topics will be included.

ENED 530 Leadership & Admin for Env Educ 3

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

- ENED 535 Land Management for Env Education 3**
 This is a study of both the theory and practice of managing the "place" for various ecological functions and human values that enhance an environmental education experience. Includes how land management practices need to reflect the economic/ social/spiritual values of humans, and the biological functions of the ecosystems it encompasses.
- ENED 550 Faith, Peacemaking and Environment 1**
 Environmental quality and care for creation are emerging as important components to faith, peace and justice across the globe. Creation care builds on spiritual and theological foundations that inspire us to care for God's creation. Environmental justice is the equitable distribution of costs and benefits from utilizing resources to all people regardless of class, generation, ethnic origin or gender. This seminar is a survey course of these topics.
- ENED 560 Creative Project and Paper 3 (1-3)**
 The project paper will be based on one of the following themes: a) environmental issue investigation b) ecological data based investigation, or c) pedagogical data based investigation. Project statement, literature review, critical investigation, application, conclusion, and professional formatting will all be expected. Students will develop age-appropriate instructional materials based on the project themes. Repeated for a total of 6 credit hours.
- ENED 570 Professional Field Studies in EE 2 (1-2)**
 In this course students travel with several faculty members throughout the region to encounter a wide variety of interdisciplinary programs, nature centers, pedagogies, leadership styles, and management strategies in environmental education (EE). They also investigate critical issues in EE and the decision-making process that will affect them, as educators, throughout their careers. Each student develops professional connections, practical resources, and, through written reflection, an understanding of EE in the broadest sense.
- ENED 580 Practicum in Environmental Educ 3 (1-3)**
 Being part of the delivery of Merry Lea's K-12 onsite and outreach programs in environmental education will fulfill the practicum in three major programming time blocks, giving students experience in multiple programs. Student will also have opportunities in specialty programs, such as summer camps and public programs. Assessment of student performance will occur after each of the three programming time blocks and as part of the final evaluation. Repeated for a total of 6 credit hours.
- ENED 698 Final Project Research & Writing 1**
 Registration for this course gives students access to library and computer resources while finishing research and writing for the final project. Should be taken only after all other requirements have been satisfied. Can be repeated.

Master of Arts in Intercultural Leadership

R. Peterson-Veatch, Interim Vice President for Academic Affairs, Director of Intercultural Leadership program

Professor A. Hostetler

Associate Professors N. Bakhit, R. Shands Stoltzfus

Adjunct Professor R. Hernandez

Introduction

The master of arts degree program in Intercultural Leadership is a natural extension of the college's longstanding expertise in the area of intercultural and international education. The curriculum is designed to meet the demand for leaders with the knowledge, skills and capacity to lead increasingly diverse organizations, and is geared for mid-career working professionals, including business managers, educators, health-care professionals and non-profit leaders. The 18-month program consists of three 6-day residential sessions on campus (in January, July and January) as well as online coursework.

Courses are taught by experts and the hybrid delivery model is specifically designed to support students in addressing real problems in real settings in their own workplace or organization. Costs and financial aid have working professionals in mind and application materials are available online.

See www.goshen.edu/graduate/intercultural-leadership/ for more details.

Career opportunities

The MAIL program is structured to help students acquire knowledge, skills and dispositions that will support their development as leaders in today's increasingly diverse worlds of business, government, non-profit organizations and education.

MAIL Student Learning Outcomes

Graduates of our program will increase their **knowledge** of:

- Concepts of Intercultural Communication
- Concepts and Theories of Leadership
- Concepts and Theories of Adult Learning
- Concepts and Theories of Action Science
- Concepts of Social Justice
- Concepts of Anti-Oppression

Graduates of our program will increase their **skills** in:

- Writing clear and effective prose
- Finding and evaluating scholarly sources
- Developing original arguments
- Planning and implementing Action Research
- Designing Strategic Planning and Implementation
- Developing Networks of Support

Graduates of our program will foster **dispositions** to promote:

- Collaborative Leadership
- Personal growth in oneself and others
- Approaching problems as a learner
- Demonstrating integrity
- Preserving and advocating for human rights
- Partnering with communities

Admission information

Requirements for admission include GRE scores, an essay, a resume, three letters of recommendation and official transcripts for all undergraduate and graduate coursework.

Master of arts in intercultural leadership

36 credit hours

The educational model for this program includes six blocks, alternating between “residency” blocks and “online” blocks. Residency blocks are six-day sessions (a five-day work week and one weekend day either before or after) with five weeks of online follow-up. The “online” blocks in between the “residency” blocks are seven weeks, during which you take two online courses.

Block I: 6-day residency with 5 weeks online follow-up

- IIE 500 Orientation and Technology Workshop 1
- IIE 505 Self-Development for Intercultural Leadership 3
- IIE 510 Leadership in Intercultural Organizations 3

Block II: 7 weeks online

- IIE 520 Action Research and Program Evaluation 3
- IIE 622 Methods and Techniques of Positive Social Change 3

Block III: 6-day residency with 5 weeks online follow-up

- IIE 525 Capstone Project Development 4
- IIE 624 Foundations of Social Justice 3

Block IV: 7 weeks online

- IIE 690 Capstone Project: Theoretical Frameworks and Data
Collection 3
- IIE 626 Strategic Human Resources Planning 3

Block V: 6-day residency with 5 weeks online follow-up

- IIE 691 Capstone Project: Findings, Conclusions and Peer Review 6

Block VI: 7 weeks online

- IIE 692 Capstone Project: Defense and Presentation 1
- IIE 628 Community Development and Social Action 3

Intercultural leadership courses

IIE 500 Program Orientation & Tech Training 1

This course provides a basic orientation to the program and training on the multiple technological environments of the program including the Course Management System, Web Videoconferencing, use of online library resources and other important aspects. Co-requisites: IIE 505 and IIE 510.

IIE 505 Self-Develop for Intercult Leaders 3

Leadership development, in general, begins with self-awareness and the ability to articulate an answer to the question: "Who am I and how do others perceive me?" Students should be considering that question as a primary concern in empowering others. This course helps students to define their own leadership style from cognitive, behavioral, and emotional perspectives. Students will integrate conceptual knowledge of reflective practice and self-awareness in the context of ethical action, social justice, and an entrepreneurial approach to leadership. In this course students engage and develop philosophical and conceptual perspectives on action and action research, intercultural communication and social justice. The central aim of this course is to provide students with frameworks for taking a partnering stance to community and organizational development. Co-requisites: IIE 500 and IIE 510.

IIE 510 Ldrship Intercultural Organizations 3

This course blends an intellectual exploration of organizational development,

organizational behavior and intercultural communication theories with a focus on acquiring and developing skills in project management. Students will learn how to develop networks both within and between organizations that support social justice and ethical action. Co-requisites: IIE 500 and IIE 505.

IIE 520 Action Research and Program Eval 3

This course provides an overview of action research theory and methods and describes how action research can be used for assessing community needs and program effectiveness. The steps for conceptualizing, designing, implementing, and analyzing an action research project will be examined. Particular attention will be given to designing and implementing program evaluation within organizations. Prerequisites IIE 505 and 510.

IIE 525 Capstone Project Development 4

This course will focus on assisting students in developing an appropriate research design for each student's capstone project. Building on the knowledge acquired in the research and program evaluation methods course, students will develop the initial design for their capstone project. As part of this process, students will identify the main research questions, choose the design and articulate its appropriateness to the inquiry at hand, discuss the assets and limitations of the design, human subjects and other ethical concerns, and proposed methods for data collection and analysis. Prerequisite: IIE 520.

IIE 622 Meth&Tech of Positive Social Change 3

Introduces students to the theories, principles and techniques of sustainable social change, positive change theory and positive organizational scholarship. Students will build practical competencies necessary to carry out various positive change interventions based on theories and techniques of organization development and change management. Prerequisites: IIE 500, 505, and 510

IIE 624 Foundations of Social Justice 3

This course provides a framework for students to explore philosophical, theoretical, spiritual, and personal foundations of Social Justice. Students will engage with diverse texts and perspectives from a variety of cultural and spiritual traditions in order to develop a critical perspective that stretches beyond the surface of challenging social issues. Prerequisites: IIE 500, 505, and 510.

IIE 626 Strategic Human Resource Management 3

In the increasingly diverse environment of the 21st century, human resources are key resources for change and innovation. Unfortunately, few organizations successfully include HR in strategic planning. This course will introduce HR's role in strategy development and implementation. Topics include aligning HR with organizational values and management strategy, creating high performance work systems, implementing HR planning, and managing HR in contexts such as non-profit organizations, community service groups, and community development. Prerequisites: IIE 500, 505, and 510.

IIE 628 Community Development & Soc Action 3

This course provides basic knowledge and skills in community outreach, education, and social mobilization for self-help and advocacy in community based organizations. This course focuses on the professional roles of leaders in community based groups including the role of founder, developer, manager, and other supervisory roles in which development activities are required in order to support social action and social change. Prerequisites: IIE 500, 505, and 510.

IIE 690 Capstone Project:Theory and Data 3

Building on the foundation established in the Core Courses, this course will provide an overview of the processes of literature review and data collection. Students will complete an extensive written review of pertinent literature, articulate their theoretical framework, and collect data for their final capstone project. Prerequisites: IIE 505, IIE 510 and IIE 525

IIE 691 Capstone Proj:Conclusions&Peer Rev 6

This course provides an overview of the process, layout, and content of the final written version of the Capstone Project. Students will gather during the third residency of their program and engage in intensive writing and peer review sessions during eight days of that residency followed by 5 weeks online. The goal of this course is to provide a rigorous writing environment that supports students in completing their experiential projects. Prerequisite: IIE 690

IIE 692 Capstone Project:Defense & Present 1

This course will serve as the culmination of the Capstone Project and will provide students with an overview of the process of converting project documents into a presentation for a community audience. The course will take place during the final session of the student's program, and will include a defense of their project that their adviser will oversee. As the final exercise in this course, students will deliver a public presentation on their work. Prerequisite: IIE 691

IIE 698 Final Project Research & Writing 1

Registration for this course gives students access to library and computer resources while finishing research and writing for the final project. Should be taken only after all other requirements have been satisfied. Can be repeated.

Master of Business Administration

Jim Smucker, Program Director (Eastern Mennonite University)

Michelle Horning, Goshen College advisor

Phil Mason, associate professor of business and executive director of graduate and continuing studies

E. Kent Palmer, adjunct professor of information technology

Jerrell Ross Richer, professor of economics

Introduction

The collaborative MBA is an accredited 36-credit degree, designed for working professionals, that can be completed in 22 months. It has a values-based curriculum that develops “leadership for the common good.” This online program is highly interactive and includes two weeks of residency, one at the beginning, at one of the collaborating schools: Goshen College, Bluffton University, or Eastern Mennonite University, and one week at an international setting after a year of course work. All other classes are delivered either in live video conferencing or flexible online formats. Students take a common core of classes and also choose one of eight concentrations. The collaborative arrangement ensures a variety of qualified professors and a diverse cohort of students.

Leadership for the common good

Leadership for the Common Good is a unique perspective that the three collaborating colleges bring to leadership education.

Personal Formation – Developing authentic leaders on a journey of integration, spiritual growth, and maturity: Leaders who understand that personal, business, organizational, and community existence and success are tied to the sustainability of local and global systems.

Competency – Developing transformative leaders who design businesses and organizations and nurture communities to be resilient and sustainable with skills in entrepreneurship, shared vision development, mutual accountability, financial integrity, continuous innovation, empowerment of people and teams, and systems thinking.

Relationships – Understanding that in community we build and maintain trustworthy relationships with each other and God and that problem solving must be contextual, based on constituent and community life conditions. In this context we transform personal, business, organizational, and community conflicts into healthy outcomes.

Admission requirements

1. Bachelor's degree (or equivalent) from an accredited institution.
2. Proficiency in Microsoft Word, Powerpoint, and Excel.
3. Strong written and oral communication and quantitative skills.
4. For applicants with less than seven years of work experience, GMAT or GRE scores are required. Those with seven years of work experience are encouraged to take either the GMAT or GRE *if* their academic and workplace records do not show strong quantitative and communication skills.
5. Two recommendations. One recommendation must be from your current supervisor. The second recommendation should be from an individual who can comment on your professional and/or academic qualities.
6. Interview with program director or other designated person.

Depending on undergraduate preparation and/or scores on the GMAT or GRE tests, prerequisites may be required prior to full entry into the program, including courses in:

- Macroeconomics

- Microeconomics
- Financial Accounting
- Managerial Accounting
- Finance

For more information, see collaborativemba.org.

Mastor of Business Administration

36 credit hours

Core courses (27 credit hours)

- MBA 522, Leadership and Management for the Common Good . . . 3
- MBA 541, Comparative Perspectives on Business and Society . . . 3
- MBA 564, Organizational Behavior 3
- MBA 585, Managerial Finance and Accounting I 3
- MBA 623, Managerial Finance and Accounting II 3
- MBA 647, Strategic Marketing Management 3
- MBA 663, Managerial Economics 3
- MBA 671, Technology, Information, and Data Analysis 3
- MBA 680, Sustainable Organizations for the Common Good 3

Concentration areas (9 credit hours)

- **Leadership**
 - MBA 660, Assessing and Developing Leadership Skills
 - MBA 661, Leading Innovation and Change
 - MBA 662, Managing People in Organizations
- **Health Care Administration**
 - MBA 641, Health Care Economics and Policy
 - MBA 642, Health Care Informatics
 - MBA 643, Health Care Financial Management
- **Accounting and Financial Management**
 - MBA 651, Auditing
 - MBA 652, Business Environment
 - MBA 653, Business Regulation
- **Leading Non-profit Organizations**
 - MBA 611, Stewardship, Innovation, and Social Entrepreneurship
 - MBA 627, Ethics and International NGO's
 - MBA 667, Project Management and Grant Writing
- **Conflict Transformation**
 - MBA 617, Mediation and Negotiation
 - MBA 649, Narratives and Systemic Change
 - MBA 678, Summer Peacebuilding Institute course (at EMU)
- **Sustainable Organizations**
 - MBA 607, Sustainable Business Models
 - MBA 614, Economics of Sustainability
 - MBA 675, Applied Business Sustainability
- **Community Development and Social Action**
 - MBA 605, Community Development and Social Action

- MBA 610, Action Research and Program Evaluation
- MBA 626, Strategic Human Resource Management
- **Self-designed** (Student chooses three courses from list of concentration courses or independent study MBA 595/695.)

MBA Student Learning Outcomes

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

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

MBA Core courses

MBA 522 Leadership/Managmnt for Common Good 3

Complexity, globalization, and competing demands characterize the realities of leading and managing organizations in today’s environment. The focus of the course is on developing systemic wisdom and long-term perspective. The course combines times for self-reflection, conversation, questioning, and integration of various leadership and management theories to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

MBA 541 Comparative Perspect on Bus & Soc 3

This course examines the range of perspectives for understanding the relationships between business, society, and the global economy including the history of economic systems. Anabaptist and other alternative frameworks, as well as classical and mainstream ethical frameworks, are presented and assessed from which critical issues in business are evaluated.

MBA 564 Organizational Behavior 3

Utilizing an experiential case study method, this course surveys the evolution of theory, practice, and research in the areas of organizational behavior. Learning topics include motivation theory, group dynamics, leadership, decision-making, conflict transformation, change theory, organization structure, emotional intelligence and communication. This

Program descriptions : Master of Business Administration

course affirms a systemic perspective and approach to organizational behavior and affirms the concepts implicit in the concept of Leadership for the Common Good.

MBA 585 Managerial Finance & Accounting I 3

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

MBA 605 Self-Dev for Intercultural Leaders 3

Leadership development, in general, begins with self-awareness and the ability to articulate an answer to the question: "Who am I and how do others perceive me?" Students should be considering that question as a primary concern in empowering others. This course helps students to define their own leadership style from cognitive, behavioral, and emotional perspectives. Students will integrate conceptual knowledge of reflective practices and self-awareness in the context of ethical action, social justice, and an entrepreneurial approach to leadership. In this course students engage and develop an entrepreneurial approach to leadership. In this course students engage and develop philosophical and conceptual perspectives on action and action research, intercultural communication and social justice. The central aim of this course is to provide students with frameworks for taking a partnering stance to community and organizational development.

MBA 607 Sustainable Business Models 3

This course explores sustainability models, reporting approaches, and corporate structures. These models and tools are utilized to create a sustainable platform that serves as a base for students to apply across the Sustainability concentration. Students will learn about the theory, analytical and applied approaches to drive the changes required to promote a sustainable economy. Mastery of the tenets of Natural Capitalism and Natural Step for Business provide students with foundational knowledge for driving sustainability application and practice.

MBA 610 Ldrship Intercultural Organizations 3

This course blends an intellectual exploration of organizational development, organizational behavior and intercultural communication theories with a focus on acquiring and developing skills in project management. Students will learn how to develop networks both within and between organizations that support social justice and ethical action.

MBA 611 Stewardship, Innovation & SE 3

A theory and practice course including a combination of field trips, classroom and online discussion, and case studies focusing on systems approaches to stewardship, innovation, and social entrepreneurship. The course objectives include developing a strategic framework for understanding stewardship design principles found in natural and human ecologies and how to apply them to become more effective organizational leaders; increasing theoretical and practical understanding of the sources of socio-tech innovation, and in co-designing, influencing and leading innovation; and developing an understanding of social entrepreneurship (SE) and how corporations, public agencies, and nonprofit organizations apply SE strategies to more effectively achieve their missions and objectives. Students will be encouraged, at their sole option, to contribute to the field either through service or research.

- MBA 614 Economics of Sustainability** 3
This course explores the transformation necessary to create a sustainable economy using a triple-bottom-line perspective: planet, people, and profit. Students will learn about the organizational and structural changes required to promote a sustainable economy, focusing on the objectives of sustainable scale, just distribution and efficient allocation as well as public- and private-sector strategies to support the transition from carbon-based resources to renewables.
- MBA 617 Mediation and Negotiation** 3
Negotiation is the fundamental process by which human beings discern how to resolve differences and move forward together—whether in a family, a local community, an organization, a society, or a world community. Mediation adds a third party to the negotiation process, and has proven remarkably effective in resolving and even transforming certain disputes. This course will train participants to be effective negotiators and to serve as impartial mediators, but will also explore the varying contexts in which these processes take place and the variety of perspectives and worldviews that parties bring to a negotiation or mediation process. Each student will be evaluated by the instructor and by class peers for competency in mediation and negotiation skills.
- MBA 623 Managerial Finance & Accounting II** 3
The second course of this sequence examines more of the quantitative tools managers use in decision making. Topics include an in-depth analysis of value chains, including supply chain and distribution channels, activity-based management, analysis of external funds needed, in-depth analysis of time value of money, and capital budgeting.
- MBA 627 Ethics and International NGO's** 3
This course is prepared for students who envision themselves as practitioners in the global humanitarian enterprise, working in, with, or through, international non-governmental organizations (INGOs). INGOs confront many ethical challenges, dilemmas, and considerations as they work to meet their objectives of providing assistance to individuals, groups, and countries, often across differences of culture, wealth, power, and worldview. This course aims to help students build a framework for understanding universal and contextual ethics within the broad INGO arena, both internally within organizations, and externally as impact on others. A significant challenge of this course is to help students recognize and identify their own biases and blinders, learn from the practical experiences of others, and effectively widen their view to the opportunities, possibilities, and pitfalls of the INGO humanitarian enterprise.
- MBA 641 Health Care Economics and Policy** 3
An overview of the macro environment as it relates to health care organizations. Addresses issues related to health care policy, regulation, and laws and also fundamental concepts of health care economics.
- MBA 642 Healthcare Informatics** 3
This course studies the collection, organization, and utilization of public data bases and patient records in structuring the provision of care and overall management of health care systems.
- MBA 643 Health Care Financial Management** 3
An overview of financial issues for health care organizations, including budgeting, planning, and financing.
- MBA 647 Strategic Marketing Management** 3
This course focuses on the tasks of creating and communicating value and gaining loyal customers for an organization in today's dynamic global marketplace. Topics include marketing strategy and planning, marketing research, the impact of technology on strategic marketing decisions, consumer behavior, ethics in marketing, social media and its role in marketing, internet marketing, customer relationships management, database

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marketing, and marketing evaluation. Leadership for the Common Good concepts are also offered as a backdrop for an ethical marketing framework.

MBA 649 Narratives & Systemic Change 3

Stories (narratives) shape conflicts and conflicts shape our narratives about the world and our places in it. Deep transformation of any conflict system requires changing our stories about ourselves and about others in the conflict system. In this course, we will learn to listen for and analyze the narrative drivers of conflict at multiple levels of social organization. We will practice techniques for working with and changing stories at all social levels from the intra-and interpersonal level to the national and supranational levels. The course includes exploration of various narrative theories, but the primary focus is on working with stories to promote change. Stories (narratives) shape conflicts and conflicts shape our narratives about the world and our places in it. Deep transformation of any conflict system requires changing our stories about ourselves and about others in the conflict system.

MBA 651 Auditing 3

This course is based primarily on the Auditing section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of the auditing process from a theoretical perspective. Topics covered will be reinforced through case analyses.

MBA 652 Business Environment 3

This course is based primarily on the Business section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of the business environment. The course will explore cost and managerial accounting topics as well as corporate governance and information systems.

MBA 653 Business Regulation 3

This course is based primarily on the Regulation section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of issues related to business law, corporate structures, and individual and corporate taxation.

MBA 660 Assess/Developing Leadership Skills 3

This course explores the dynamics of the relationship between leaders and followers using both current leadership theory and widely used self-assessment tools.

MBA 661 Leading Innovation and Change 3

This course will examine the literature on change management and innovation. Students will develop an understanding of their roles as leaders who seek to create conditions within organizations to support and motivate adaptation, innovation and change.

MBA 662 Managing People in Organizations 3

Surveys selected topics related to the management of people in organizations, including personnel selection and training, motivation, leadership, team building, the organization of work hours and space.

MBA 663 Managerial Economics 3

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

MBA 667 Project Management & Grant Writing 3

Organizations are increasingly utilizing projects to perform activities and operations, creating a growing requirement for specific management skills and tools in areas of

project management. Applying theory and practice, this course explores management needs through each phase of the project life-cycle: initiating, planning, performing, and closing projects. Projects are often funded differently than ongoing operations, and this course provides special consideration of that reality, and what it means to organizations and project managers.

MBA 671 Tech, Information, & Data Analysis 3

The quality of decision making in organizations is greatly influenced by the quality of data gathered and by information derived from that data. This course focuses on the use of tools and processes to enhance corporate decision-making strategies. Topics include research design, survey development, defining data and information requirements, how and where data is stored, informatics and business intelligence, critical thinking, and transforming data into meaningful information.

MBA 675 Applied Business Sustainability 3

The course completes the sustainability concentration. Students apply the knowledge of sustainability models, systems and economics to a sustainability project of interest for their capstone. Students will apply the sustainability tools gained during the concentration courses. They will synthesize all facets of sustainability into a specific applied sustainability project. Assessment will be based on students' comprehension of the challenges presented by the project and their ability to evaluate effective options to drive sustainable gains.

MBA 678 Summer Peacebuilding Course 3

A residency course in the Summer Peacebuilding Institute of Eastern Mennonite University.

MBA 680 Sust Organizations/Common Good I 3

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

MBA 698 Final Project Research & Writing 1

Registration for this course gives students access to library and computer resources while finishing research and writing for the final project. Should be taken only after all other requirements have been satisfied. Can be repeated.

Directories

Boards of directors

Mennonite Education Agency board

Addie Banks

Bronx, N.Y.

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