Goshen College Vision

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 Christ centered core values: global citizenship, compassionate peacemaking, servant leadership and passionate learning.

Mission Statement

Goshen College is a liberal arts college dedicated to the development of informed, articulate, sensitive, responsible Christians.

As a ministry of the Mennonite Church, we seek to integrate Christian values with educational, social and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual and social growth in every person. We view education as a moral activity that produces servant-leaders for the church and the world.

GC Core Summary

### Breakdown of the Goshen Core Classes

<table>
<thead>
<tr>
<th>Module</th>
<th>Class(es)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identity, Culture, &amp; Community</td>
<td>1 class</td>
<td>Begins Intercultural Thread</td>
</tr>
<tr>
<td>2. Learning Community I</td>
<td>1 class</td>
<td>Writing and Speaking</td>
</tr>
<tr>
<td>3. The Academic Voice</td>
<td>1 class</td>
<td>Counts as a Perspectives and as a second writing course</td>
</tr>
<tr>
<td>4. Wellness for Life</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>5. Goshen Seminar</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>6. Learning Community II</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>7. Engaging the Bible</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>8. Intercultural Semester</td>
<td>4 classes</td>
<td>Language prerequisite required</td>
</tr>
<tr>
<td>9. Global Issues Seminar</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>10. Artistic World</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>11. Natural World</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>12. Peacemaking</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>13. Religious World</td>
<td>1 class</td>
<td></td>
</tr>
<tr>
<td>14. Social World</td>
<td>1 class</td>
<td></td>
</tr>
</tbody>
</table>

**Total**

16 classes (43 credit hours)

plus quantitative literacy assessment, language requirement and convocation and chapel attendance
GC CORE STUDENT LEARNING OUTCOMES BY AREA OF LEARNING:

KNOWLEDGE
In our academic and campus life programs, students will develop knowledge of:

- The Christian Story: The biblical basis and theological exploration of Christian faith
- Identity: Self, personal growth, and one’s relationship to multiple communities
- The Social World: Values and histories underlying cultures, societies, and religious traditions and the relationships between them
- The Natural World: The natural created order, including the earth and its systems
- The Artistic World: Forms of human thought, movement, imagination, and innovation
- Peacemaking: The factors that create and sustain frameworks for the essential relationships between and among humans, God, and the natural world

SKILLS
In our academic and campus life programs, students will grow in their mastery of the following intellectual and practical skills:

- Communication: Listening, reading, writing, speaking and interacting effectively
- Quantitative literacy: Using basic mathematical concepts and operations required for problem-solving and decision-making
- Inquiry: Using visual and information literacy to gather appropriate evidence from multiple data sources
- Critical and reflective thinking: Analyzing, interpreting, evaluating and using evidence to make good judgments
- Problem solving: Working individually and collaboratively for creative solutions
- Intercultural competence: Acquiring language and cross-cultural communication skills to interact effectively with people from diverse communities

RESPONSIBILITIES
In our academic and campus life programs, students will develop a sense of personal and social responsibility for:

- Faith in Action: Reflecting on the relationship between personal faith and life choices that support God’s justice, reconciliation, and peace
- Ethical reasoning: Living and serving with integrity in a variety of communities
- Intercultural openness: Creating partnerships with people across difference to learn from one another and work towards equity
- Local and global community engagement: Understanding human systems and knowing how to bring about change peacefully
- Lifelong learning: Remaining curious and occupying an inquiry stance in the face of challenges to current understandings of oneself and of the world
- Living Sustainably: Working to create restorative relationships with the natural world

INTEGRATIVE LEARNING
Integrative learning is an understanding and disposition that a student builds across the curriculum and co-curriculum, from making connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. We promote integration of learning across disciplines because we believe the acquisition and application of knowledge is most successful when shaped by various perspectives. An integrative approach highlights these realities and supports students in understanding how to select and apply appropriate techniques and methodologies for solving complex and significant problems.

Approved by faculty vote: Sept. 22, 2011
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Goshen College Refreshed Strategic Plan

PRIORITY 1: As an intentionally innovative liberal arts institution Goshen College will strengthen our integrative learning structures to better achieve our student learning outcomes.

1. Clearly define, align, and assess integrative student learning outcomes. [AA/SL]
2. Increase racial/ethnic/intercultural diversity within the teaching and learning environment (e.g. CITL) so as to strengthen integrative student learning outcomes. [SL]
3. Implement a Core Values Institute (CVI). [OP]

Board Policy Alignment (Ends: 1.1, 1.2, and 1.3—Limitations: 4.0, 4.1, 4.2, 4.3, 4.4, 4.9, 4.10)

PRIORITY 2: Goshen College will reach a sustained full-time equivalent enrollment of 1,000 traditional students and 150 adult and graduate students with greater diversity among the student body to enrich the integrative learning process.

1. Consider/Discuss as a campus community the possibility of cultural barriers prohibiting potential students from considering Goshen College as their institution of choice. [OP]
2. To create new admissions criteria that balances accessibility and academic ability. [EM]
3. To enhance and align institutional financial aid to obtain enrollment goals. [EM/IA]
4. To identify new markets to enhance diverse student recruitment. [EM]

Board Policy Alignment (Ends: 1.1, 1.2, and 1.3—Limitations: 4.0, 4.1, 4.2, 4.4, 4.9, 4.10)

PRIORITY 3: The alignment, allocation, and acquisition of resources will directly support the integrative learning environment while strengthening stakeholder confidence in the mission and vision of Goshen College.

1. Acquire new resources to sustain the CITL and other identified institutional priorities. [IA]
2. Assess and define campus programs and facilities in order to achieve integrative student learning outcomes for a diverse student body. [SL/F]
3. Create a systematic, cohesive program to assess institutional learning and operational outcomes. [AA]
4. Strengthen campus-wide sustainability/regenerative stewardship practices through innovative processes which model integrative learning and fiscal responsibility. [OP/F]

Board Policy Alignment (Ends: 1.1, 1.2, and 1.3—Limitations: 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10)
High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
**Academic Excellence**
- Academically ranked
- Undergraduate research
- Excellent preparation for grad school
- Well-prepared graduates
- Teaching excellence/academic rigor/passion
- Academic rigor, integrity, high expectations
- Students' think/write/speak creatively
- High level of rigor
- Opportunity for undergrad research
- High expectations; rigorous; challenging

**Small Academic Community**
- Small college feel/connections/community
- Personal connection to scholars
- Prof: student (mentoring)
- Mentoring by faculty
- Professor accessibility to students
- Individual attention to students
- Invitation to participate broadly (music, theater, communications, athletics)
- Faculty/student relationships
- Size enables many opportunities
- Close student/faculty relationships/ratio

**Applied/Service Learning**
- Service emphasis
- Integrating service and learning (including SST)
- Community connections
- Applied liberal arts opportunities
- Adapt and understand breadth of issues- "applied liberal arts"
- Community service and involvement with building community
- Service learning
- Applied liberal arts
- Contextualized instruction
- Opportunity to apply learning

**Peace**
- Peace/justice
- Grounding in peacemaking
- Peacemaking
- Peace/justice
- Anabaptist- peace/justice
- Social justice
- Shared ethos on social issues- can talk/share disparate opinions
- Diversity/justice/peace

**Anabaptist/Mennonite**
- Relationship to church
- Anabaptist expertise
- Anabaptist-Mennonite intellectualism
- Anabaptist values
- Anabaptist values/heritage
- Strong connection to traditional faith community- core values
- Anabaptist perspectives

**Liberal/Left/Progressive**
- Edgy- countercultural
- Left-leaning
- Liberal academic environment
- Known for not using national anthem- social, political
- Progressive theology

**Interdisciplinary**
- Interdisciplinary
- Liberal arts, graduating well-rounded students
- Insistence on defining "academic" broadly and inclusively
- Sustainability and ecological concerns
- Freedom to incorporate faith perspectives
- Peace studies is integrated across campus
- Environmental/creation care (sustainability)
- Passionate about what people do
- Liberal arts ethos is foundation of whole person
- Sustainability
- Possible for many students to be multi/interdisciplinary
- Liberal arts education

**International and Intercultural**
- Diversity aspiration
- SST/cross cultural learning
- SST
- Global citizenship
- STT
- Value intercultural education
- International experience
- International education and its implications
- Experiential multicultural education
- Intercultural education
- Global/international/intercultural
- Immersive (SST)
- International service/learning education
- SST
- Intercultural ethos
- STT
- International/cross cultural experience- go to places other students don't-uniquely integrated-connected to rest of curriculum
- SST/international education STT

**Departmental Distinctives**
- Health sciences
- Nursing
- Nursing programs
- Nursing education
- Nursing
- Nursing- holistic practice
- Nursing and pre-med
- Nursing/pre-med programs
- Pre-med training
- Pre-med
- Bio/Environmental Science
- Environmental studies
- Environmental studies
- Bio/environmental sciences

**Distinctive Resources**
- Merry Lea
- World-class music performance venu
What kind of learning experiences do you want to have for the students at the college?

What are you preparing students to do following college?
What are the main pedagogical methods and/or delivery systems you will use to insure the best learning opportunities?

What kind of students do you want to attract?